



### *Wimbledon College Curriculum Intent*

*Our curriculum, rooted in our vision statement and the key principles of Jesuit education, provides aspirational pathways for all pupils to enable them to strive for excellence in all that they do so that they can achieve their potential and progress on their career pathway.*

*All pupils engage with a broad, balanced and sequenced curriculum and are supported to develop their knowledge and understanding of concepts, skills and talents. They also have access to an extensive range of extra-curricular activities which provides both a balance to their academic studies and enriching cultural capital opportunities.*

*We are committed to care for the individual pupil and their development as a whole person and help them to grow the personal characteristics and virtues within the Jesuit Pupil Profile. Being 'men and women for others' means that each pupil has the desire and capacity to make a positive difference in the lives of those they meet now as pupils and in their future lives.*

### Intent

The curriculum in Art has been designed expecting that pupils have had little to no formal Art education before. It aims to provide pupils with a chance to develop their cognitive and creative skills and their imaginations. It aims to teach them to be more tolerant and open through multicultural and historical perspectives and through their involvement in the creative process itself, helping them to become men and women for others. The intent is to develop creative self-confidence, self-discipline and pride in a job well done. All projects are built into a learning journey. This ensures that the National Curriculum is covered as much as possible and allows the department to see a bigger picture to ensure pupils are not only introduced to a range of materials and techniques but are also given the opportunity to revise and develop these skills further.

At the beginning of KS3, pupils are introduced to the basics of drawing and the Formal Elements as well as beginning to explore how to research and respond to the work of others. Pupils are also given the opportunity to use oil pastel and paint to explore other ways of making. In this first year, emphasis is given to developing pupils' hand/eye co-ordination. Pupils learn how to evaluate their own work and the work of others to better understand how to develop and improve their work. As they progress through KS3, pupils continue to develop their knowledge of the Formal Elements while continuing to extend their skills in researching the work of others. They are introduced to further materials and techniques including working in three dimensions, collage and print-making. They continue to develop a deeper understanding of Art theory and Art history and learn how to evaluate their work and that of others and use the work of artists from other times and cultures to inspire their own work. By the end of KS3, the aim is that pupils will have skills and knowledge that have prepared them for further study of Art in KS4 or given them skills they can apply across the curriculum at GCSE level.

The curriculum in KS4 & 5 Art has been designed to ensure pupils are fully supported in the step up to GCSE/A-Level study. The projects are devised to offer structure and support whilst gradually offering pupils more freedom as the courses progress. This is to ensure pupils are supported whilst encouraging their own creativity and independence concerning their work and how it develops. Pupils are actively encouraged to develop their work towards individual outcomes using a skillset that they realise and develop over the course. By the end of KS4 and 5, the aim is to have provided pupils with a body of transferable knowledge and skills that have prepared them for further study of Art in further education or as they begin their career.

### Implementation

To implement the intents, Art offers a similar experience across the department to ensure the pupils have the required knowledge and skills by the end of KS3, KS4 and KS5 to be able to progress to the next stage of their educational career. As such, all projects are supported by a PowerPoint presentation with each activity outlined with level-descriptors, exemplar materials, support and guidance. Lessons share a common format with starter, Q&A and/or teacher demonstration ahead of pupil activity. Most activities include a help sheet or knowledge organiser to support pupil learning. At A-Level classes are co-taught with both members of staff teaching and all assessment is done together to ensure consistency. GCSE and A-Level classes also have access to an online bank of resources that includes guidance, support and links to online resources. A-Level classes are given a course booklet which details the course, links to the specification, details how pupils will be assessed, includes a time line and offers guidance, support, a reading list and links to online resources. The programme of study has been planned to ensure the pupils' learning journey revises and develops skills as they go. In order to assist with this, each project contains visual and verbal reminders and call-backs to previous work to support pupils' understanding that skills can be transferred and reused for different purposes. The department follows SoWs that we have created and developed over a number of years. This is to ensure we capitalize on the staffs' skill set as well as be able to tailor the learning to our pupils' needs. The SoWs are 'living' documents that are



revised and adapted to meet learners' needs and flex to unanticipated situations. This constant revision keeps learning fresh and allows teachers to continue to be creative and stay enthusiastic about what is being taught. The curriculum is devised to provide a level of challenge to all pupils, with extension tasks built in to ensure more-able pupils are challenged further. A rotation system is in place, allowing projects to flow and assisting pupils with knowledge retention. The National Curriculum has been referred to, ensuring we are covering all necessary aims and objectives and GCSE projects have been created to ensure the exam board assessment objectives are being met whilst the pupils learn. The department works closely together to ensure teaching is standardised and knowledge is shared and teaching at A-Level is shared and all marking and moderation is done together to ensure consistency of assessment and approach.

To ensure teaching is of a high standard and excellence, training and exam board standardisation is regularly attended to ensure assessment and internal moderation is in line with the national standard and the HoD is part of working groups and forums on social media/internet where sharing of teaching and learning resources supports the curriculum. Staff in the department are also encouraged to find opportunities to develop their practical knowledge as part of their continuing professional development. There is also regular liaison with other schools' Art departments to moderate GCSE and A-Level Art work.

To support a broad curriculum with extra-curricular, pupils have the opportunity to join the KS3 Art or Comic Clubs which offer them the chance to have art and illustration experiences that they would not have within lesson time. KS3 Art Club also often works with other departments to create subject specific work. Supporting and linking to other areas of the broader College curriculum is implemented by adding to pupils' cultural capital through GCSE Art trips to Kew Gardens and London's South Bank and A-Level Art trips to the Tate Modern and Tate Britain to gain inspiration for their projects. A-Level Photography pupils are also taken on field trips to photograph a variety of sources and environments. GCSE and A-Level pupils are also made aware of any outside opportunities that we receive invitations to. To ensure all pupils are given the maximum opportunity to succeed, the department facilities include an LRC with a suite of computers containing photo editing software for Photography and a library of Art & Design books and publications and A-Level Art pupils have a dedicated area to continue working in their own time. The department gives KS4 & 5 pupils a resource pack to take home to ensure they can complete work both inside and outside of lesson time and GCSE and A-Level have weekly support sessions and interventions provide support to pupils struggling to engage or needing more teacher support.

To help develop pupils as whole people, pupils are regularly encouraged to express themselves within their artwork and to use this platform as a way to communicate their emotions and feelings. This links to topics that are addressed within their PSHE lessons. Some pupils come with the belief that they are not good at art and can't do it but the department helps them believe they are all artists and encourages a growth mind set. Pupils come with varying life experiences and skills and we build on the skill sets all pupils arrive with.

### Impact

In order to ascertain the impact of the Art curriculum, assessment in each project includes a formative and summative assessment as well as an independent learning assessment. Pupils are regularly encouraged to peer-assess and self-assess their work to support their progression and understanding. Pupils also complete an end of project evaluation that provides pupils the opportunity to consider what they have learnt and asks them to consider how they could improve. This evaluation also provides teachers with the opportunity to analyse where pupils may not feel confident in their learning in order to plan to revise that learning again in the next project.

To further ascertain positive impact of the Art curriculum, the department also uses pupil numbers studying Art and Photography at A-Level and in further education are used in addition to students pursuing Arts-related career paths and involvement and engagement in both extra-curricular opportunities and challenges.

If expected impact isn't being achieved for pupils, a range of intervention strategies are used to support pupils including weekly support sessions and interventions to support GCSE and A-Level pupils struggling to engage or needing more teacher support.

Please see latest exam report for results analysis.