

Appleby Gallery. Homework is set on a regular basis and independent study and the development of individual interests and learning within Art is encouraged and nurtured.

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 at KS4. Currently GCSE Art students require 4 one hour lessons a week and 3 in Year 10.

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

Years 8 & 9

- **Minibeasts**
 - Using the Garden at The Bridge as inspiration
 - Working with a range of mediums to develop their confidence with materials
 - Practicing tolerance, cultivating agriculture and respecting other species
- **Housing**
 - Knowledge of a range of contemporary artists
 - Drawing from observation
 - Exploration of 2d processes, painting, collage and mixed media
 - Collaborative painting
- **Protest Art**
 - Cross curricular issue-based topics with PSHE
 - Discussions of British traditions and diverse cultures
 - Responding to past and current societal issues

Year 10

- **Foundation skills in Art & Design**
 - Introduction to GCSE Art & Design course requirements
 - A range of drawing styles including observational drawing
 - Use of a range of media including collage and mixed media
 - Developing critical understanding
- **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

- **'Belongings'**
Working with collage, paper weaving and tactile applications
Developing skills in printmaking
Exploring digital editing software
Using a range of mediums
- **Year 10 exam 'One World'**
Exploring different cultures and practices
Drawing from objects & still life arrangements
Developing own ideas
Museum or gallery visits as appropriate
Own response to the theme during a 5 hour exam

Year 11

- **Completion of personal portfolio of work. Unit 1**
Preparatory work for externally set exam Unit 2
Development of personal responses to a given theme
Refinement of skills
Development of critical and analytical skills
- **Completion of Mock exam**
Additional experience and skills in chosen areas such as printing, painting or clay.
Completion of personal responses for Unit 1 - portfolio of work.
- **E-portfolio**
Preparatory work for externally set exam Unit 2 presented as e-portfolio
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), World Book Day and Black History Month for example. KS3 students also work on a cross curricular project with textiles to combine themes and techniques across both subject and create products for a school cream tea celebration. 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 considers 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 considered.

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, presentation sheets and e-portfolios provide tangible evidence of student progress at KS4 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. Work is presented in a variety of ways in Year 11 culminating in an e-portfolio which can be taken to interviews post 16. 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, progress is evident in students' work and progress recorded on assessment or tutorial sheets. Time is allocated to have 1:1 discussions with students in order that they are clear about what they have to do to improve. Achievements of pupils in Art are reported to parents in accordance with school policy and progress data is entered on the school database.

Resources

In addition to general art materials the department has developed 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 artifacts support the topics being studied eg; the department has Japanese, African and Indian resources for the Year 10 exam theme 'One World'.

Monitoring and review

Maria Jackson (Deputy Head i/c Teaching and Learning and Head of PSHE) is responsible for monitoring the standard of student work and the quality of teaching. Alicia Phillip-Mathurin is Head of Art and has overall responsibility 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.