

Art and Textiles.

At BGGGS, we aim to challenge students to think, act and speak as Artists, Designers and Craftspeople by teaching them to become visually literate so they can read, interpret and find meaning in signs, symbols codes and conventions, exploring and reshaping them in their own work. The spiralling curriculum builds upon their understanding of art and textiles from KS2, provides a firm foundation at beginning of KS3, develops knowledge and mastery of skills through to further preparing them for post-16 Arts pathways.

To create <i>aspirational citizens</i> , our curriculum is:	To create <i>successful learners</i> our curriculum is:	To create <i>leaders and communicators</i> our curriculum:
<ul style="list-style-type: none"> ambitious and innovative authentic broad and balanced inclusive for all the embodiment of personal expression, cultural understanding and creative responses to our world within every project at KS3 and KS4. 	<ul style="list-style-type: none"> carefully sequenced KS3 curriculum, iterative and spiral in nature. designed to develop perceptual and analytical skills within every scheme of learning committed to securing both substantive and disciplinary knowledge to make their own art at key points in every project committed to developing schemes of learning that focus on embedding challenge, metacognition, deep mastery of knowledge, numeracy and literacy skills. 	<ul style="list-style-type: none"> develops the capacity for different kinds of thought, both cognitive and affective, convergent and divergent supports the engagement with discussion and debate within the classroom.
<p>Students have opportunities to:</p> <ul style="list-style-type: none"> Explore purposefully, making and doing to foster artistic and design awareness, understanding and skills through exploration of different art disciplines including Fine Art, Graphics, Photography, 3D Ceramics, Textiles and Mixed Media. interrogate within lessons what it means to be human and our experience of the world and society we live in. learn and secure the substantive knowledge – the practical and theoretical component knowledge of different paradigms of Art e.g within Yr7 Portraiture project- Renaissance painting of Hans Holbein, Julian Opie and Chris Ofili. 	<p>Students have opportunities to:</p> <ul style="list-style-type: none"> engage with practitioners and examples of historical art and design from a range of cultural contexts. builds knowledge of the journey of art throughout history, how it connects, and how it has changed and adapted through time through delivery of a carefully sequenced scheme of learning at KS3 gain first-hand experience of art, craft and design by visiting galleries and museums or working alongside, artists, craftspeople and designers through practising artists providing workshops to KS4 art and textile students. transfer knowledge and skills to other areas of the curriculum. re-visit and apply knowledge across topics, developing a secure and well-connected schema and expertise. 	<p>Students have opportunities to:</p> <ul style="list-style-type: none"> develop awareness of the place of art, craft and design in the world to comment on and change opinion or transform life experiences through curator presentations in KS3 lessons. Decipher quality and value and appreciate the nature of artistic practice which closely mirrors practice in art schools and professionally when analysing work throughout their KS4 sketchbooks.

Implementation- how we achieve it.

Strong vision which ensures quality first teaching delivered by subject specialists.
 Adaptive teaching methods to allow progression for all.
 Engage in a creative process to build mastery of knowledge and skills.
 Rigorous and accessible assessments to allow for next steps to be identified including a baseline test at the start of Yr7.
 Well planned and sequenced lessons where broad exposure to the different paradigms of Art typified as: Traditional, Modern and Contemporary.
 Matches the scope and ambition of the National Curriculum yet goes beyond what is examinable by offering enrichment opportunities including local gallery and museum visits and cultural events to build cultural capital, broaden horizons and develop future global citizens and experiences.

Impact – how we know we have been successful.

High quality lesson planning and resources produced by subject specialists, adapted to meet the needs of individuals and groups of students.
Confident learners and communicators able to visually and orally communicate mastery of knowledge and skills across the curriculum.
Achieve qualifications in a creative subject which enable them to successfully move onto the next steps in education or world of work.
2023 GCSE Data reflects students have performed well above National level- 9-7- 53.3% compared with 24.2 % and 100% 9-4 compared with 76.4 National. Most had over 2.2 positive residuals compared to their other subjects.

SMSC Statement.

Through discussions, critiques and presentations in lessons students explore moral issues in reference to how artists appropriate media or present ideas and context which may seem offensive to others. The KS3 and KS4 curriculum provides opportunities for learning from the past, our artistic and material cultural heritage of images, artifacts such as masks and African textiles and the environment from the Western and non-western world, enabling students to engage with contemporary practice and current political and racial issues. Research into the work of other artists and cultures enables students to place their own experience into the broader context, recognise and value the world of others and develop a sense of their own identity and worth. Across all year groups students are encouraged to share respect and understand their own and others' thoughts, ideas and beliefs.

Equality, Diversity and Inclusion (EDI) in the Curriculum.

The curriculum is designed to support students from all backgrounds and to encourage them to see themselves as future artists, designers and craftspeople by including examples of practising creative people including Yinka Shonibare and Chris Ofili who reflect our student body. Protected characteristics are included in a range of topics for example: religion and faith, disability and sexual orientation.

British Values in the Curriculum.

Democracy is modelled through pair and group work where students either lead activities, present findings during critiques, showing tolerance and respect for others when sharing and valuing opinions of others' ideas.
Rule of Law is modelled through the upholding of art and textiles rules and expectations.
Tolerance and respect are modelled through sharing and valuing opinions of others within topics.
Individual liberty is modelled through choice of tasks and independent project work.

Careers in the Curriculum.

Learning in art, craft and design prepares young people for work and leisure in the twenty-first century. It contributes to life skills such as problem solving, making career choices and lifelong learning. The art and textiles curriculum provides opportunities for students to explore potential career paths related to the creative industries, such as 2D, 3D, applied, photo and film, academic pathways. Connecting the study of art and textiles to real-world applications and future employment prospects is embedded into lessons throughout KS3 and GCSE.