

## Curriculum Intent in Visual Arts

Academy intent statement	In Visual Arts we:	In order to:
<p><b>1.</b></p> <p><b><i>Be knowledge based, accessible and aspirational for all students</i></b></p>	<p>Put an emphasis on teaching students how and when to use a range of media and techniques.</p> <p>Focus on learning skills to enhance the individuals' own practice.</p> <p>Have clear levels of challenge for different tasks within lessons.</p> <p>Plan Years 7&amp;8 so that all skills and ways of working are already embedded in preparation for GCSE practice.</p> <p>Help students from all starting points to succeed at GCSE.</p> <p>Use exemplar work in lessons and around the school to inspire pupils.</p> <p>Encourage 'getting it wrong' as a valuable part of experimentation and refining – and an essential part of learning.</p>	<p>Broaden students' range of creative experiences and expectations.</p> <p>Provide a solid grounding of skills.</p> <p>Develop students' confidence in a subject many find challenging.</p> <p>Make the transition from Year 8 to GCSE seamless.</p>
<p><b>2.</b></p> <p><b><i>Enable students to make choices to keep themselves safe and well</i></b></p>	<p>Demonstrate safe working practices.</p> <p>Discuss artistic practice as a means of expression and a safe channel to share ideas.</p>	<p>Promote safe independent working now and in the future.</p> <p>Support positive well-being by helping pupils to process their experiences and express and manage their emotions.</p>
<p><b>3.</b></p>	<p>Promote the development on independent working and decision-making from Year 7.</p>	<p>Give students high-quality GCSEs to allow them to access further study and/or employment.</p>

<p><b>Raise aspirations and prepare students for successful progression post-16</b></p>	<p>Prepare students for further arts courses and we have had positive feedback from Macclesfield College about the suitability of our former pupils for the courses taken.</p> <p>Help students to prepare portfolios and be ready for interviews, as well as discussing courses and their suitability.</p> <p>Have included a career focus section on the Visual Arts notice board.</p> <p>Take part in extra-curricular projects (such as creating sets for the school production; the Macclesfield Garden Festival; the Barnaby Festival etc.).</p>	<p>Help students to progress to suitable courses and jobs post-16 – in terms of both qualifications and skills gained.</p> <p>Inform pupils of the wide range of both application of creative skills, and openings in creative opportunities and industries.</p>
<p><b>4.</b></p> <p><b>Ensure students develop knowledge, confidence and skill within English and maths</b></p>	<p>Support the gradual development of written work towards GCSE requirements.</p> <p>Support students in developing skills in measuring; understanding shape, scale and proportion.</p> <p>Help students to develop analytical skills through looking at artists' and photographers' work and having an opinion about their work</p> <p>Develop verbal skills through 1:1 tutorials, class discussions and peer feedback tasks.</p>	<p>Broaden students' subject-specific vocabulary</p> <p>Build students' confidence when talking to others, when expressing ideas and opinions about their work, and that of others.</p>
<p><b>5.</b></p> <p><b>Develop cultural capital</b></p>	<p>Give students the opportunity to connect with the artwork of artists and craftspeople from all countries and cultures, both traditional and modern.</p> <p>Encourage students to see themselves as artists whose creative contributions are valid.</p>	<p>Give students an understanding that they are part of a greater world of creative possibilities.</p> <p>Promote an aesthetic appreciation.</p> <p>Encourage appreciation of Art for art's sake – beyond lessons and school, for one's own self.</p>

	<p>Talk about art works and experiences which engage us creatively and intellectually.</p> <p>Use the Visual Arts noticeboard to share artwork from different artists and news in the Artworld.</p> <p>Can link art with music as a shared creative process.</p> <p>Take part in extra-curricular projects (such as creating sets for the school production; the Macclesfield Garden Festival; the Barnaby Festival etc).</p>	
<p><b>6.</b></p> <p><b><i>Develop skills and understanding for life in modern Britain</i></b></p>	<p>Use projects (particularly within PSHEE and Enrichment) which involve students in creating collaborative work, often put into context with a social or cultural issue e.g. Brexit ‘You’re Safe With Us’ wire installation or the NHS Year 7 PSHEE piece.</p> <p>Respect for others’ opinions and ideas is promoted through sharing, taking part and respecting the ideas, rights and feelings of others during discussion and peer marking.</p>	<p>Instil the essential principles that all are important, valid and valued as part of a tolerant and culturally-rich society.</p> <p>Make students receptive to a wide range of ideas.</p> <p>Give students the skills to maturely discuss their ideas and views.</p>
<p><b>7.</b></p> <p><b><i>Promote the development of personal qualities such as commitment to learning, respect for others, resilience, pride in achievement and independence</i></b></p>	<p>We pride ourselves on supporting students to become independent creative practitioners, who at GCSE in particular, take ownership of their learning.</p> <p>Instil in pupils that the qualities of resilience and a willingness to experiment and refine work are key skills – and as such these are developed from Year 7.</p> <p>Teach that being respectful of others’ space, work and opinions is an important part of creating a ‘safe’ learning culture.</p>	<p>Help students to become confident, independent learners – confident to complete homework; confident in the Externally Set Task at GCSE; confident to be practitioners.</p>