



Curriculum Intent

Faculty of The Arts

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Subjects included: Art, The Arts Award,
Photography

The Arts Curriculum Intent

Red Moor School is committed to raising achievement and enabling pupils to recognise their potential and supporting them through a broad, personalised, engaging curriculum. Our priority is to develop the foundation knowledge and skills required to make a manageable and smooth transition to the next life stage. We aim for pupils to leave here with an awareness of the wider world and its past.

The school's creative curriculum aims to provide students with a broad and balanced diet of art, drama, dance and music through which they will be able to express themselves and develop an interest in creative activities, which will complement their wider studies and experiences. It will also improve positive social interaction and **social skills** between peers in collaborative work.

The Arts is a way of communication and is an important aspect of developing children's creative and sensory development. This allows children to make thoughtful judgements about life and helps them to shape the environment as well as understanding how the Arts has both reflected and shaped the history of our nation.

We are committed to providing a differentiated, comprehensive and secure programme of Creative education that will benefit all pupils and in turn encouraging them to develop an enjoyment of these subjects. We would like as many students as possible to be accessing the Arts in order to **achieve their personal best**.

Our curriculum provides the right for our students to take part an array of learning experiences including; the pantomime, dance and drama performances, music performances and visiting arts practitioners. We liaise with the local community, providing experiences in art based locations- for example the Hall for Cornwall. As a school we have accessed this provision to support year 11 students to complete a BTEC in performing arts.

Teaching & Learning In The Arts

What does excellent teaching and learning look like in the Arts?

Students should feel comfortable to express their thoughts and feelings through the arts. Whether this is through improvisation or collective experience. As a department we have the ambition to ensure students feel connected with the arts along with aspirations to develop their skills as part of the wider life chances.

Teachers should facilitate student's expression and nurture a full experience of the arts. The curriculum will reflect personalised learning and collective outcomes that are transferrable to the awards certificates that students gain as they move from key stage to key stage.

How are the Arts taught in the Foundation Curriculum (KS1, 2 & 3)?

In the Arts, students are offered a broad curriculum which focuses on our four main goals, maintaining **positive and healthy relationships** so they can **socialise with others well** and experience lifelong **friendship and love**, becoming emotionally **resilient**, becoming **tolerant and respectful** individuals and also achieve the best possible outcomes.

Topic based lessons which incorporate all the aspects of Art and Performing Arts are key to our curriculum. We offer the "discover and explore" arts award which prepares the students for future qualifications. The foundation arts curriculum provides visual, tactile and sensory experiences. Pupils are encouraged to experiment with a range of materials and processes to communicate what they see, feel and think.

Students have access to outside providers as well as visiting artists. Pantomime performances and opportunities to perform are paramount to our school's ethos. The art department are committed to providing a differentiated, broad and balanced programme of creative education.

How is the Arts taught in the Options Curriculum (KS4)?

Students are encouraged to gain external accreditation for their learning from the earliest opportunity. This can be through a range of awarding bodies, such as the AQA Unit Award Schemes and Entry Level Qualifications. The aspirational goal for all students is that they leave with GCSEs, or the highest level of appropriate qualifications they can access, within their areas of interest and ability.

In Art KS4 students who are able to access the content will be offered GCSE Art and design. Also offered in this subject is the Arts Award. This award combines all areas of the arts into a conclusive portfolio. KS4 Performing arts students will complete the Arts Award relevant to their age. In addition to this, music students are working on both the arts award and music exams 'rock school.' We offer creative studies on a personalised curriculum for each student- matching the individual needs. Teachers in the arts will choose a method most appropriate to ensure that each student is reaching and exceeding our **four main goals**. The faculty have the capacity to also offer GCSE Music and Photography along with BTEC Performing arts.

Skills and progression

All the knowledge and skills that we would like our learners to achieve by the end of year 11 are set out in sequential order on SOLAR. It is our intention to ensure that all children progress at the expected rate so they are able to achieve their personal best.

The Arts Award Skills and Progression

How is reading promoted in the Arts?

All teacher's of the arts are expected to be aware of each child's current reading age and blank level assessment. This will allow staff to differentiate all learning resources so independent reading can be encouraged every lesson and appropriate questioning of knowledge is utilised so each learner is more able to build upon their artistic knowledge.

Measuring impact in the Arts

At Red Moor School staff use an online platform called SOLAR (Special On Line Academic Records) to record student attainment in science. This system uses the RMS Steps Assessment Framework.

The RMS Steps covers a broad range of ability, from the 'Foundation Learning Skills' (FLS) that cover Early Years education, through to the main 'Steps' curriculum that takes students from year 1 through to year 11. This helps to provide staff with additional guidance on the sequence and progression of knowledge and skills within the science curriculum helping to ensure that learning builds upon prior attainment.

Each step of the framework represents the corresponding academic year – so a child working on Step 5 would be working broadly in line with students in year 5 at a mainstream school. A child who masters all 11 steps will be expected to leave the school with an excellent GCSE grade in the relevant Arts subject.

We expect students to master 80% of the curriculum each year to achieve mastery of that step, before moving on to the next step.

Students are encouraged to gain external accreditation for their learning from the earliest opportunity. This can be through a range of awarding bodies, such as the AQA Unit Award Schemes, Functional Skills, ASDANs and Entry Level Qualifications. The aspirational goal for all students is that they leave with GCSEs, or the highest level of appropriate qualifications they can access, within their areas of interest and ability.

SOLAR: Arts Award Step A	
Step 4	Participation in at least two arts activities
Step 4	An understanding of how the activities inspired them
Step 7	Participation in any art form
Step 9	How to participate in arts provision
Step 9	Their strengths, weaknesses and aspirations within their chosen art form

SOLAR: Arts award step B	
Step 4	Participation in an arts activity, leading to the creation of art work
Step 4	Application of arts skills
Step 7	Improvement in personal arts practice
Step 9	How to set a challenge that will develop their arts skills
Step 9	How to draw up and manage an action plan
Step 9	What they must do to achieve their challenge through setting specific targets
Step 9	How to record their progress throughout their challenge and maintain a personal portfolio of their development
Step 9	Who will assist them and where to find help
Step 9	How to monitor progress and review targets

SOLAR: Arts award step C	
Step 4	identification of enjoyment and/or achievements
Step 4	Communication to others through the chosen medium
Step 7	Experience of one or more arts events
Step 7	Reflection on personal enjoyment and quality of the arts event (s)
Step 7	Participation in discussion about the arts event (s)
Step 9	How to share their work with others, gather and reflect on feedback
Step 9	An understanding of the nature and purpose of a review
Step 9	How to review an arts event using language appropriate to the art form
Step 9	Where and how to share their review with others

SOLAR: Arts award step D	
Step 4	Participation in exploration of the work of at least one artist
Step 4	Participation in exploration of the work of at least one arts organisation
Step 7	Simple research into, and appreciation of, the work of an artist, crafts-person or arts practitioner
Step 7	What they have learnt from the research into the person's arts career, life and work
Step 9	Knowledge and understanding of the art form
Step 9	An understanding of the career development of arts practitioners and the way in which they work within their art form
Step 9	What future education, career pathways and opportunities are available in their chosen art form

SOLAR: Arts award step E	
Step 7	Discussion with their adviser or another arts professional about the plans for their arts skills share
Step 7	Delivery of their arts skills share
Step 9	An understanding of leadership skills and qualities
Step 9	Their leadership role within the arts project
Step 9	How to establish the project's artistic aims and scope
Step 9	How to assess the interest and abilities of participants and/or audience
Step 9	How to develop an appropriate project plan
Step 9	How to share arts activities and skills with others
Step 9	How to promote the project
Step 9	How to identify and/or develop resources
Step 9	Where to seek advice and support
Step 9	Their role in emergency situations
Step 9	How to evaluate their own leadership role within the project, based on personal reflection and feedback from others
Step 9	How they are developing and applying their chosen leadership skills
Step 9	How they are following and, where necessary, amending their plans
Step 9	How to offer appropriate help to others, taking account of participants' needs
Step 9	The limits of their roles and responsibilities
Step 9	Relevant health and safety issues

SOLAR: Arts award step F	
Step 7	How well they passed on their skills
Step 7	Identify and plan an arts challenge
Step 9	How to co-operate and work well with others
Step 9	how to communicate in different situations
Step 9	How to make and keep commitments to others
Step 9	How to resolve problems that arise
Step 9	Where to get ongoing advice and support
Step 9	How to assess their development as a leader

Skills and Progression

SOLAR: Art A01	
Step 1	Explore the work of some artists, craft makers and designers, describing the differences and similarities between different practices and disciplines
Step 1	Create work inspired by artists work
Step 1	Talk (verbally) about what they think of their own work.
Step 1	Observe the art work of different cultures.
Step 1	Use comparative language: long/short thick/thin large/small light/dark
Step 2	Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines
Step 2	Create work inspired by artists work making links to their own work and projects.
Step 2	Talk about what they think of their own work and share their thoughts with others
Step 2	Observe the art work of different cultures and share thoughts on it with others
Step 3	Create work inspired by artists work making links to their own work and projects with annotations
Step 3	Explore the work of a wide range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines
Step 4	Create work inspired by artists work making links to their own work and projects with annotations and personal reflections
Step 4	Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines in refined written form
Step 5 AO1A	Minimal ability to develop work through investigations and visual explorations into artists work.

Skills and Progression

SOLAR: Art A01	
Step 5 AO1B	Minimal ability to demonstrate critical understanding (annotation) of artists work
Step 5 AO1C	Minimal demonstration of an understanding of sources by creating work inspired by/in the style of the artist
Step 5 AO1D	Minimal ability to research to explore and develop a wide range of design ideas.
Step 6 AO1A	Adequately minimal ability to develop work through purposeful investigations and visual explorations into artists work.
Step 6 AO1B	Adequate ability to demonstrate critical understanding (annotation) of artists work
Step 6 AO1C	Adequate demonstration of an understanding of sources by creating work inspired by/in the style of the artist
Step 6 AO1D	Adequate minimal ability to research to explore and develop a wide range of design ideas
Step 7 AO1A	Some clear ability to develop work through purposeful investigations and visual explorations into artists work.
Step 7 AO1B	Some clear ability to demonstrate critical understanding (annotation) of artists work
Step 7 AO1C	Some clear demonstration of an understanding of sources by creating work inspired by/in the style of the artist
Step 7 AO1D	Some clear ability to research to explore and develop a wide range of design ideas.
Step 8 AO1A	Moderate ability to develop work through purposeful investigations and visual explorations into artists work.
Step 8 AO1B	Moderate ability to demonstrate critical understanding (annotation) of artists work
Step 8 AO1C	Demonstrated understanding of sources by creating work inspired by/in the style of the artist

Skills and Progression

SOLAR: Art A01	
Step 8 AO1D	Use research to explore and develop a wide range of design ideas.
Step 9 AO1A	Moderate ability to develop work through purposeful investigations and visual explorations into artists work.
Step 9 AO1B	Moderate ability to demonstrate critical understanding (annotation) of artists work
Step 9 AO1C	Demonstrated understanding of sources by creating work inspired by/in the style of the artist
Step 9 AO1D	Use research to explore and develop a wide range of design ideas.
Step 10 AO1A	Consistent ability to develop work through purposeful investigations and visual explorations into artists work.
Step 10 AO1B	Consistent ability to demonstrate critical understanding (annotation) of artists work
Step 10 AO1C	Demonstrated understanding of sources by creating work inspired by/in the style of the artist
Step 10 AO1D	Use research to explore and develop a wide range of design ideas.
Step 11 AO1A	Confident and consistent ability to develop work through purposeful investigations and visual explorations into artists work.
Step 11 AO1B	Consistent ability to demonstrate critical understanding (annotation) of artists work and arts movement it sits within
Step 11 AO1C	Demonstrated a confident understanding of sources by creating work inspired by/in the style of the artist and show progression in work from this discovery
Step 11 AO1D	Confidently use research to explore and develop a wide range of design ideas.

Skills and Progression

SOLAR: Art A02	
Step 1	Use a range of materials creatively to design and make products/art pieces
Step 1	Use painting to develop and share their ideas, experiences and imagination
Step 1	Use sculpture to develop and share their ideas, experiences and imagination
Step 1	To develop a range of art and design techniques in using colour
Step 1	To develop a range of art and design techniques in using pattern
Step 1	To develop a range of art and design techniques in using texture
Step 1	Mixes colour and make adjustments to the colour.
Step 2	Use a wide range of experimental materials creatively to design and make a range of products/art pieces
Step 2	Use painting with several types of paints to develop and share their ideas, experiences and imagination
Step 2	Use sculpture with several materials to develop and share their ideas, experiences and imagination
Step 2	to develop a wide range of art and design techniques in using colour showing understanding of colour
Step 2	to develop a wide range of art and design techniques in using pattern showing understanding of pattern
Step 2	to develop a wide range of art and design techniques in using texture showing understanding of texture
Step 2	Mixes colour and make adjustments to the colour showing an understanding of primary colours
Step 3	To improve their mastery of art and design techniques in painting
Step 3	To improve their mastery of art and design techniques in sculpture

Skills and Progression

SOLAR: Art A02	
Step 3	Use a wide range of materials for example, pencil, charcoal, paint, clay, wire, plaster, oil pastels
Step 3	Name the primary colours and place them on a colour wheel
Step 3	Name the secondary colours and place them on a colour wheel
Step 3	To develop a wide range of art and design techniques in using pattern showing understanding through a finished piece of work
Step 3	To develop a wide range of art and design techniques in using texture showing understanding through a finished piece of work
Step 4	To improve their mastery of art and design techniques in painting with links to artists work
Step 4	To improve their mastery of art and design techniques in sculpture with links to artists work
Step 4	Use a wide range of materials for example, pencil, charcoal, paint, clay, wire, plaster, oil pastels and comment on material properties and uses
Step 4	Name the primary colours and place them on a colour wheel and make a piece of work using their knowledge
Step 4	Name the secondary colours and place them on a colour wheel and make a piece of work using their knowledge
Step 4	To develop a wide range of art and design techniques in using pattern showing understanding through a finished annotated piece of work
Step 4	To develop a wide range of art and design techniques in using texture showing understanding through a finished annotated piece of work
Step 5 AO2A	Minimal ability to develop and refine ideas through experimentation.
Step 5 AO2B	Minimally refined ideas by reflecting on their own work (annotation) and selecting areas to develop
Step 5 AO2C	Minimal understanding and use of materials by selecting appropriate media and materials.
Step 5 AO2D	Minimal explorations into different techniques and processes using an expansive range of materials.

Skills and Progression

SOLAR: Art A02	
Step 6 AO2A	Adequate minimal ability to develop and refine ideas through experimentation.
Step 6 AO2B	Adequate minimal refined ideas by reflecting on their own work (annotation) and selecting areas to develop
Step 6 AO2C	Adequately minimal understanding and use of materials by selecting appropriate media and materials.
Step 6 AO2C	Adequately minimal explorations into different techniques and processes using an expansive range of materials.
Step 7 AO2A	Some ability to develop and refine ideas through experimentation.
Step 7 AO2B	Some refined ideas by reflecting on their own work (annotation) and selecting areas to develop
Step 7 AO2C	Some understanding and use of materials by selecting appropriate media and materials.
Step 7 AO2D	Some explorations into different techniques and processes using an expansive range of materials.
Step 8 AO2A	Some clear ability to develop and refine ideas through experimentation.
Step 8 AO2B	Some clearly refined ideas by reflecting on their own work (annotation) and selecting areas to develop
Step 8 AO2C	Some clear understanding and use of materials by selecting appropriate media and materials.
Step 8 AO2D	Some clear explorations into different techniques and processes using an expansive range of materials.
Step 9 AO1A	Moderately develop and refine ideas through experimentation.
Step 9 AO2B	Moderate amount of refined ideas by reflecting on their own work (annotation) and selecting areas to develop
Step 9 AO2C	A moderate amount of understanding and use of materials by selecting appropriate media and materials.

Skills and Progression

SOLAR: Art A02	
Step 9 AO2D	A moderate amount of explorations into different techniques and processes using an expansive range of materials.
Step 10 AO2A	Consistently develop and refine ideas through experimentation.
Step 10 AO2B	Consistently refine ideas by reflecting on their own work (annotation) and selecting areas to develop
Step 10 AO2C	Consistently demonstrate confident understanding and use of materials by selecting appropriate media and materials.
Step 10 AO2D	Consistently exploring different techniques and processes using an expansive range of materials.
Step 11 AO1A	Consistently develop and refine ideas through experimentation with an expansive range of materials understanding the qualities of each.
Step 11 AO2B	Consistently refine ideas by reflecting on their own work (annotation) and selecting areas to develop, showing a connection throughout
Step 11 AO2C	Consistently demonstrate confident understanding and use of materials by selecting appropriate media and materials and innovative approaches.
Step 11 AO2D	Consistently exploring different techniques and processes using an expansive range of materials.

Skills and Progression

SOLAR: Art A03	
Step 1	To use drawing to develop and share their ideas, experiences and imagination
Step 1	To develop a range of art and design techniques in using line
Step 1	To develop a range of art and design techniques in using shape, form and space
Step 2	To use drawing with several implements to develop and share their ideas, experiences and imagination
Step 2	To develop a wide range of art and design techniques in using line showing ability to create a drawing with just line
Step 2	To develop a wide range of art and design techniques in using shape, form and space in an expressive way
Step 3	Create several observational drawings from life (primary sources)
Step 3	Create several observational drawings from secondary sources (photographs)
Step 3	To improve their mastery of art and design techniques in drawing
Step 3	To develop a wide range of art and design techniques in using line showing understanding through a finished piece of work
Step 3	To develop a wide range of art and design techniques in using shape, form and space showing understanding through a finished piece of work
Step 4	Create several observational drawings from life (primary sources) with annotations
Step 4	Create several observational drawings from secondary sources (photographs) with annotations
Step 4	To improve their mastery of art and design techniques in drawing with links to artists work
Step 4	To develop a wide range of art and design techniques in using line showing understanding through a finished annotated piece of work
Step 4	To develop a wide range of art and design techniques in using shape, form and space showing understanding through a finished annotated piece of work

Skills and Progression

SOLAR: Art A03	
Step 5 AO3A	Minimal drawings from observation primary/secondary sources to communicate ideas
Step 5 AO3B	Minimal annotations and drawn observations and recorded ideas to further communicate intentions
Step 5 AO3C	Minimal ability to develop ideas and explore through visual investigation (drawing/photography/3d Marquette's).
Step 5 AO3D	Minimal ability to reflect critically on progress and next steps consistently
Step 6 AO3A	Adequate minimal drawings from observation primary/secondary sources to communicate ideas
Step 6 AO3B	Adequate minimal annotations and drawn observations and recorded ideas to further communicate intentions
Step 6 AO3C	Adequate minimal ability to develop ideas and explore through visual investigation (drawing/photography/3d Marquette's).
Step 6 AO3D	Minimal adequate ability to reflect critically on progress and next steps consistently
Step 7 AO3A	Some drawings from observation primary/secondary sources to communicate ideas
Step 7 AO3B	Some annotations and drawn observations and recorded ideas to further communicate intentions
Step 7 AO3C	Some ability to develop ideas and explore through visual investigation (drawing/photography/3d Marquette's).
Step 7 AO3D	Some ability to reflect critically on progress and next steps consistently
Step 8 AO3A	Some refined drawings from observation primary/secondary sources to communicate ideas
Step 8 AO3B	Some annotations and drawn observations and clearly recorded ideas to clearly further communicate intentions
Step 8 AO3C	Some clear ability to develop ideas and explore through visual investigation (drawing/photography/3d Marquette's).

Skills and Progression

SOLAR: Art A03	
Step 8 AO3D	Some clear ability to reflect critically on progress and next steps.
Step 9 AO3A	A moderate amount of drawings from observation primary/secondary sources to communicate ideas
Step 9 AO3B	Moderate amount of annotations and drawn observations and recorded ideas to further communicate intentions
Step 9 AO3C	Moderate ability to develop ideas and explore through visual investigation (drawing/photography/3d Marquette's).
Step 9 AO3D	Moderate ability to reflect critically on progress and next steps consistently
Step 10 AO3A	Consistently drawn from observation primary/secondary sources to communicate ideas
Step 10 AO3B	Consistently annotated any drawn observations and recorded ideas to further communicate intentions
Step 10 AO3C	Creatively develop ideas and explore through visual investigation (drawing/photography/3d Marquette's).
Step 10 AO3D	Confidently reflecting critically on progress and next steps consistently
Step 11 AO3A	Consistently drawn from observation primary/secondary sources to communicate ideas through use of the formal elements
Step 11 AO3B	Consistently annotated and drawn observations and recorded ideas to further communicate intentions with a clear route to completion
Step 11 AO3C	Creatively develop ideas and explore through multiple visual investigation (drawing/photography/3d Marquette's).
Step 11 AO3D	Confidently reflecting critically on progress and next steps consistently

Skills and Progression

SOLAR: Art A04	
Step 2	Use comparative language: long/short thick/thin large/small light/dark to describe their own work
Step 2	Complete a sustained project on a topic of their choice showing understanding of the formal elements
Step 2	Create a final piece of art/product
Step 3	Develop ideas from a starting point.
Step 3	to create sketch books to record their observations and use them to review and revisit ideas
Step 3	Complete a sustained project on a topic of their choice linking to research
Step 3	Create a resolved final piece of art/product
Step 4	Develop and refine ideas from a well thought through starting point.
Step 4	To create sketch books to extensively record their observations and use them to review and revisit ideas
Step 4	Complete a sustained project on a topic of their choice investigating artists work and progressing throughout
Step 4	Create a final piece of art/product
Step 5 AO4A	Minimal imaginative, meaningful and personal responses, communicating their results through research and enquiry.
Step 5 AO4B	Minimal understanding of their own creative journey through annotations and work progression
Step 5 AO4C	Minimal connection and journey throughout the project with discussions and development
Step 5 AO4D	Minimal realised intentions in a final piece or series of work that is confidently resolved and presented appropriately

Skills and Progression

SOLAR: Art A04	
Step 6 AO4A	Minimal imaginative, meaningful and personal responses, communicating their results through research and enquiry.
Step 6 AO4B	Minimal adequate understanding of their own creative journey through annotations and work progression
Step 6 AO4C	Adequate minimal connection and journey throughout the project with discussions and development
Step 6 AO4D	Minimal and adequate realised intentions in a final piece or series of work that is confidently resolved and presented appropriately
Step 7 AO4A	Some imaginative, meaningful and personal responses, communicating their results through research and enquiry.
Step 7 AO4B	Some imaginative, meaningful and personal responses, communicating their results through research and enquiry.
Step 7 AO4C	Some connection and journey throughout the project with discussions and development
Step 7 AO4D	Some realised intentions in a final piece or series of work that is confidently resolved and presented appropriately
Step 8 AO4A	Some imaginative, meaningful and personal responses, communicating their results through research and enquiry.
Step 8 AO4B	Some clear understanding of their own creative journey through annotations and work progression
Step 8 AO4C	Some clear connection and journey throughout the project with discussions and development
Step 8 AO4D	Some clearly realised intentions in a final piece or series of work that is confidently resolved and presented appropriately
Step 9 AO4A	A moderate ability to present imaginative, meaningful and personal responses, communicating their results through research and enquiry.
Step 9 AO4B	Moderate understanding of their own creative journey through annotations and work progression
Step 9 AO4C	Moderately clear connection and journey throughout the project with discussions and development

Skills and Progression

SOLAR: Art A04	
Step 9 AO4D	Moderate realised intentions in a final piece or series of work that is confidently resolved and presented appropriately
Step 10 AO4A	Consistently present imaginative, meaningful and personal responses, communicating their results through research and enquiry.
Step 10 AO4B	Consistently demonstrate an understanding of their own creative journey through annotations and work progression
Step 10 AO4C	Consistently shown a clear connection and journey throughout the project with discussions and development
Step 10 AO4D	Confidently realised intentions in a final piece or series of work that is confidently resolved and presented appropriately
Step 11 AO4A	Consistently present imaginative, meaningful and personal responses, communicating their results through research and enquiry.
Step 11 AO4B	Consistently demonstrate an understanding of their own creative journey through annotations and work progression and material understanding
Step 11 AO4C	Consistently shown a clear connection and journey throughout the project with critical discussions and development
Step 11 AO4D	Confidently realised intentions in a final piece or series of work that is confidently resolved and presented appropriately
