

<p>Intent</p> <p>What are we trying to achieve?</p>	<p>Intent sentence here: Art & Design subjects at Beckfoot ignite a creative spark and are key to enhancing cultural capital.</p>			
	<p>Expansion on intent sentence: Art & Design subjects at Beckfoot ignite a creative spark and are key to enhancing cultural capital by nurturing students who are knowledge rich artists, designers and photographers. Our dynamic and exciting curriculum enables students to explore practical, theoretical and discipline-based knowledge resulting in proficient students who are fluent, experimental, capable of producing authentic work and who can see and interpret the world through the lens of Art. Mastery of skill and technique is alive in Art & Design at Beckfoot. Please see our Intent Document, Curriculum Overview and Sequencing Maps to find out more.</p>			
	<p>Confident Communicators</p>	<p>Knowledgeable and Expert Learners</p>	<p>Committed Community Contributors</p>	<p>Future-Ready Young People</p>
	<p><i>In Art & Design, students regularly engage in discussions linked to practical, theoretical and discipline based knowledge which is aimed at developing their oracy skills. When exploring approaches to contextual analysis and critical reflection, students engage in written forms of communication using specialist subject vocabulary.</i></p>	<p><i>By learning the Art curriculum students gain detailed knowledge of key specialisms, which in turn makes them fluent and able to work with automaticity. Students become knowledge rich learners by securing practical, theoretical and discipline based knowledge through modelling, knowledge organisers, exemplar and bespoke literacy (reading) material.</i></p>	<p><i>In Art, we enrich learners through a wide range of experiences both in school and in the wider community. This includes workshops lead by visiting artists, study visits, residential and extra curricular opportunities. We also enhance students' cultural capital by exposing them to a wide variety of contemporary and historic art & design practitioners, art movements and cultures.</i></p>	<p><i>Our Art curriculum develops a range of employable skills: Creativity, self-expression, critical thinking and confidence. In addition we encourage discussion about careers that Art & Design subjects could lead towards.</i></p>

The key concepts that run through your subject are:

Principles of knowledge

- **Practical** (Knowledge from making)
- **Theoretical** (About artists, movements & history)
- **Discipline Based** (Exploring semiotics and multiple ways in which art exists)

What does it mean to get better in Art?

- **Fluent** (Automaticity & proficiency in the traditions of chosen specialism)
- **Experimental** (Trying out ideas, methods and convention to find original solutions)
- **Authentic** (Visually performing thinking of an issue, topic or theme)

Progression

- **Automaticity** (Practical components isolated and practiced)
- **Internalisation** (Re-encountered and building in complexity and opportunities)
- **Magic** (Enquiry, imagination and creativity. Building on prior knowledge & re-encountering)

Golden Threads

KS3

- **Produce creative work**, exploring ideas and recording experiences.
- Increase **proficiency in the handling of different materials**.
- Using a range of art, craft and design **techniques and approaches** with a focus on the formal elements.
- **Evaluate and analyse** creative works using the language of art, craft and design. **Know about** great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

KS4/KS5

- **Developing** ideas through investigations informed by selecting and critically analysing sources.
- **Refining ideas** as work progresses through **experimenting/exploring** with media, materials, techniques and processes.
- **Recording** ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses.
- **Realise personal intentions** through sustained application of the creative process.



Implementation—Whole School Approach

Lessons are taught using the Beckfoot Way. Six principles – provide common language and framework for great teaching – a foundation (similar to what you would see in any school). Based predominantly on Rosenshine and Making Every Lesson Count.

4 non-negotiable practices:

- Big Picture:** To a degree, more for staff than students: intent into implementation; supports staff in planning for learning not activities; clearly sequenced in line with curriculum planning.
- I do, We do, You do:** Supports modelling and scaffolding.
- Everyone think, discuss, write:** Maximising thinking and participation and whole-class learning checks.
- DNA:** Clarity of expectation.

3 systems:

Knowledge organisers and retrieval practice: Retrieval practice and spaced practice – support students in knowing more and remembering more; provides consistency and clarity of definition.

Knowledgeable and Expert Learners framework, inc. Home Learning: Linked to Knowledge Organisers and independent learning / revision.

Assessment, marking and feedback: Often utilising whole-class feedback sheets so the feedback is efficient for staff and effective for students – teachers *teaching* how to close an identified gap in learning.

Vulnerable Learners focus: Use of the 4 non-negotiables, prioritising VLs; Use of VL Index; Effective deployment of TAs; Literacy Strategy.

Impact

Outcomes at BTEC, GCSE and A Level are a clear indication of success. We aim for FFT5 and the top 10% of schools.

Our Art & Design courses continue to be a popular option at KS4 & KS5 with around 90 students choosing them as one of their KS4/5 options.

Work scrutinise show students take pride in their work, enjoying the level of challenge and variety of learning activities.

At KS3 we aim for students to:

- Produce **creative work**, exploring ideas and recording experiences.
- Develop their **fluency & automaticity** at applying **techniques**.
- Develop **proficiency** in the handling of different materials.
- Develop their **contextual understanding** and ability to **analyse** works of art and engage in purposeful **critical reflection**.

At KS4 we aim for students to:

Develop ideas, refine work, record observations and realise intentions.

Implementation – Faculty Approach

The expectation is that teachers work through the SOW , aiming to stretch and challenge, teaching to the top and scaffolding to support others. Students who progress quickly will always be encouraged to critique work and refine work before being provided with extension work. Planning time is used to share misconceptions with staff and these are addressed with immediacy in lessons.

Our curriculum is designed for students to develop the skills in the subject, with joined up thinking to develop the students skills in the following areas: **creativity, techniques and approaches, handling of materials, observations, contextual analysis, critical reflection and the realisation of intentions**. Students will then gain understanding of topics which are then revisited and built upon in subsequent years. Our curriculum has been matched to the National Curriculum, ensuring we exceed it where possible. We also look at our examination courses at KS4 to ensure students are taught the key concepts in KS3. Whilst we teach the curriculum in progressive distinct domains, we recognise that our subject is interconnected, so we encourage students to make subject and curriculum links. **It is of paramount importance that teaching at all stages takes account of prior learning and the depth of understanding they have already achieved.** Pitching teaching appropriately ensures that students are neither bored by repeating content which is already well understood nor flummoxed by content which they cannot readily assimilate with their existing knowledge.