**Art and Design Curriculum Statement**

In line with our whole school curriculum statement, Saint Aidan’s is a Church of England High School with an inclusive Christian ethos. Our vision is:

* We **aspire** to be a school where life is lived in “all its fullness” (John 10:10).
* We **believe** in the God-given potential of every one of our students.
* We **succeed** by working together as a school where all can thrive and where excellence is valued.

As a result, the Art curriculum is designed to match this vision, whether in formal lessons or in the wider experience of students.

**The formal Art curriculum**

**Aims:** Through the teaching of Art at Saint Aidan's we aim:

* to stimulate an interest in how art, in all forms, influences our lives and culture.
* to provide opportunities for students to develop a personal approach to their creative work by studying and experimenting with a variety of approaches, skills and media.
* to enhance each student's ability to analyse and reflect on their own work and the work of others using appropriate language and key terms.
* to use the work of existing creatives as the basis for students developing their own work.
* to allow students to express opinions on wider issues relating to art and design.
* **Objectives:** By the end of their Art and Design education at Saint Aidan's all students should be able:
* to respond to a starting point which reflects their emotional, cultural and personal beliefs.
* to systematically research, develop, improve and analyse their work to show how ideas progress.
* to choose styles, media and the work of other artists which are appropriate to intentions.
* to show resilience when developing and experimenting with ideas. Not all ideas will work but can often be adapted and refined over the course of a project.
* (at KS4) to independently choose, reject, analyse, develop and refine ideas to realise their creative intentions.

**Key Stage 3**

Within each project, students learn a variety of practical skills including drawing, painting, printmaking, ceramics, collage and photography. These are linked to relevant artists, styles and movements to allow pupils to put their work in context. In Year 9, pupils are given more freedom to explore their own ideas and approaches (while still following a clear structure) which gives them more ownership over their learning.

**Key Stage 4**

The course takes the form of 3 extended projects which last until Christmas of Year 11. Over time, students are given more freedom in how they develop each project as they become more independent. The exam allows students to choose one of 7 starting points, around which they develop ideas in a similar way to the controlled assessment projects.

**Assessment**

KS3 – Throughout each project, students are given verbal and written feedback, taking into account all aspects of their work. Formative assessment focusses on being positive and purposeful. Colour-coded assessment sheets offer a simple way for pupils and teachers to track progress over a whole project. Whole-class feedback sheets offer more in-depth evaluations of classes’ progress.

KS4 - As well as informal monitoring each lesson, projects are regularly collected throughout each project to allow the teacher to give specific written feedback. At the end of each project, work is formally assessed and graded, along with targets to improve and overall comments. Students are always given DIRT time to follow up on this.

Beyond the formal Art curriculum

The organisational and time management skills students develop are hugely important beyond their regular lessons. Students can regularly be found in the Art rooms at lunchtimes and after school making sure they meet deadlines, as well as providing opportunities to progress beyond target grades. We also enter students’ work into local and national competitions as well as taking part in community-based projects such as group exhibitions.