

## **Quality of Education**

## Curriculum Intent Statement



Subject: Art

## **CURRICULUM VISION**

Art and Design provides a broad approach to the visual arts. We aim to foster a love of learning that will benefit and develop the whole child – mentally, socially, emotionally and physically too. This in turn benefits their wider learning in school and beyond.

Our curriculum strives to ensure that students gain the traditional skills in Art and Design as well as an understanding of the Creative Process. Students will also develop their critical understanding of a wide variety of artists, designers and cultural traditions from ancient times to present day which will enrich their understanding of the world around them.

At the forefront of our approach is the fostering of resilience, problem solving and autonomy.

## **CURRICULUM RATIONALE**

Throughout the study of Art and Design students will develop the skills of:

- Developing ideas through investigations and research
- Experimenting with appropriate materials, techniques and processes
- Recording ideas, observations and insights through relevant intentions as work progresses
- Presenting a personal and meaningful response that realises intentions and demonstrates understanding of visual language

We deliver extra experiences out of the classroom for learning such as visiting art galleries, sculpture parks, workshops delivered by visiting artists. We care about our community, so we foster links within the community and partner schools to develop teaching, learning and other wider experiences for staff and students. We provide opportunities for all students to engage in extra-curricular activities during and after school, to be involved in our Artsmark Journey and events such as The Big Draw's National Campaign for Drawing.

Our curriculum will develop autonomous learners capable of applying intellectual and practical skills in Art and Design appropriate to employment in the creative and other industries, further study or life-long learning/enjoyment.