

Art & Design RECOVERY CURRICULUM@ST PETERS

Art & Design offers pupils the ability to express themselves in different ways with the sense of freedom that creativity offers. It enables pupils to develop the skills to experiment, create and communicate their own ideas and to explore new perspectives to make sense of the world around us.

All children are equal and have an equal entitlement to knowledge. St Peters Art curriculum has been designed to further social justice by ensuring all pupils have access to 'powerful knowledge' and therefore narrow the disadvantage gap.

We believe art education helps to build stronger, healthier communities and allows learners of all styles to develop a rounded skill-set including creative and critical thinking, innovation, and problem-solving.

Art & Design Recovery Curriculum Plan:

Relationships

Effective communication will be key to establishing a positive reintegration to school for children.

- It will be extremely important to create a welcoming and positive learning environment in the classroom that makes pupils feel that it is good to be back. The department needs to manage the difficulties of teaching a practical subject with the Covid constraints, whilst maintaining a sense of consistency, calmness and keeping as "normal" as possible with the usual routines.
- Changes to the course for 2020-21 (no exam element any more and only the portfolio to be assessed) should ease the pressure and give a sense of relief with more time for areas to be revisited and opportunities for refinement of work begun.
- Setting of explicit learning goals for each student by using lessons in the first week for pupil/teacher diagnostic assessments of work to identify gaps in individual projects will help students to focus on looking ahead rather than focusing on what they have missed out. This should create a positive view and help all to make sense of how the course will now develop, organise their thinking and track their own progress.
- Sharing the core knowledge overview for each year group with pupils and parents extends the support mechanism.
- Sharing lesson content on Google Classrooms to allow both pupils and parents to access any content that they may be unsure of or they have missed due to absence.
- Share pupil learning journeys of revised dates to allow for personal planning and intervention.

Recognise

We need an adaptive curriculum to identify and react to the gaps in knowledge of our students and which will enable us to then plan, recall and teach and reteach from this point forward. We will identify and then address gaps in pupils' understanding and knowledge by:

- Year 7-Pupils will sit a baseline test designed to assess their confidence with the visual language and use of the formal elements.
- Years 8-9 Pupils will begin with sustained drawing practices to consolidate previous learning and instill confidence.
- Years 7 – 11: carefully planned core knowledge overviews outline the skills and knowledge for each year group
- Year 10 Pupils will begin with sustained drawing practice and then move into an Identity project to consolidate previous learning, encourage independent study and encourage the confident ethos necessary to achieve GCSE criteria.
- Recall tasks and skilful questioning based on the long term plan and core knowledge overviews will enable teachers to identify gaps in student knowledge to then adapt their planning.
- Well planned teacher assessment of class work will inform future planning to prioritise the most important areas for progression.
- KS4 Year 11 schemes of work have been carefully sequenced and planned to adapt to the course change, ensuring all the assessment objectives are equally met.
- Students will be assessed throughout the year allowing teacher to identify gaps in knowledge and skills and areas that may need to be refined.

Routines

Routines allow students to quickly accomplish day-to-day tasks that are required of both the teacher and students. Routines also help to create smoother transitions between activities and therefore allow fewer opportunities for disruptions to occur

- Classroom interaction and routines will be a key thing that students have missed so it is essential to re-establish and instil the expected routines again, balanced within a welcoming and positive climate.
- There will be the need to re-ignite questioning strategies. Using cold call with the teacher choosing who answers so that everyone can contribute, ensuring everyone gets a say, is heard and participates.
- Low stakes recall and retrieval practice at the start of each lesson will play an important part in allowing pupils to secure their key knowledge of current and past content.
- New practical routines of desk and equipment cleaning will need to be established and ways to avoid the sharing of materials as much as possible are essential.

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- It is essential that students feel positive about learning by encouraging success right from the start.

All Year groups:

- Use plenty of confidence-building low-stakes retrieval practice, building on the routines we had in place before the lockdown but re-establishing them as necessary.
- The main focus is to build back confidence with the visual language with the self belief that they can do it. With distancing rules and the covid layout of the Art classrooms much one to one support will be difficult so we need to encourage as much independent exploration of techniques as possible, giving as much guidance as we can both individually and whole class.
- **Year 7:** baseline assessment at the start of term will be used to identify skills and knowledge with the visual language. This will allow teachers to plan appropriately and will help, in part, to inform appropriate flight paths for the subject.
- **Year 8:** Sustained drawing practice at the start of term will be used to identify progress with skills and knowledge of the formal elements. Some extra teaching on colour theory and painting techniques will be needed in order to move smoothly into the Natural world project which develops these techniques further.
- **Year 9:** Sustained drawing practice at the start of term will be used to identify progress with skills and knowledge of the formal elements. With the new curriculum alignment with the Trust schools, pupils will now be studying a sculpture project focussed in part on the figure in Year 9, meaning they will have the opportunity for exploring the 3D techniques and processes usually done in Year 8.
- **Year 10:** Initial revisiting of drawing techniques will move into individual themes for pupils portfolio projects which should stimulate and reignite passion for the visual language and self expression. Themes can be based on a variety of ideas and could link with experiences in lockdown, enabling pupils to express themselves and make sense of the world around them if they so wish.

Year 11 -

- Pupils will be given individual tutorials and will complete a Mapping progress assessment sheet to help them organise their portfolio work and identify gaps for development/refinement.
- Subject focus days will enable pupils to have an extended period of time on developing their work and addressing any gaps in lockdown coursework.
- As soon as the research/investigation and ideas element of the project is complete, final outcomes will be started in school as soon as possible in case of any lockdown. This piece is not something that can be done at home whereas supporting sketchbook work is more appropriate to working from home.

Recall

- Low stakes recall tasks have been systematically planned across the curriculum. Recall tasks will focus on core knowledge and vocabulary, embedding use of thinking hats/maps.
- Planned, targeted and frequent questioning across the lessons.
- Clear, structured and immediate formative feedback to avoid any further misconceptions.
- Interleaving of knowledge across the curriculum

Reteach

- The importance of immediate and purposeful feedback cannot be underestimated. Staff should refer to the NPCAT Feedback and Marking policy which details the different kinds of feedback that can be used during a lesson to support progress.
- The class teacher is the expert. They must use their own professional judgement when prioritising content for their classes.
- Supportive modelling is crucial and methods will be adapted that make this possible whilst observing COVID Health and Safety. Examples of excellence and demonstrations on pp may be the most effective..

React

- Where appropriate, in and after school intervention will be provided to students. This will be based upon pupils progress and analysis of relevant up to date data. Interventions will be carefully planned to focus on the specific needs of students.

