# Curriculum Statement: Art

## 🎨 Art at Great Arley School

Art at Great Arley School is a vibrant and expressive subject that nurtures creativity, imagination, and self-confidence. Through hands-on exploration, cross-curricular connections, and inclusive teaching, our curriculum empowers students to communicate visually, appreciate artistic diversity, and develop essential life skills.

## 🎯 Our Curriculum Intent

- **Creating a Safe and Inclusive Environment**
  Students feel confident to express themselves artistically, take creative risks, and share their ideas in a supportive and respectful space.
- **Teaching Real-World Skills**
  Students develop fine motor skills, visual literacy, and design thinking that are valuable in everyday life and future careers.
- **Encouraging Active Participation**
  Students engage in collaborative projects, school displays, and community art initiatives that foster pride and involvement.
- **Promoting Cultural Awareness**
  Lessons explore diverse artistic traditions, encouraging respect for different cultures and perspectives.
- **Providing Responsive Teaching and Feedback**
  Art lessons are interactive and adaptive, with ongoing feedback that supports personal growth and artistic development.
- **Delivering High-Quality Outcomes**
  Students work towards creating meaningful and well-crafted artworks through guided experimentation and reflection.
- **Building Language and Terminology**
  Key artistic vocabulary is embedded in every unit to support communication and critical discussion.
- **Creating Fun and Engaging Lessons**
  Art is taught through imaginative, tactile experiences that make learning joyful and memorable.
- **Linking Learning Across the Curriculum**
  Art connects with history, literacy, PSHE, and design technology to enrich broader learning.
- **Encouraging Lifelong Creativity**
  Students are inspired to explore their creativity beyond the classroom and appreciate the role of art in society.

## 🖼️ Curriculum Overview

**Primary Red:** Students follow the semi-formal Equals curriculum. Learning is sensory and exploratory, focusing on colour, texture, and mark-making. Activities include painting, collage, and sculpture using everyday materials.

**Primary Yellow:** Students follow the formal Equals curriculum. They begin to explore artistic techniques, respond to visual stimuli, and create simple compositions using a variety of media.

**Primary Blue:** Students continue with the formal Equals curriculum, building confidence in using tools and materials, studying artists, and expressing ideas through visual storytelling.

**Year 7:** Students explore foundational art concepts such as line, shape, and form. They experiment with drawing, painting, and mixed media while learning about key artists and movements.

**Year 8:** Students deepen their understanding of artistic techniques and visual analysis. Topics include portraiture, landscape, and abstract art, with increasing emphasis on personal expression.

**Year 9:** Students apply their skills to more complex projects involving design, sculpture, and thematic exploration. Independent work and portfolio development are introduced.

**Year 10 & Year 11:** Some students study the ASDAN Expressive Arts Short Course, focusing on practical art skills, creative thinking, and real-world application. Units include visual storytelling, community art, and personal projects. Students develop transferable skills in planning, evaluation, and presentation.

## 🛠️ Skills and Knowledge Students Develop

- Understanding of visual elements and artistic principles
- Ability to use a range of tools, techniques, and materials
- Use of artistic vocabulary to describe and evaluate work
- Skills in observation, imagination, and creative problem-solving
- Confidence in expressing ideas visually and verbally
- Awareness of cultural and historical contexts in art
- Ability to reflect on and improve their own work
- Knowledge of careers and pathways in the creative industries

## 🌍 Careers and Cross-Curricular Connections

Career links through Gatsby Benchmark 4

Exploration of careers in illustration, graphic design, fashion, architecture, and fine arts

Employer engagement and themed career weeks

Integration with:

- History (art movements, cultural heritage)
- English (descriptive language, storytelling)
- PSHE (self-expression, emotional wellbeing)
- Maths (geometry, symmetry, measurement)
- ICT (digital art, photography, design software)