

Art planning

Students come to The Bridge at different entry points and with mixed prior experience of learning in Art so curriculum planning in Art necessitates a flexible approach. The KS3 Art curriculum builds a skills base which can lead to an Art GCSE or ASDAN qualification at KS4. This is based on student choice and the number of periods of Art allocated on individual timetables. Currently GCSE Art students require 5 one hour lessons a week.

The Art Curriculum at The Bridge aims to cover the following skills and topics:

Years 8 & 9

- **The Environment** - the use of a range of art materials and processes
The Garden at The Bridge as inspiration
Artists' environment
Press Printing and designs for packaging linked to Enterprise Project
- **Pop Art**
Knowledge of Pop artists.
Drawing of essential forms.
3D Food sculptures - Paper and paste lamination
Collaborative painting
- **Colour**
Colour Theory
Developing watercolour skills
Knowledge of Kandinsky and Abstract Art

Year 10

- **Objects and Viewpoints**
Drawing from objects
Cubism
Collage, mixed media
Own response to the theme
- **Natural forms**
Drawings, mixed media and a range of different materials and approaches
Artists inspired by natural forms
Clay tiles inspired by Gaudi & natural forms
- **Year 10 exam 'One World'**
Cultural Designs India, Japan and African
Drawing from objects

Still Life

Developing own ideas

Museum or gallery visit

Own response during a 5 hour exam

Year 11

- Response to the environment linked to analysis of an artist
- Development of critical and analytical skills
- Mock exam - last year's theme
- Additional experience and skills in chosen area such as printing, painting or clay and completion of personal portfolio of work. Unit 1
- Preparatory work for externally set exam Unit 2
- Externally set 10 hour exam

There are rich opportunities to link Art & Design with other subject areas and this can occur through whole school activities such as those related to Remembrance - clay poppies and collaged war poems (English and PSHE). KS3 students work to a design brief in support of The Enterprise Project at The Bridge providing insight into professional design practice. Art also links with Maths when studying perspective or scaling up a drawing. Analysis of a painting or painter or a report or speech about a gallery visit links to the English curriculum. Curriculum planning also takes into account the school's Unique Me principles for each half term.

Teaching Art to students with special needs

At The Bridge, Art is offered to students at KS3 and KS4 regardless of their ability. Learning opportunities match the individual needs of each student, including those who are gifted and talented or have learning difficulties and form part of an individual timetable negotiated between the student and the Head of School. When planning and delivering Art and providing feedback to students, any EHCP (Educational, Health and Care Plan) IEP (Individual Educational Plan) and SEND (Special Educational Needs and Disabilities) are taken into account.

Assessment and recording

Formative, summative and peer assessment are used within Art. Verbal feedback is supported by student annotation and photographic evidence of work in progress. Sketchbooks and presentation sheets provide tangible evidence of student progress and at KS3 students and teacher comments and annotation are linked to the school's What Went Well (WWW) and Even Better If (EBI) guidance. Students are encouraged to share their work and receive feedback

from others in the group and a supportive environment is encouraged in order to raise self-esteem and acknowledge the contribution and skills each student brings to the subject.

At KS4 attainment is measured against four GCSE assessment objectives and an assessment sheet in the front of sketchbooks at KS3 & 4 shows progress and targets for development against these assessment objectives. As appropriate students set their own targets and record progress on the assessment sheets, time is allocated to discuss this document in order that students' are clear about what they have to do to improve. Achievements of pupils in Art are reported to parents twice yearly, in December and July and progress data is entered on the school database.

Resources

In addition to general art materials the department is developing a range of materials and equipment to support 3D clay and printing, including a table top printing press for drypoint, and lino and woodblock printing equipment. Books and artefacts support the topics being studied eg; the department has Japanese, African and Indian resources for the Year 10 exam theme 'One World' and a growing library of books to support the topics covered.

Monitoring and review

The Bridge Teaching and Learning Co-ordinator (David Turrell) is responsible for monitoring the standard of student work and the quality of teaching. Ellie Burkett is Head of Art responsible for the provision of Art at The Bridge. She works closely with colleagues at Frances Bardsley Academy particularly with regard to GCSE moderation. Termly assessment is carried out according to school policy and this feeds into data drops and the school's Health checks three times a year. The development of the Art curriculum is reviewed annually by the Head of School and professional development needs are identified.