

Art at Ormiston Latimer Academy



Intent

Our curriculum intent in Art, is to establish a dialogue, a visual discussion that the learners conduct about the world in which they are living. Tapping into interest, fostering exploration and debate. The job of the teacher is to lead from behind, to create a partnership where both parties are invested in developing the best responses, using the knowledge and experience of the teacher to facilitate the ideas and development of the student.

By respecting and supporting the individuals interests opinions and responses. We establish agency and confidence. Learners are encouraged to explore, dissect protest using a wide range of materials, processes and techniques wherein the teacher ensures the assessment objectives are met without that becoming the primary focus for the learner.

Progress

We formally assess in terms 2, 4 and 6. Formal assessment is in the form of written feedback on engagement and effort. We recognise progress and the quality of work without numerical value.

Learners are not given grades, nor are grades displayed with descriptors for Art at Latimer. Our criteria is always, "could we make this better." What would you need to know to improve upon what you have done? Where should we go from here?

Key Stage 3 are assessed using a variety of measures developed as a whole Trust Art approach to life without levels. As no child or class or cohort is the same and as the world they live in right now, is so very challenging, At Latimer, we tend to use contemporary responses and actual events instead of the history of Art. Classical and historical references and images may be included that fit the direction a learner is taking. Our focus is skills building, the understanding of the properties of materials, and investigation

Key Stage 4 work is formally assessed using the GCSE assessment objective guidelines, These objectives are also used and expanded with KPI's on pupil asset.

AO1: Development – Exploring ideas for theme, research and planning.

AO1: Refinement – Experimentation and skills building. Expanding the understanding of materials and processes that will support the idea.

AO3: Recording – Bringing together elements that have worked, revising and refining.

AO4: Presenting – Realisation bringing together the learning from all Assessment objectives.

Support

- Small pupil numbers and strong relationships, enable the art department to provide highly differentiated work, materials, and guidance. We have strong contextual knowledge of learners and groups, dynamic risk assessments, allow us to be flexible and responsive.
- EHCP and other identified learners may receive additional support, which will be reviewed and revised as part of

The Art curriculum is rich in opportunities for problem solving, and for the development language and communication. We concentrate mostly on speaking, voicing ideas, feeling confident to express opinions. The open dialogue, and respectful listening, opens the way for better communication and co operative investigation in our classes and supports them across all curriculum areas and in the wider society.

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Implementation and Content

Learners coming in at KS3, will have a fun, fast paced curriculum, whereby they will be exposed to a wide range of materials and techniques around a theme or themes that can be subtly changed to follow their interests, and ideas.

Learners at KS3 will be encouraged to experiment, to try out their ideas and gain the confidence to fail. They will be supported to understand that all the experience is learning, Resilience, problem solving and communication are embedded as part of Art Practice. The transferable skills gained at KS3 will support them in whatever choices they make going forward.

At Key Stage 4 we develop two individualised units of work as part of the GCSE Option offer. Students have the opportunity here to take the lead on their own Art projects selecting their own theme of interest, exploring different artist's work and a variety of mediums, getting involved in their own selection process of what they want to develop further.

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Impact: What do you want pupils to be able to know and do by the time they leave?

What values have guided your decisions about the curriculum you have in place?

Resilience, Compassion and Innovation.

The Core Values of our academy remain at the heart of our teaching and learning.

The Art curriculum is inclusive and straddles the academic and pastoral. Our belief is that in taking a holistic approach we are better able to empower young people as they explore the issues and ambitions that shape their lives.

How does your curriculum reflect your school's context?

The Art curriculum is thematic, we explore topics that are relevant and of genuine interest to our young people. Using Art to express opinions or comment gives the learner agency and voice, and we encourage honesty and debate through the work. British values and civic responsibility are central to the teaching and learning.

The majority of our learners would be considered to be culturally disadvantaged, as they may not have much exposure to 'Great, Art, Literature, Music'. For most art, music and writing begins in the streets and recognising that their voices and their work is of worth, is one of the steps to giving them the confidence to broaden their outlook and reference. We create the opportunities and scaffolding that will support them taking ownership of our museums, and art galleries, and public spaces, as is their right and their heritage.