



## **Creative Arts Curriculum Statement**

### **King's Academy Binfield and King's Academy Oakwood**

This document sets out the creative arts curriculum that we have selected as most appropriate for our students. The chosen curriculum will support our students to achieve our vision and aims; 'dare to be remarkable' and 'opportunity and success on a global stage', through the creative arts.

#### **Intent of Primary & Secondary curriculum**

It is imperative that all our students develop their creativity and imagination through the creative arts which in turn will enrich the quality of our students' experiences as they move into the world as young adults. We will provide a range of activities which inspire, inform, stimulate, challenge and entertain. These activities will be delivered through practical performance, replication, experimentation and critical appreciation in art and design technology. A focus on embedding a love and deep appreciation of the creative arts is essential.

Experience, experimentation, play and opportunity is the basis for the early teaching of arts in the early and foundation stages. Exposing the students to a range of artistic mediums, social and cultural influences and opportunities particularly when presented through practical workshops and links with professional art will also develop the cultural capital of all our students.

Arts activities and experiences develop students' capacity to formulate and communicate ideas, experience and feelings; they enhance perceptual skills through responding, developing and evaluating, and physical skills through control and use of a range of tools and mediums. Creativity and imagination is nurtured continually throughout students' learning journey. This desire for creativity and experimentation throughout the students' learning should embed the skills of resilience, risk taking and give them a secure sense of self confidence and pride in their creative work.

Involvement in all the arts at King's Academy Binfield and King's Academy Oakwood helps to nurture a positive attitude among students by developing a wide range of personal qualities such as cooperation, enthusiasm, passion, inspiration, tenacity, determination and ambition. We also emphasise that this is an inclusive involvement, which helps students acquire an important sense of belonging as well as building the self-confidence and self esteem which they need to achieve and make their first steps towards higher education and employment.

## **Creative Arts (Art and Design Technology)**

### **Implementation EYFS**

- A range of themes keeps student engagement high and provides a range of experiences and opportunities
- Students have access to a range of different materials including paper, pens, pencils, tissue, paint, glue, glitter, sequins and are free to experiment and express their own ideas.
- Students have access to a range of tools and are free to experiment to shape, assemble and join a wide variety of materials.
- Staff guide students with their control of pens, pencils, brushes and scissors
- Students are guided to create artwork in response to topics and areas of study
- Students are given time to explore art work as a response to their thoughts, feelings and experiences.
- Deep dive opportunities such as an Arts week- have makers come in to support new skills

### **Implementation: KS1 & KS2**

- The use of sketchbooks allows students to record responses, reflect and improve.
- Students have access to a wider range of drawing materials
- Staff demonstrations are high quality focussing on the control and manipulation of brushes and drawing materials
- Opportunities are created for students to understand how art and art history contribute to culture and creativity in our environment and different places across the world
- Schemes of work allow students choice, variety and opportunity to develop skills and techniques with a range of artistic materials and ideas. The variety of schemes of work allow links to be made to other subject areas and keep interest and engagement high.
- Deep dive opportunities such as an Arts week- have makers come in to support new skills
- Competitions available to students to hone their skills- RA Summer Show
- Have KS3 students to give learning experiences to students
- Encourage students to use the specialist area in secondary to give a fuller experience

### **Implementation: KS3 & KS4**

- In KS3 students have a 50 minute lesson of art timetabled once per week, delivered by a subject specialist.
- In KS4 students have 5 lessons per fortnight, delivered by a subject specialist.
- Assemblies at set points in the year focus on different artistic opportunities and how students can get involved e.g Film project, RA, Sketchbook challenge
- Students sketchbook is used to support and demonstrate the learning journey throughout KS3 & KS4.
- A wide range of professional and influential artists are studied. This broadens students experiences and maintains engagement.
- Students have continued opportunity to work with a wide range of different materials, media and techniques. This ensures creativity and imagination in the student outcomes.
- Varied units of work span different artistic movements, cultural and indigenous art develop the cultural capital of our students and can broaden their understanding of the place artwork and creative work has in our environment.
- Comprehensive extra curricular programme offered to support and extend classroom learning.
- Professional makers to come in to give specialist teaching
- Encouragement to look/ visit at art galleries to look at different forms of art to gain interest and personal responses
- Arrange visits to galleries for specialist workshops

- Arrange off timetable workshops to give students various learning opportunities
- Provide cross curricular opportunities (STEAM) through drop down days, workshops (3M)

## **DESIGN TECHNOLOGY**

### **Implementation: EYFS**

- Staff guide students with their control of scissors and one handed tools
- Students are encouraged to experiment and play with different technological tools - finding out how things work and
- Students use role play and story telling to look as elements of food technology
- Students use dressing up and play with different materials as an opportunity to experience different textures and textiles.
- Students are supported and staff show quality modelling of how to use equipment safely and how to store equipment.

### **Implementation: KS1 & KS2**

- Students are given the opportunity to experience more dedicated time in food technology with a subject specialist
- Students are given the opportunity to experience more dedicated time working and designing with textiles with a subject specialist
- Schemes of work allow students choice, variety and opportunity to develop skills and techniques with a range of materials, devices, tools and ideas. The variety of schemes of work allow links to be made to other subject areas and keep interest and engagement high.
- In upper KS2 students have the opportunity to use graphic design programmes design projects.

### **Implementation: KS3 & KS4**

- In KS3 students have a 100 minute lesson of design technology timetabled once per fortnight, delivered by a subject specialist.
- Provide cross curricular opportunities (STEAM) through drop down days, workshops.
- In KS4 Food and Nutrition students have 5 lessons per fortnight, delivered by a subject specialist
- Students will have the opportunity throughout KS3 to develop skills in textiles, food, graphics and resistant materials.
- Students have a variety of opportunities to work with different materials and media. The changeable nature of the subject with rotation through different technologies maintains student engagement and ensures opportunity for a range of creative outcomes.
- Comprehensive extra curricular programme offered to support and extend classroom learning.
- Outside specialists to deliver targeted workshops for KS4 Food students in butchery/filleting and food styling/plating up.

As students enter KS4 across the creative arts their allocated lesson time increases to 5 hours a fortnight. Depending on the choice of subject the students are able to build on their experiences and skills from KS3. Students study a wider more complex range of techniques, practitioners and styles in their chosen artist discipline.

In all creative arts subjects students' theoretical understanding is enhanced with a range of appropriate texts and media. This will promote their questioning, reading and understanding. Ultimately supporting their ability to access the written elements of the KS4 syllabus.

#### **Intervention offered to students identified as underachieving**

- Regular assessment to identify gaps
- Encouragement to access a range of creative experiences and opportunities to enhance their appreciation
- Period 7 intervention groups for those needing further support
- Targeted support during lesson time (*seating/ questioning/ 1:1/ differentiation by task*)
- Year 10 & 11 GCSE students will work with small groups during period 7 intervention
- Deep dive days for Yr 10 & Yr 11 during holidays to work closely with staff on coursework
- 1:1 mentoring of GCSE students
- Run fully timed mocks for controlled assessment in Yr 10

#### **Intervention offered to students identified as needing further stretch and challenge**

- Regular assessment to identify gaps
- Period 7 intervention to further extend the learning of HAPS
- Students are invited to a range of extracurricular opportunities which will extend and challenge their development in the arts. (*Film project, RA, Photography competitions*)
- Targeted extension during lesson time (*seating/ questioning/ 1:1/ differentiation by task*)
- Deep dive days for Yr 10 & Yr 11 during holidays to work closely with staff on coursework
- 1:1 mentoring of GCSE students
- Run fully timed mocks for controlled assessment in Yr 10

#### **Impact**

At the end of the primary phase students have had a wide range of creative arts experiences and opportunities allowing them to successfully engage with the secondary phase curriculum.

#### **KS1 and KS2**

As children enter upper KS2, the aim is to build on the creative arts experiences already acquired to develop imagination, creativity, independence, fluency and co-operation. A greater variety of opportunities particularly within design technology are made available to allow for more depth, choice and enjoyment. This is specifically evident in the availability of food technology, textiles and product design.

More varied experiences are available to support the widening interest shown as children progress; sewing & textiles, food technology, graphics, multimedia projects etc.

#### **KS3 & KS4**

By the end of KS3 students actively engage in any of the creative arts for pleasure. Students confidently and independently choose and use an array of styles, media, tools, techniques and machinery across the arts. Students have a developed knowledge of subject specific vocabulary and are able to decode new language through context. As a result of the continued focus and importance

of the arts across the academy students become more confident creative performers, designers and visual artists as they begin to replicate what they seen and experienced; this also includes designing features of production such as costume, lighting, set design, directing, makeup & hair to support the performing arts.

By the end of KS4 students are able to perform, design and create with increasing confidence, control, fluency and creativity. Students will have developed a passion for the performing and creative arts and show resilience and determination in the face of complex, challenging and creative content. This will ultimately translate into students achieving or improving on the national average in their KS4 assessments.

### **Final Statement**

Creative and performing arts learning is loved by staff and students alike and is an integral part of our school community. Staff have high expectations of all students resulting in a wide range of high quality evidence presented in a variety of ways. All children can use appropriate technical language with accuracy. Students are expected to know, understand and apply techniques, skills and processes identified in this document and the individual curriculum maps. We strive for students to feel confidence, not only in their practical outcomes and expressions of artistic work but in their ability to analyse, comment and review their work and the work of others. All students enjoy the performing and creative arts and speak with passion, enthusiasm and a love of learning.

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