

## **NHGS – Art and Design - Curriculum Intent, Implementation and Impact**

### **Intent (Aims and purpose)**

We aim to create the very best Artists, Designers and Photographers. We challenge students to think, act and speak like those working in the field would. We do this by teaching students to become visually literate so they are able to read, interpret and find meaning in signs, symbols, codes and conventions, exploring and re-shaping them in their own work. We do this by giving students first-hand experience of all three areas of Art, Craft and Design. Students are given the opportunity to engage with practitioners and examples of historical art and design from a range of cultural contexts. Purposeful exploration, making and doing foster artistic and design awareness, understanding and skills. We provide learning contexts that promote the understanding of the creative design industries, their role in the economy and how they can lead to exciting career opportunities.

Our curriculum at NHGS goes far beyond what is taught in lessons, for whilst we want students to achieve the very best examination results possible, we believe our curriculum goes beyond what is examinable. As a department we offer students extra curricular clubs in Photography and Art to invite students to develop their skills and knowledge further in these areas. Inspiration for such activities is sought from current exhibits, trends within the field and experimentation with advanced materials in an environment similar to a studio. We take students to both local and national art galleries to participate in workshops and exhibitions such as the Hepworth Gallery, The Manchester Museum, galleries in London and recently Tate Liverpool in which our students contributed to the Grid Project exhibition. We run workshops in school with visiting artists such as Amy Daniels and Jo Lee. Our students also curated the current exhibition at Calderdale Royal Hospital of NHGS work. During Activities week we run an animation workshop which has been well received by students. During the summer term we run high performing workshops for Years 7 to 9. At KS5 students are invited to participate in a life drawing course to develop their advanced drawing techniques and prepare them for higher education study in Art.

Our curriculum in Art, Design and Photography forms a backbone to our ethos statement. Examples of how our curriculum supports the ethos statement are by providing an enriched experience in which students work with the broadest range of materials and contexts. Working with different materials, processes, tools and technologies sparks pupils' curiosity, provides intrinsic motivation, pride in their work and their developing skills. Engaging with different design contexts and materials creates highly engaged and motivated learners as they become able to explore the wider world and their place within it. Providing stretch and challenge encourages students to strive for their best, developing increased confidence with each creative obstacle they overcome. We aim to provide an environment in which students are happy to take risks, ask themselves questions about their creative journey and respond positively to both staff and their peers. Our subject naturally lends itself to collaboration, the sharing of ideas and peer critiques in which students are guided to use a positive, specific and helpful framework in which to discuss their own work and that of others. Being mindful and mannerly ensures the safety and enjoyment of all students in a studio environment. The Art and Design staff live and breathe their subject and this infectious enthusiasm infiltrates through each learning experience planned.

As a knowledge engaged curriculum we believe that knowledge underpins and enables the application of skills; both are entwined. As a department we define the powerful knowledge our students need and help them recall it by scaffolding our curriculum in such a way that students continually revisit skills and build upon them each year, tackling increasingly challenging concepts. As each step in a learning journey develops, it incorporates a deeper understanding of prior learning. Student progress is documented through sketchbooks and journals along with checklists for key concepts and ideas. We encourage conversation,

discussion, critique and debate about pupils' own work and about the work of artists and designers. This embeds and extends our students' knowledge of artistic concepts and principles along with the appropriate language for discussing works of art. When teaching design principles students are expected to think, respond and create as a professional would.

We build the Cultural Capital of our students by providing students with a means to engage with and understand the world around them and their relationship with it. Embedded in our curriculum is the exploration of the work of other artists and designers from a vast spectrum of backgrounds, genders, ethnicities and beliefs. We learn about how the world and its artefacts are represented and about the ideologies running through them. Cultural awareness is developed through creating, investigating, making and doing. This journey gives our students a voice with which to express their thoughts, feelings about and responses to the world around them.

Further rationale behind our curriculum design includes building opportunities for students to experiment with 2D, 3D, printed, Photographic and digital processes. Students should have sufficient time and opportunity to develop their proficiency and confidence with these materials over the course of their studies. At the heart of our curriculum design is increasing levels of challenge, risk taking and unpredictable outcomes that require a deep level of understanding and the ability to think creatively to overcome obstacles.

## **Implementation**

Collaborative curriculum planning lies at the heart of what we do in the department. We are committed to a three-year plan of developing our schemes of work. In 2019/2020 we are working on KS4 schemes of work. These are focussed on embedding challenge, metacognition, memory techniques and literacy into our departmental curriculum

Alongside our schemes of work, we are developing knowledge organisers at KS3. This is enabling us to define the core knowledge our students need to master.

In Art, Design & Photography we also implement our curriculum through teaching methods that promote and understanding of not simply what, but why we are learning and how this learning might impact and enhance their overall learning experience at NHGS. We provide contexts that are relevant and take in to account the particular interests of learners to enhance their experience of the subject and deepen their understanding and ability to apply key concepts and ideas to a multitude of every day situations.

## **Impact**

We know our curriculum is working in the Art, Design & Photography department through the upward trend in our results since we laid the foundations for our curriculum. Both Fine Art and Photography ALPS scores were at their recent highest with 100% A\*-B this year. Fine Art GCSE has shown an upward trend in grades 7-9 and has continued to maintain an overall higher standard. In comparison to National Averages for the Art & Design subjects our students are consistently achieving above their peers. Departmental QA and student voice suggests that pupils feel that the Art and Design curriculum is suitably challenging, enjoyable and that they know how to progress in the subject and feel supported by teaching staff. Our students are motivated and often work in the art rooms outside of lessons to put extra effort and time in their work right from Y7 to Y13. At both GCSE & A-level Art and Design subjects continue to be popular with most students progressing to further study in a related field.