

Art, Design and Technology: Visual Art Curriculum Statement

Curriculum Intent

The purpose of the Visual Art courses is to develop well rounded students who are confident in expressing themselves through a range of creative acts. The art, photography, textiles, and three-dimensional design courses look to foster independent thinking and personal engagement with creative expression in its widest form.

Vision and values

The faculty focuses on a highly differentiated curriculum with flexibility to cater for every student's individual needs and interests. The visual arts team believes that every student's cultural and personal history can enhance and feed into their artistic work.

Through key stage 3 teachers use their personal expertise and training to ensure students explore textiles, photography, fine art, and three-dimensional practices. We have developed a range of relevant projects exploring contemporary and historical practices to inspire and engage students.

Paragraph 2 – planning and sequencing

The curriculum is designed using a 5-year model, working backwards from the presentation and creative skills needed to succeed at GCSE. Projects are developed for each year that increases the rigour and develops on prior learning to ensure students are fully able to access the visual arts at GCSE.

The key stage 3 curriculum uses presentation sheets to enable students to develop a portfolio over 3 years that covers artist research, creative making, analysis, and presentation. Using sheets prepares students for the expectations of GCSE study and the language of the assessment objectives from GCSE are used with all year groups to embed understanding of the expectations in Year 11.

By the time students reach Year 9 they are working on extended projects using previous GCSE content to challenge learners. Extended projects are highly adaptable, and teachers respond to the groups to change or develop projects based on a continual assessment model.

The GCSE course covers NEA work through 2 internally set tasks and an externally set component. The NEA projects are open and personalised due to student's needs. Each year the projects are refined in response to the exam board standardisation training and reflect the developing needs of students seen in key stage 3. Usually, Year 10 projects are based



Stantonbury School
Executive Principal: Jim Parker
Stantonbury, Milton Keynes, MK14 6BN

enquiries@stantonbury-tove.org.uk
Main reception: 01908 324 400
www.stantonbury-tove.org.uk

on thematic terms that can be interpreted by students using social and moral context from their backgrounds.

Throughout the 5 years students are gradually given more independence. Starting in Year 7 with highly led, technical projects to Years 10 and 11 where students are required to work on individual projects and create personalised responses. Each year adds supported challenge activities which push students to explore more technically difficult aspects of the art and design curriculum. Challenging activities include trying materials and processes that are unfamiliar or being asked to work with less guidance or explanation at strategic points in the course. At all points assessment drives teachers in the selection of artist links and suggested techniques for individual students.

Implementation

The curriculum is delivered through practical demonstrations, instructional videos, handouts, and support materials which can be accessed electronically at home or in lesson. In year 7 lessons are more task based with sessions towards the end of a project giving students the opportunity to present and reflect on their work produced to date.

As students progress through Years 7,8 and 9 students are given increasing opportunities to choose activities or adapt activities to fit their skill and ability. This is done through conversation with the teacher and formative/summative assessment tasks. In Years 10 and 11 students develop on the skills learnt previously to specialise and hone skills in a particular area of art and design. Support with presentation and key skills within the visual art disciplines is given through instructional tasks in Year 10, in Year 11 students are far more self-directed and in the externally set tasks students have learnt the skills needed to choose and test ideas with minimal support from the teacher.

Students are encouraged to continue to develop their work outside of the classroom and all the courses require students to visit locations, gather resources and materials to use as well as practice techniques learnt in lessons. At home students have access to print outs or digital resources on how to use specialist techniques alongside annotation and critical thinking frames.

The faculty offers an open studio policy where students can access classrooms during lunch and after school, by prior arrangement with teachers. This allows for extension of activities and further development of additional specialist skills through master class workshops.

Students develop a great deal of confidence in their own opinions and gain skills in verbal and written communication when discussing ideas. One of the major skills in the arts courses is justifying and exploring personal choices. By the end of Year 11 students have been guided through using a broad range of resources so that they are aware of best





STANTONBURY
SCHOOL

Stantonbury School

Executive Principal: Jim Parker
Stantonbury, Milton Keynes, MK14 6BN

enquiries@stantonbury-tove.org.uk
Main reception: 01908 324 400
www.stantonbury-tove.org.uk

practices for them. This helps students later in life in all career choices as they have explored their own interests in a safe environment.

