



Art & Textiles Design

Curriculum Intent

Bradford Girls' Grammar School aims to challenge students to think, act and speak as Artists, Designers and Craftspeople by teaching them to become visually literate so they are able to read, interpret and find meaning in signs, symbols codes and conventions, exploring and reshaping them in their own work. We do this by giving all students first-hand experience of different aspects of art, craft and design. Students are given the opportunity to engage with practitioners and examples of historical art and design from a range of cultural contexts. Purposeful exploration, making and doing fosters artistic and design awareness, understanding and skills.

The Art curriculum at Bradford Girls' Grammar School goes far beyond what is taught within the classroom, for whilst we want students to achieve the very best examination results possible, our curriculum goes beyond what is examinable.

Curriculum Implementation

In Lady Royd, the structure of the art curriculum ensures that children are able to build their knowledge and understanding of the work of artists, craftspeople and designers from a range of times and cultures and apply this knowledge to their own work. In EYFS, there is continuous provision of art and design opportunities: these activities make important contributions to children's development in the areas of Expressive Arts and Design and Communication and Language. They are also important in children's Personal, Social and Emotional development. The consistent use of children's sketchbooks from KS1, means that children can review, adapt, and develop their ideas in order to achieve high-level outcomes. Children learn to understand and apply the key principles of art: line, tone, texture, shape, form, space, pattern, colour, and contrast. The opportunity for children to refine and develop their techniques over time is supported by effective lesson sequencing, links with the topic and progression between year groups. This also supports children in achieving age related expectations at the end of their cohort year.

At Lady Royd, our intention is to provide a curriculum which allows children to explore their imagination, generate ideas, acquire skills, apply judgements, and rejoice in their learning. To offer opportunities to recognise and be inspired by the awe and wonder of the world, through studying the work of artists designers.

We want the children to develop as critical and creative thinkers and enrich, extend, and consolidate learning in a variety of contexts. Through systematic and progressive planning, we intend to encourage the children to express, explore and celebrate ideas, feelings, attitudes, and values. We aim to foster originality and creativity using Art as a means of communication. Innovation and sensitivity to personal feelings and attitudes will permeate the school environment.

Our curriculum in the Secondary Phase within Art and Textiles forms a backbone to our ethos statement by providing an enriched experience in which students work with the broadest range of materials and contexts to spark student's curiosity, provides intrinsic motivation, pride in their work and their developing skills so that they can explore the wider world and their place within it. The department is committed to developing schemes of work that focus on embedding challenge, metacognition, deep mastery of knowledge, numeracy and literacy skills.

Providing stretch and challenge encourages students to strive for their best, developing increased confidence with each creative obstacle they overcome. Sketchbooks across all year groups at BGGs are valuable to teachers as part of the assessment process as they document the thinking and creative actions of students. Progression sheets act as a place to write feedback and engage in developmental dialogue with students. Written and verbal feedback along with tracking and follow up actions, are all more important and more valuable to students than a mark, level or grade.

As a knowledge engaged curriculum we believe that knowledge underpins and enables the application of skills; both are intertwined. As a department we define the powerful knowledge our students need and help them recall it by scaffolding our KS3 curriculum in such a way that students continually revisit skills and build upon them each year, tackling increasingly challenging concepts. As each step in a learning journey develops, it incorporates a deeper understanding of prior learning. Student progress is documented through sketchbooks along with progression check lists for key concepts, developing ideas through to outcomes. We encourage dialogue, critique and debate about student's own work and about the work of artists and designers. This embeds and extends our student's knowledge of artistic concepts and principles along with the appropriate specialist artistic language for discussion of works of art.

All lesson plans and Schemes of Learning present key words for each project, literacy mats, 4C analysis frameworks and knowledge organisers. Reading widely about artists, designers and craftspeople from a variety of sources builds a strong springboard to inspire and develop practical outcomes. Literacy skills are developed through development and application of their reading and writing skills alongside their speaking and listening skills as they research, communicate, analyse, critically evaluate and review the work of significant artists, craftspeople, architects, film makers and designers to inform their creative thinking and the development of their own creative practice. This is embedded in each SOL at KS3 through KS4.

To develop Cultural Capital, we aim to provide an environment in which students are happy to take risks, ask themselves questions about their creative journey and respond positively to both adults and their peers. Our subject naturally lends itself to collaboration, the sharing of ideas and peer critiques in which students are guided to use a positive, specific and helpful framework in which to discuss their own work and that of others. Being mindful, respectful and mannerly ensures the safety and enjoyment of all students within a studio environment.

In their study, reflection and response to the work of artists, craftspeople and designers develops student's spiritual, moral and social and cultural understanding, empathising with others and learning more about other world cultures. Across all year groups, they develop awareness of the place of art, craft and design in the world to comment on and change opinion or transform life experiences in both visual and written form. This informs their outcomes and signposting to career and vocational pathways as students continue their journeys at Further Education establishments and later into the world of work.