

Art curriculum vision

At The Birley Academy we believe that Art has the power to transform, to illuminate, to educate, inspire and motivate. Our philosophy within the art department is one of entitlement, we passionately believe that our pupils deserve to learn about and be inspired by the greatest artists of all time. Art lessons help children with the development of motor skills, language skills, social skills, decision-making, risk taking, and inventiveness. The arts provide challenges for learners at all levels. Art Education has the ability to connect pupils with their own culture as well as enabling them to make sense of the world around them.

‘Art speaks where words are unable to explain’ Mathiole

Design of the art curriculum

Our Art and Design curriculum for KS3 has been designed to sequentially teach pupils skills and techniques necessary for them to become independent learners in the field. We aim to equip them with lifelong skills in Art and Design which are interchangeable skills applicable to many future roles. All projects within art have a basis in drawing from a range of sources, we then build upon essential skills by introducing a wide range of knowledge and techniques to both stimulate the pupils and prepare them for further studies in the field. Lessons provide pupils with the opportunity to think creatively whilst learning a range of skills and techniques through, printmaking, painting, 3D work and drawing.

Delivery of the art curriculum

The curriculum is delivered through expertly crafted learning sequences. Teachers use carefully selected pedagogy that best supports pupils to learn, explore and revisit knowledge. This includes a focus on the following principles:

- **passion and enthusiasm**; we encourage a genuine passion for art through providing opportunities to participate in challenging objectives as well as broader experiences in and out of the classroom. Pupils are increasingly given choice and independence to develop their own style and interests, take risks to express their own unique creative voice.
- **subject knowledge and technical skills**; a solid understanding of artistic techniques, art history and various art forms is crucial. Teachers regularly demonstrate technical skills and guide pupils in different artistic processes.
- **effective communication**; immediate verbal feedback is given to and between pupils, guiding them to improve their skills and conceptual understanding.
- **incorporation of technology**; where appropriate, may involve use of photography, digital tools, WACAM drawing boards and online resources for art history.
- **cultural relevance**; we connect art lessons to pupils life’s and interests incorporating diverse artists and cultural perspectives to make the content relatable and inclusive.

- **real world applications**; we make where appropriate connections with skills, knowledge and understanding in various careers and industries.

- **project based learning**; pupils are engaged in hands on project based learning experiences that involve planning, creating and reflecting on their work to deepen their understanding and appreciation of the artistic processes.

Adapting the curriculum for SEND

We aim to ensure that all our pupils who are disadvantaged or have any special educational needs and/or disabilities (SEND) have access to the same carefully planned curriculum as their peers. Our curriculum aims to provide pupils with SEND with explicit systematic teaching and practical, hands on experience to build confidence. We also ensure that these pupils have the time they need to study important subject content in art.

We know that successful teaching is successful for all pupils regardless of background or prior attainment. To that end the curriculum is adapted to suit all learners in the following ways:

- Learner confidence is built by making lessons accessible and offering all pupils the opportunity for success. The curriculum creates opportunities for learners to feel 'like an artist'
- Lessons begin with reference to theoretical knowledge to embed fundamental ideas.
- Live modelling is used often to explicitly narrate expert thought and process that pupils can replicate
- Links between ideas are made explicit so that learners can build and strengthen their schema
- Independent work is not completed without a solid grounding in theory and/or demonstration by an expert
- Scaffolds are provided to support practical and literacy activities, including annotation, with a plan in place to reduce reliance on these scaffolds over time

L.E.A.D. Academy Trust

Our vision

Through outstanding leadership we, at the L.E.A.D. Academy Trust, will provide the highest quality education to enable every pupil to realise their full potential.

Our principles

To achieve our vision we prioritise the four core principles for which our name stands:

Lead - *to show the way; to be first or foremost*

In every aspect of life the ability to lead is essential. Strong leadership is the key to the success of our schools. We will develop leadership skills in everyone who attends one of them, ensuring the development of pupils as leaders of their own learning.

Empower - *to give power to; to enable*

At L.E.A.D. Academy schools pupils are empowered to have high aspirations for their futures. We nurture and challenge pupils to take responsibility, make decisions and work together so they grow into confident and resilient young people.

Achieve - *to accomplish; to get or attain by effort*

We believe in achievement in its broadest sense and that enjoyment of learning is crucial to success. We continually look for and reward achievement in every individual in our schools. We also know that a strong command of English and maths is vital as a foundation for the whole curriculum and prioritise learning in these core subjects.

Drive - *to cause and guide progress; to impel forward*

We will provide the very best education and training for every individual in our schools and will ensure that this is delivered. We value excellent teaching, underpinned by high quality professional development and will constantly move forwards, using and instigating the best ideas and practice.

We also understand that children need to be motivated if they are to succeed in life and we will provide a stimulating curriculum and environment which will prepare them for their futures with confidence and determination.

Glossary of key terms

Word	Meaning
Learning	A lasting change in long-term memory
Substantive knowledge	Established facts (content)
Disciplinary knowledge	Methods that establish the substantive facts (skills)
Conceptual knowledge	Knowledge of concepts, theories, principles, models etc. "Know that..."
Procedural knowledge	Knowledge of how to perform specific tasks "Know how to..."
Conditional knowledge	Knowing when and why to use conceptual and/or procedural knowledge
Discipline (Disciplinary)	A branch of knowledge e.g. Mathematics, Geography, Drama etc
Sequenced	Arranged in a particular order to aid learning
Spaced	Knowledge repeated at certain intervals to aid learning
Misconceptions	A view or opinion that is incorrect based on faulty understanding
Modelling	The process of learning by copying the behavior of an expert
Literacy	The ability to read or write effectively within a specific discipline
Oracy	The ability to express oneself effectively within a specific discipline
Pedagogy	The method and practice of teaching. The 'how' of the classroom
Schema	A cognitive framework of knowledge that helps us interpret new information