

Curriculum Principles

Our curriculum has been carefully thought through, and to ensure that all students develop holistically, we have designed and planned our curriculum according to the following principles:

Our curriculum is **ambitious**, offering all students access to the most powerful knowledge of each subject

For example:

Students studying art and design in year 8 will develop hand stitching skills that have been incorporated into a textiles project to expose students to life skills that have disappeared from the curriculum expectations. They will create a textiles piece that teaches students skills in embellishing fabric using different techniques.

Year 10 students create a project based on portraits that links to the artist Shepard Fairey. Within his work he conveys political messages which students look at in further depth incorporating the topic of propaganda.

Our curriculum is **taught to be remembered**, not merely encountered, through curriculum content that is **well sequenced** and vertically integrated

For example:

Within KS3 students build skills that are revisited through the years initial students review and build KS2 skills, drawing, painting and then incorporating researching artists. Following on in year 8 students are allocated 1 hour per week for Art and Design where they embed the core skills from year 7 and then **inaugurate new mediums, artists and their work**.

In year 9 students ensure skills are refined in the core medium and techniques, students hone in their researching skills and are given the freedom in designing and creating pieces in their chosen media.

Our curriculum embodies our **vision and ethos** through educating for knowledge, wisdom and skills, educating for hope and aspiration, educating for community and living well together, and educating for dignity and respect

For example:

In Year 7, students research current artists that work within the creative industry, who build a business that employs others, and sells their work and products worldwide. This provides opportunities to deliver information about potential careers within art and helps to raise aspirations of students.

Year 8 students research British artists working in the creative industry that work with communities and in schools, which allows students to reflect on the importance of community and living well together.

promotes the **spiritual development** of all students

For example:

Year 8 students produce a project based on the day of the dead and look at how the roman catholic community celebrates the lives of family and friends they have lost.

In Year 9, students have more freedom in their final project at ks3 to showcase their talents in a media of their choice within a surrealism project.

develops students' **21st century learning skills**, and is underpinned by a **literacy strategy** that supports increased vocabulary acquisition and reading fluency

For example:

All ks3 projects include the production of research pages that include annotations comparing and contrasting past and present artists.

Year 7 study the Spanish artist Okuda San Miguel who creates some pieces that evoke political messages in image form. Students analyse his work through group discussions and document their opinions and descriptions of a selected image in detail.

Creativity is a big part of the subject and threaded throughout the ks3 and ks4 curriculum. An example is the year 8 project where students create skulls in clay, these designs reference their research and include their own interpretation.