



# Art & Media at Vanguard School

## Subject Policy

### **Intent:**

At Vanguard School, we strongly value all our students' wellbeing and we value Art and Media as an important part of the students' entitlement to a broad and balanced curriculum. The art and media curriculum will be tailored to each individual to provide an appropriate level of challenge and a foundation of understanding of basics art techniques. Our curriculum aims to support all students to:

- to become equipped with the knowledge and skills to experiment, invent and create their own works of art
- to learn how art reflects our history
- to nurture inventiveness, engaging students in a process that aids in the development of self-esteem, self-discipline, cooperation, and self-motivation
- to gain the tools necessary for understanding human experience, adapting to and respecting others' ways of working and thinking,
- to develop creative problem-solving skills, and communicating thoughts and ideas in a variety of ways.

We recognise that autistic pupils may display highly varied profiles of ability in the arts skills in which they excel, or, find the most challenging. Additional specialised support will be provided, for example, for skills related to abstract concepts and for skills requiring fine motor skills which for some pupils will be challenging. As a school, we appreciate the unique skillset profiles our pupils are likely to exhibit in the subject and will personalise learning accordingly.

### **Implementation:**

At Vanguard School, we follow a spiral curriculum within the arts curriculum, allowing a natural progression through the fundamental categories whilst regularly reminding students of previously learnt material. Our 5 key categories are:

- Drawing and sketching
- Painting
- Sculpture – 3D installation
- Digital art
- Photography
- Film making

Each half term students will study a topic from at least 2 of these categories. This will promote memory skills and allow students to build their understanding at a pace appropriate to them, whilst working as a class on the set category.

Prior to studying a new topic in a category, students will create an art work in response to the topic learned. This will enable students strong in one particular topic to continue to be challenged and for pupils who struggle in that topic to concentrate on developing their fundamental skills in that area and their esteem and confidence.

### **Impact:**

Art and Media has been a success at Vanguard School. Students report that they enjoy the lessons and have feel that they are achieving success and learning new things. They have found the varied style of delivery between more traditional lessons and the use of technology to be engaging and enjoyable, whilst still providing a sense of structure and stability.

Progress has been good across the school and every student is demonstrably further along than when they started. We have implemented a robust and flexible tracking system to monitor the progress of students. Over 70% of students are on track to achieve their GCSE target grades ranging from grade 3 to grade 7.

### **Curriculum Planning and Sequencing**

The teaching and implementation of the Art and Media Curriculum at Vanguard is based on the National Curriculum and influenced by local artists and contexts relevant to our children. Art and Media are also linked across the curriculum so children have opportunity to apply art skills in a variety of contexts and for a purpose.

The students' learning is further enhanced with whole school collaborative art projects. Visits are frequently used as inspiration for artistic creations. Knowledge organisers are used where artists and subject specific vocabulary are key parts of the topic. Oracy is one of our key curriculum drivers. We use dialogic talk techniques to discuss and debate art works. We encourage children to be independent in thought and confident in sharing their opinions and ideas.

Pupils are taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

### **Students are taught:**

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

Our curriculum plan broadly follows a spiral style curriculum where students visit each topic a number of times from Year 7 to Year 11, each time building on prior knowledge in order to further their understanding. Lessons will be delivered on a particular topic for 2 to 3 weeks before moving on to a new topic. This length of time has been determined to allow a balance between depth of study and maintaining engagement for our student population.

Revisiting a topic several times allows time for students to catch-up if they did not access the topic the first time around, and that spreading the topic over a number of years decreases the risk of a student missing that topic entirely.

Each year begins with a number topic as we believe this is an important foundation to begin with. The mix of topics then promotes interleaving. For example, in year 7 students study colour theory and basic element of light logic, when in year 8 they will learn about perspective they will be able to apply colour theory and light logic to their works. In this way would make sure to support the students to apply already learned techniques while learning a new one. This is a key part of our strategy in tackling the forgetting curve.

### **Qualifications and Exam Board**

Our current year 9's will begin their GCSE's next year, and will be preparing for the AQA exam board. This particular exam board was chosen for a number of different reasons. We believe the assessments are clear and straightforward, the language used in the assessments is easily understood which will be beneficial for our population. The range of resources available with this specification is another benefit, and supports teachers well in preparing students for the exam.