



Intent *We aim to:*



Subject on a Page – Art & DT

Deliver an Arts curriculum that is child-centred and flexible, yet firmly grounded in a robust, progressive framework of art skills and knowledge.

Provide all learners with authentic arts and cultural experiences through hands-on learning and cultural excursions

Create a nurturing environment, fostering peer mentoring, skills sharing, and leadership to enhance student well-being, and develop life skills.

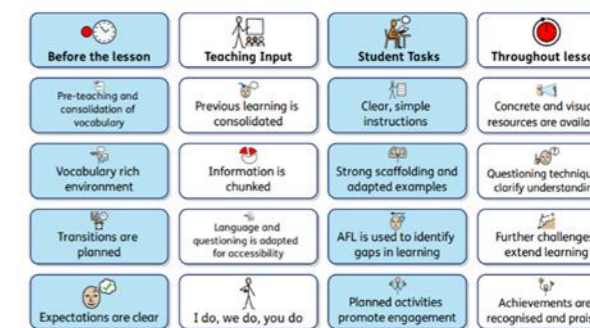
Celebrate students' creative growth with art showcases and qualifications that honour their learning journey.

Boost oral communication and subject-specific vocab for learners to articulate ideas and understanding effectively.



Implementation *How do we achieve our aims:*

Willow Park Teaching Essentials



Planning
The curriculum has been crafted to align with the National Curriculum. Each phase operates on a 3-year cycle to accommodate mixed-age classes and prevent redundancy in the themes taught. These phases consist of Lower Rivelin (Years 3-5), Upper Rivelin (Years 5-7), Loxley (Years 7-9), and Sheaf (Years 9-11).
Students engage with core the core visual arts disciplines throughout, revisiting them annually to build upon prior knowledge and mitigate potential learning gaps.
The Art Specialist designs units for non-specialist Rivelin teachers, ensuring they are well-resourced and sequenced to facilitate comprehensive curriculum coverage and progression. Utilizing Formative Assessment, the Art Specialist continually refines and adapts these plans to ensure an engaging, bespoke curriculum that centres on student's holistic needs and promoting a broader appreciation for the arts and culture.

Qualifications
All learners begin their Arts Award journey in Loxley, progressing into Sheaf, and soon to be in Rivelin. The Arts Award, is a nationally recognised qualification. It offers various qualification levels: an introductory certificate, Discover; followed by Entry level, Explore; Level 1, Bronze; and Level 2, Silver which can be achieved here at Heritage Park. Learners collect evidence across their time here at school, reflecting their engagement in artistic, creative, and cultural activities throughout the curriculum and broader school community.
Arts Award encourages learners to flourish as artists and arts leaders, encouraging them to engage with diverse art forms, from fashion to digital art, pottery to poetry. Through this journey, young people cultivate independence, nurturing confidence, resilience, and creativity. Tailored to each individual, it enables them to explore their passions and cultivate invaluable skills along the way.

Recording
Learning progress is documented through diverse methods, including sketchbooks, artwork, photographs, and videos, complemented by statements from both pupils and teachers, all contributing to their Arts Award logbooks. Work in progress is consistently photographed to track skill development over time, maintaining a digital record throughout their learning journey. Students compile portfolios comprising artwork, photographs of work in progress, written reflections on their projects, reviews of cultural experiences, and arts research. They are encouraged to utilize a variety of means to record their work and learning process, forming a comprehensive digital portfolio that contributes to obtaining their Arts Award assessment.

SEND
The curriculum is meticulously crafted to blend artistic exploration with addressing the social, emotional, and mental health needs of our students. Our students engage with diverse artistic mediums to authentically express themselves, while acquiring tangible skills to boost self-esteem and value of learning.
Art teaching integrates therapeutic elements with creative expression to nurture self-expression, emotional regulation, and personal growth. With a 1:4 pupil to staff ratio, we employ adaptive teaching methods to support and challenge students. Activities are tailored to individual learning goals, incorporating mindfulness and sensory experiences to foster a calm environment, encouraging communication skills and confidence.
Lessons are planned and resourced to ensure accessibility for all students, accommodating their individual SEND needs. Emphasizing inclusivity, lessons are sequenced to allow learners to develop at their own pace, guided by the belief that 'art is not a race, it is a personal journey'. Adaptive teaching ensures every pupil can engage and progress personally within the realm of Art.

Professional Development
The planned curriculum by the Art specialist has been designed to provide all Rivelin teachers with the subject knowledge and confidence to deliver creative disciplines in Art. and the subject lead delivers CPLD on a termly rotational basis to the Rivelin Teachers to prepare them and upskill them in the unit of work which has been planned for the following term. Drop ins by the Art specialist take place weekly to check for how the planned curriculum has been implemented.

Assessment
The art department employs a comprehensive assessment framework rooted in Bloom's taxonomy, encompassing six stages tailored to specific cognitive processes essential for artistic proficiency.

Cognitive Processes
Stage 1-2: Remembering and Understanding: Students focus on acquiring factual knowledge and comprehending key artistic concepts, recalling information about materials, techniques, artists, and art movements, while exploring meanings and contexts underlying artworks.
Stage 3-4: Applying and Analysing: Students transition from passive to active engagement with artistic processes, experimenting with techniques and methods, applying knowledge in practical contexts, and analysing artworks to uncover underlying techniques and meanings, fostering critical thinking.
Stage 5-6: Evaluating and Creating: Students refine evaluative skills by critiquing artworks, making informed judgments based on criteria such as technique and expression. They embark on the creative process, producing original artworks reflecting their unique perspectives, demonstrating mastery of artistic expression.

Knowledge Domains
Factual Foundation: Students deepen understanding of art disciplines, movements, and historical contexts, laying the groundwork for creative exploration and conceptual understanding at each stage.
Practical Proficiency: Students develop technical skills and expertise through hands-on experimentation with various mediums and methods, applying factual knowledge to enhance artistic practice.
Conceptual Exploration: Students refine artistic visions by exploring diverse concepts, theories, and approaches, fostering creativity and self-expression throughout their artistic journey.
Reflective Practice: Metacognitive processes are integral at every stage, as students assess progress and areas for improvement. Reflective practice cultivates resilience and adaptability in artistic endeavours.
Targets are set annually for each term, with meticulous data collection enabling tailored support strategies to meet individual needs, ensuring holistic development as artists and learners. Students engage in self-reflection in every lesson, assessing understanding and progress against clear objectives and success criteria, fostering metacognitive skills, resilience, and a sense of agency in their artistic journey.

Vocabulary
Subject vocabulary is integral to every lesson, employing a 'word aware' approach that integrates pre-teaching and reinforcement. Anchor, Goldilocks, and step-on words are embedded throughout lesson resources. Questioning and discussion foster exploration and articulation of technical terms and concepts. Subject-specific vocabulary drives lesson objectives and success criteria, ensuring meaningful engagement. Arts award logbook/portfolios, curated by subject specialists, guide learners in reflecting on their artistic process, embedding technical language. Self-reflection and creative experience review activities encourage application of vocabulary through reading and writing.

Monitoring
The Art curriculum will undergo Quality Assurance processes such as learning walks, book checks, and discussions with both staff and students. The subject lead will assist a member of the leadership team in completing the Quality Assurance and will provide guidance on additional Continuous Professional Learning and Development

What are the Drivers for the curriculum?

- Narrow Gaps
- Develop Vocabulary
- Promote Reading
- Improve Attendance
- Improve Emotional Regulation
- Encourage Independence & Safety



Impact *How do we know*

If we achieve our aims:

Teachers provide sequenced lessons, adapting themes to meet learner needs and respond to current events, fostering enhanced skills and deeper art appreciation.

Learners will engage in a variety of art forms such as drawing, painting, ceramics, photography, crafts, and printing, alongside participating in arts trips and cultural experiences.

Learners will be able to articulate ideas and showcase conceptual understanding using subject-specific vocabulary

Learners will celebrate their progress in art by attaining an Arts Award qualification and showcasing their work in school displays, galleries, newsletters, and on the school website.

Learners will demonstrate increased confidence in their skills through participation in peer mentoring programs, skill-sharing activities, and leadership opportunities.