

Curriculum core purpose. Intent	Year: 7 Art	
<p>How does this curriculum fit into the OBHS Curriculum Specification? <i>Creativity and honing practical skills. Understanding of the world around students (and different cultures) through Art – movements of Art reflecting key historical events/ attitudes. With improved technology and the increasing popularity of art based careers thanks to films such as Harry Potter (concept artists, make-up artists, model builders, costume design etc.) and artists such as Banksy now appealing to a younger audience, students have a more vested interest in how both art and design and photography can start their future careers. It is also therapeutic, and an escape from the more academic subjects. Art and Design teaches students how to think creatively and how to think outside the box.</i></p> <p>How is this linked to prior learning? How do units/ topics/ chunks fit together to form the curriculum narrative and prepare students for the next phase of their learning. <i>Students from KS2 will have looked at basic observational skills, basic colour theory and will have used several different media and techniques. They also will have taken part in collaborative projects as well as individual ones.</i></p> <p>How does this curriculum respond to local and national agendas (e.g. SMSC and BV). <i>It follows the Norfolk Agreed Syllabus and may touch upon sensitive issues that might arise within other subject areas or the media.</i></p>		
Content-Knowledge and Skills.	Subject specific pedagogy	Resources and support
<p>Succinctly summarise the subject content and skills which students will study. <i>Students will look at the Formal elements of art (line, tone, colour, pattern, composition and shape) through a series of tasks and practical exercises which relate to an over-arching theme – Natural Forms. They also complete research and analysis on other artists.</i></p>	<p>Describe the subject-specific pedagogical approaches which are used. <i>Tasks are designed to encourage students to build on their existing skills and knowledge over the course of several projects, each a different length. They achieve this by completing workshops and self-appraisal.</i></p>	<p>How is the curriculum resourced to make sure it is personalised to the needs of learners? <i>Smart questioning is implemented by teaching staff using Blooms Taxonomy to encourage higher order thinking skills. Differentiated worksheets, tasks, information sheets and images are used to support and encourage learning as well as plenty of 1:1.</i></p>
Feedback, assessment and progress.		Habits
<p>How are students assessed? How does this demonstrate progress? <i>Assessments are both formative and summative and link subject specific knowledge with practical skills. Assessments are in the form of either a design brief or a holistic assessment over a project.</i></p> <p>How do children receive feedback on their learning? <i>Verbal feedback during circulation and whole class discussions. Written feedback and NS on formative and summative assessments, Success criteria and peer/ self marking.</i></p> <p>How is feedback used to inform planning/ SoL? <i>In-class AFL used to assess and plan skill-based tasks. Scaffolding, 3 levels of challenge with personal choice, stretch and challenge in addition to the core. Differentiated task sheets for HAPs and LAPs.</i></p>		<p>Here you might consider the minimum skills you would want students to have developed through the learning tasks and pedagogy in your subject lessons over the course of this year.</p> <p><i>Creativity – looking for meaning and purpose through religion through different approaches.</i></p> <p><i>Resilience – perseverance and patience when completing practical work as they might feel frustrated something does not look the way they have in their head.</i></p> <p><i>Collaboration – participate actively in group projects, develop active listening skills and working together to analyse each others’ work.</i></p>

OBHS Curriculum Specification

Specification	Criteria	How will we know?	How is this delivered
Have high success rates	Qualification	Progress data	Quality first teaching
Efficient	Cost effective	Sustainable	Control parameters
Diverse and rich	Breadth and depth	Experiential	Mixed delivery and content. Enriched with learning outside of the classroom
Fit for the 21c	Competencies framework	Habits of Minds, functional and life skills,	Thematic and specialist curricula delivery
Engaging and responsive to individuals	Personalised	Entitlement of access	Pathways and active choice
Prepare students with the skills for their next step	Relevant and reflective of the needs of local community	Progression into education and employment	‘Tapestry curriculum’