

	<p style="text-align: center;">INTENT</p> <p style="text-align: center;">What are the endpoints we want the students to reach?</p>	<p style="text-align: center;">SUBJECT NAME: ART</p>
<p>BE RESPECTED Be effective communicators and understand specialist concepts</p>	<p>Teachers have the expertise to enable students to develop their use and understanding of specialist technical vocabulary in their curriculum areas so that students will be respected for their academic knowledge and understanding in school and beyond. We ensure that students have opportunities to read and understand challenging academic texts in all subjects. Students will be able to apply their reading and oracy skills and show their understanding across the curriculum.</p> <p>We ensure that students can apply their numeracy knowledge, understanding and skills in other subject areas and to real life problems where appropriate.</p> <p>We ensure students are given opportunities in school to develop speaking and listening skills as part of the formal and informal curriculum at JRS. This develops their ability to be effective communicators with their peers, adults in school and in later life, the world of work.</p> <p>We ensure that students can communicate their ideas effectively in writing; including specialist vocabulary and with an awareness of the audience, purpose and form as they write. We ensure students produce accurate, organised texts that show understanding of academic concepts taught.</p>	<p>In Art students talk like artists, they develop their use and understanding of specialist technical vocabulary so that students will be respected for their academic knowledge and understanding in school and beyond. Students will be able to apply their reading skills and show their understanding across the curriculum, from one subject area to another. Additionally, creativity is important for success in academic subjects and they support each other well. There can be no problem solving in Mathematics without creative thinking, there can be no new science discoveries without creative experimentation in the field of Science, there can be no creative writing in English without creative thinking and enquiring minds. Art at JRS aims to develop this creativity and enquiring minds.</p> <p>Pupils are given regular opportunities to offer opinions and insights about the work of historical and contemporary artists during discussion and when completing written contextual studies and analysis. The ethos in the Art room is that all pupils' opinions are respected because Art lessons are a collaborative and safe space for giving constructive criticism to peers during critique and peer review activities.</p>
<p>BE RESILIENT Be well prepared for successful adult life and be able to respond to assessment in order to make progress</p>	<p>The curriculum builds students' resilience through challenging subject content and is implemented with an awareness of how students will know and remember more. We give students time to reflect on their work and know what to do to improve their knowledge and understanding. Teachers use assessment as a formative tool, so that it enables students to progress and improve their deeper understanding of subject matter and concepts. We encourage students to be resilient by building opportunities into sequences of learning for our students to self and peer assess.</p>	<p>Regular peer review opportunities teach pupils how to act on this constructive criticism and feedback so that they understand how they can use this to improve rather than feeling they have failed. Emphasis on experimentation helps them to express themselves more freely, as they come to the realisation that mistakes can be positive, and something to learn from. Pupils are taught to act and think like artists, experimentation and risk taking is an important part of the creative process.</p> <p>The Art curriculum at JRS gives young people important skills to thrive in modern society and is invaluable in the wider development of young people, aside from preparing students for careers in the creative industries, Art and Design provides an important outlet for freedom of expression, fostering good mental health. The Art curriculum is purposefully designed to support pupils at different stages of their development and is carefully sequenced as such.</p>

	<p>We ensure our curriculum considers the wellbeing of our students. We make sure through its content, sequencing and the support on offer to our students; that in school and beyond they have the resilience to be successful adults. Our personal development curriculum will include opportunities to contribute to the whole school culture, preparing students to become active citizens in their own communities after leaving school.</p>	<p>Teenagers in particular, at a stressful and critical stage of their development and education, have in Art an avenue to explore a more holistic way of learning and deal with difficulties such as mental health problems. Finding coping mechanisms through being creative supports pupils to be able to be resilient long after their time at JRS.</p>
<p>BE VALUED Be able to value and experience the world around them through opportunities both in and out of lessons</p>	<p><i>We make sure our students are well prepared for life in contemporary Britain by ensuring the curriculum enables students to appreciate other cultures, religions and traditions. The formal and informal curriculum introduces them to 'the best that has been thought and said...helping them engender an appreciation of human creativity and achievement'</i></p>	<p>In Art lessons, viewpoints and opinions are valued as well as respected. Pupils are proud of their outcomes and the effort they have applied in lessons because they have tried their best. Work is celebrated by being displayed around school and in the Art room. Pupils are inspired by each other because they can appreciate the hard work that has gone into their artworks.</p>
<p>BE READY FOR YOUR FUTURE Be able to make a link between learning in lessons and future employment choices; be ready to live in a diverse, tolerant society</p>	<p>Teachers have planned and sequenced a Key Stage 3 curriculum to provide students with the knowledge, skills and understanding to build on in further study, training or work. This ensures students have the literacy and numeracy skills to access not just GCSE, but the wider world and professional employment. Students will have advice and guidance so that they can make the best-informed choices for them at Key Stage 4 and for further study.</p> <p>We will encourage our students to express their opinions in a logical, evidence-based manner and demonstrate that they can appreciate that others may hold a different point of view and respect the opinions of others.</p> <p>We will enable our students to understand the impact their subjects can have on their future and their opportunities in society.</p>	<p>The Art curriculum at JRS is ambitious at all key stages. There is a focus on why artists create Art and how Art is can be deeply meaningful or conceptual. Pupils understand that Art can be based on the artists interpretation of issues in their personal lives and the world around them, or on their personal interests and viewpoints.</p> <p>Pupils can use the skills they acquire for a variety of future career choices because at the core they are taught to be reflective learners who learn from mistakes, problem solve and this in turn develops confidence. Project work links skills to careers where possible so that pupils see value in the skills they are learning and that they can be applied to a variety of contexts.</p>
<p>BE YOU Be able to be the best person students' can be in their school, local community and society as a whole</p>	<p>We will utilise the unique context of our location to enable students to progress to further study, training or work of their choice; enabling students to become effective British and global citizens.</p> <p>We are aware that students come to JRS from a range of different Key Stage 2 experiences and starting points. Teachers adapt the curriculum to offer appropriate support in Year 7, Year 8 and Year 9 with some students receiving bespoke interventions. Students</p>	<p>The carefully sequenced KS3 curriculum and artists which pupils are exposed to allow pupils to create work that is personal and deeply meaningful, linked to their own personal interests, identity and lives outside of school. Pupils are not only able to express themselves effectively through written work and when contributing to class discussion, but they are able to express themselves visually with confidence using the '<i>Formal Elements of Art</i>'.</p> <p>Pupils are given autonomy when selecting artists to study at GCSE allowing them to produce highly meaningful and personal artworks and engage with subject matter that is personal to them. The</p>

work towards the very best GCSE outcomes they can achieve by the end of KS4.

ambitious KS3 Art curriculum and GCSE course means that pupils are challenged at every level to be the best that they can be and produce work that they are proud of.