

Visual Art Rationale and Curriculum Post 16

Rationale

Participation in the arts curriculum at Post 16 provides opportunities for inspiration for developing a broader awareness of the arts. This is accessed through education and motivating activities: exploring individual artists, galleries, artist's studios, exhibitions and participation in workshops. The art programme will identify suitable accreditation units to meet the needs of individual students. Peer feedback and self assessment on a regular basis will be used to develop confidence and interest for art work. Students will develop skills in decision making through the use of design, discussion and modification of their projects enhancing determination and persistence to complete a project. They will use their learning, experiences and influences from artists to make choices, including contributing to group decisions regarding art venues and workshops. Students will contribute actively to situations, utilising their communication skills. Where appropriate students will work together and support individual projects.

During the programme students develop the following Cross-curricular, Personal, Learning and Thinking skills:

- Independent enquiry
- Self-management
- Reflective learning
- Effective participation
- Creative thinking
- Team working
- Applying English, maths and ICT relevant to research and development of ideas.

Accreditation:

ASDAN Towards Independence areas covered as appropriate to individual student abilities, these include: Multi-sensory, Section F - Art Therapy and Creativity, Section B Printing, C Pottery and D Making Pictures

Arts Award Bronze

AQA Unit Awards - Pre-entry level, entry level and level 1 units

Key concepts and Processes

1. Knowledge and understanding.

Through inclusion in the art programme students will;
Have access to a stimulating environment.

Have opportunities provided to focus on the visual elements of colour, shape, texture, space, line, form and pattern.

To have the opportunity to make choices to project their own ideas into their work.

2. Participation.

Through inclusion in the art programme students will:

Have the opportunity to participate through delivered units including; drawing, painting, printing, collages and textiles, 3D, ICT. Delivery will also be through visits and workshops.

To take part in different arts activities and record what inspires them.

Have the opportunity to develop creative and leadership skills and gain recognition through national qualifications.

Have the opportunity to exhibit and talk about their work in front of a variety of audiences.

3. Development.

Through inclusion in the art programme students will:

Make pieces of visual art that demonstrate their development in art skills and creativity.

Share some of their work with others and record information from feedback and comments made.

To adapt and improve their work in response to feedback, reflection and discussion.

Begin to use some art vocabulary and express meaning in their work.

With support reflect on past art experiences and consider new art experiences to explore.

Recognise their skills and achievements and develop confidence.

Develop awareness of processes involved in a project, including selecting equipment and resources, time frame in relation to project expectations and develop perseverance and determination to complete a project.

To look at different types of art media - painting, sketching, 2D representations, sculpture, video and interactive art and installations and indicate or discuss a preference.

4. Learn from contact with personnel from different art sectors.

Through inclusion in the art programme students will:

Work with artists in a variety of settings, including, artists coming into school for workshops, visits to galleries and exhibitions and participating in workshops and hands on activities in galleries.

Explore arts organisations and artists.

CURRICULUM LINKS

PSHE

Personal Wellbeing

The involvement and interaction with art and artists as well as formulating, taking part and completing projects raises students' aspirations and develops

their ability to reflect on their own and other's strengths and achievements.

Citizenship

To engage and respond to the environment and to transfer observation, skills and knowledge acquired through the art programme to other settings.

Advocacy and Representation

Students communicate and participate in regular discussions where they must evaluate different viewpoints to inform their decision making. They negotiate with a range of different people from within their school and in the wider world and are encouraged to consider others and make informed compromises within the group.

Taking Informed and Responsible Action

Students gain an understanding of how art and artists contribute to the local, national and global community and how it relates to their lives. Students consider the impact of art on the community how people react to it and how it is maintained.

ENGLISH

Speaking and Listening

Students have the opportunity to speak and listen in different contexts including group discussions, workshops, visiting artists, peer feedback and self assessment. They speak, listen and respond to their team, other pupils, artists and visitors.

Reading

Students read a variety of non-fiction texts in the process of researching for their projects, reading artists statements, information at galleries and exhibitions.

Writing

Students write in a variety of different contexts *including making notes and amending design details, using text as a means of communication in art work*

MATHEMATICS

Applications and Implications of Mathematics

Students must apply their mathematical skills to the real life challenges in relation to mixing media, measuring quantities and sizes when preparing work for display.

ICT

Capability

Students use a wide range of ICT resources to research artists, revisit exhibitions they have seen and look at further work. They will also use ICT as a tool to use different media and effects on their own work. They are encouraged to be independent in their selection, development and use of information sources and ICT tools to support them.