

#### **Our whole School curriculum vision believes:**

Kickstart Academy is committed to providing a safe, caring and stimulating environment for all students. This allows our young people to re-engage with learning and either return to mainstream schooling or achieve success whilst remaining with ourselves. During this time, the learning needs of each individual pupil are accurately assessed to support personalisation of learning.

Our main aims as an academy are:

- To keep our students safe
- To provide a high quality of education
- Help our students to personally develop
- Improve outcomes for our young people

Our curriculum is the vehicle to deliver our whole-school vision and we believe that the delivery of an effective curriculum to help improve educational outcomes is a vital way to positively impact our students' futures. We endeavour to further our students' intellectual development, social and emotional development, character and responsibility, happiness, and success.

We underpin our curriculum using our whole school values: Belong, Respect, Inspire, Succeed, Enjoy. Our teachers aim to develop and deliver the curriculum in a way that remains true to the subjects' core content and concepts, creates a safe learning environment, encourages progression, and develops a lifelong love of learning.

#### **Our whole School curriculum intent believes:**

Our intent is to provide students with educational success and provide them with the opportunities to develop the essential skills and knowledge that they remember, not just encounter, ready for the next stage of their lives. This may be when they return to mainstream school or when they leave Year 11 and embark on their journey into further education, training, or employment. Our curriculum is designed for progression and to be inclusive for all whilst setting high expectations of our learners. We encourage our students to be active thinkers with the product of knowledge being our overarching goal.

We aim to provide a broad curriculum that offers a range of academic and vocational pathways whilst fostering creativity and developing critical thinking. We intend for our students to leave Kickstart with an ability to read, write, and communicate effectively. We also have a strong focus on the personal and social development of our students that allows them to understand and manage their emotions, recognise risk, increase resilience, and further their knowledge on the culturally rich communities in which they live.

As a school we also work closely with outside agencies, to help further support our young people to the greatest extent. Our target is for our students to leave Kickstart with an increased cultural capital that supports their development and allows them to achieve success beyond the classroom.

We strive to identify and work on the different and individual needs of our young people within school to help them develop in whatever they require for success. We aim to identify their individual needs and gaps in learning whilst supporting them through the use of differentiation. It is our intention that our students leave with a broad knowledge and understanding of the British Values and understand the positive impact they can have on their communities.

Improving outcomes for our young people is of utmost importance to us. We look to maximise attendance and punctuality, to ensure our students can access the provision they need to help them remain safe, improve their well-being, and succeed. We also have a key focus on behaviour management, with a very skilled staff team that work closely with our students to ensure that behaviour for learning is positive.

**Our intention for our curriculum is:**

At Kickstart the intent of our Art and Design department is to create an environment where students feel safe and supported in their learning. We encourage our learners to take risks and challenge their own preconceptions and, in some cases, limiting thoughts about their ability in Art so that they can become resilient learners. Resilience is a transferable skill that can be utilised across all curriculum areas and subjects and into our learners' lives post 16. We aim to build their self-esteem and confidence and encourage them to be lifelong learners able to reflect on their mistakes and move forward independently with their art journey and able to fulfil their potential.

We provide all students with a broad art curriculum giving them first hand experience of all three areas of art, craft and design. We hope to provide students with the opportunity to find processes that they can enjoy and develop. Our curriculum is scaffolded so that students continually revisit skills throughout the key stage and build on them. There are repeated opportunities to explore a variety of techniques such as printmaking, painting, drawing, collage and 3D work. Progress is documented in students' sketchbooks with checklists highlighting areas for development and ideas.

Staff are well trained and passionate about their subject and have devised a curriculum that makes all students aware of a range of artists, designers and crafts people from diverse cultural backgrounds and from different periods of history. We look at how art impacts on the real world and encourage students to express their own opinions showing respect for the work of others while looking at the historical context of when an artist was working and the importance of art in contributing to society.

### **Linking our curriculum intention to our local community:**

In our year 10 project on 'Spaces and Places' students are encouraged to look at graffiti in our local area and we discuss whether graffiti is Art. There are opportunities for students to visit local museums in Ironbridge and trips to the Wrekin both inspire and enable historical questioning about the development of Telford.

Individual students have taken the opportunity to photograph aspects of the school's local town in Wellington.

We encourage students to independently visit local art galleries including Wolverhampton art gallery, Birmingham art gallery and the Ikon. We have had students who have exhibited their work in a local gallery in Ironbridge.

### **Implementation**

We provide a safe environment with high expectations of behaviour and model safe practices in the classroom when using equipment. All lessons are 45 minutes in length and there are three lessons per week.

We provide starting points in year 10 to create a fast pace and fully engage learners who come to Kickstart at varying points in the key stage. In the final term of year 10 we provide a starting point that is set out like the GCSE exam so that students will be prepared for the exam paper in January of their next year of study. The starting points are designed to scaffold and build on prior learning giving students the confidence over the key stage to work independently and to stretch and challenge our learners. Students are encouraged to celebrate successes by regular displays and opportunities for parents and carers to visit school to see art work and in our regular reporting system.

In the Autumn term of year 11 students develop one of their preferred starting points and are given formative assessments and checklists to make sure that all four assessment objectives are covered. Students are assessed in four main areas of enquiry, artist research and analysis AO1, use of different materials AO2, record ideas, observations and insights relevant to intentions AO3 and present a personal and meaningful response that realises intentions AO4. In January of year 11 students receive their GCSE art, craft and design paper to prepare for their final external task and examination. Staff at Kickstart are given regular art-based training opportunities for standardisation and marking of exams. Specialist Art language is taught within art lessons and modelled by teachers in all art lessons.

British values and RSHE is embedded in our Art curriculum and we establish clear cross curricular links with other subjects and support whole school initiatives such as promotion of reading.

To ensure our aims for the curriculum are implemented effectively we instil 6 core values into our curriculum known as 'The Kickstart 6.' In Art this is achieved in the following ways:

### Knowledge

- Use of retrieval practice of topics taught using a combination of short term and longer-term memory (lesson visuals, and 'Do Now' activities etc.)
- Reducing cognitive overload when introducing new topics by chunking information down, modelling new concepts ('I Do / We Do / You Do' etc.) and using regular low-stakes assessment to check new learning.
- Developing subject knowledge of teachers regularly through CPD.

Teachers in Art are experts in their field having relevant qualifications and experience. The Art staff attend annual standardisation /CPD for the moderation and marking of the GCSE exam. They attend regular meetings with other Art staff throughout the LCT.

### Explanation and Practice

- Teacher-led explanations are clear and concise.
- Information is provided in a student-friendly way that is accessible by all.
- Information is chunked when necessary.
- Guided and independent practice is embedded within lessons using clear success criteria.

In Art we introduce skills such as different printing Techniques in Year 10. Students then gain confidence and use these learned skills in their projects and for their externally set task in year 11.

The Art Scheme of Work is designed to be interesting and relevant for all students leading to an increase in engagement.

### Modelling and Scaffolding

- New concepts, tasks, and knowledge are modelled first with differentiated scaffoldings provided where required to help build students' confidence
- A variety of models (worked examples, live modelling etc.) are shared with students to enhance their understanding.
- Scaffolding is withdrawn when teachers have assessed that students are ready.
- In Art at the start of each new skill students are given a demonstration of skills before they try for themselves.

Students in Art use their sketchbooks to explore ideas, to build and develop their ideas.

In Art it we explore a diverse range of artists and critical understanding is important. Students write about artists and designers work and their opinion is essential. We use a writing frame in year 10 as a scaffold with the expectation that they can express their own opinions about their work and others confidently by the end of year 11.

Students are given demonstrations of skills before they attempt techniques themselves. Additionally, throughout the course students are shown exemplars of models of art outcomes.

### Questioning

- Targeted questions are used to gain live feedback from students in the lesson.
- A variety of questioning methods are used (cold calling, show-me boards etc.)
- Questioning is used to allow students to deepen their understanding through subject-specific terminology and academic dialogue.

In Art there are wall displays showing subject specific terms which are used when questioning students and then for self-reflection and evaluation of their own work.

Throughout the course students are expected to be curious learners able to enquire and reflect on their own and others' art work. When asking questions that require an opinion some students may require a prompt. Opportunities are given for whole class discussion and questioning e.g. when looking at Graffiti as Art or vandalism.

### Feedback

- Feedback includes a combination of live questioning within the classroom and more deeply marked pieces of work.
- Feedback is personalised (Pink for Think, live marking etc.) to allow students to progress with their individual learning.
- Feedback is given in a positive, encouraging, and constructive way (WWW and EBI etc.)
- Students are actively encouraged to engage with feedback (DIRT, Purple for Progress etc.) to address learning gaps.

In Art we provide feedback using the whole school policy intended to standardise teaching and learning. Marking is completed regularly and gives students time to reflect on the feedback given and act on the advice. This can be seen in the practical work in their sketchbooks.

A pink for think post-it note is added to work so that students know how to develop their ideas.

### Behaviour and Relationships

- Teachers create environments in which all students feel safe.
- Positive and professional relationships are established through clear roles, routines, expectations, and boundaries.
- Routines and behaviours are rehearsed and positively modelled by staff.
- Differentiated behaviour management strategies are applied to help challenge and correct student behaviour.

In Art staff are professional with a wide experience of teaching in different settings. School rules are followed consistently making the Art room a safe environment for staff and students.

Experienced staff know their students and follow the students' behaviour plans and understand their students' attitude to learning

### Year 10 Curriculum implementation: Emerging and developing to be an Artist, Designer or Craftsperson

1	2	3	4	5	6
In year 10 we introduce students to GCSE Art, Craft and Design and the expectations in Art including health and safety in the classroom.	In project 2 we continue to develop skills practised in term 1 and also start introducing new skills. The project Identity continues and enables teaching of a variety of	In term 3 our project is <b>Optical Art</b> , the emphasis is to encourage students who work in a more technical way to practise their fine motor skills.	In this term students will continue to work on the topic of Optical Art. We will revisit drawing skills and look at printing. Four types of printing will be examined giving students	In the final starting point for year 1 of their two year course students will be given an AQA external task example entitled ' <b>Sense of Place</b> '. This will enable teaching staff to	In this final term of year 10 we will continue developing the topic <b>Sense of Place</b> and develop work to a final piece emulating the GCSE external task.

<p>Our first project is an <b>Identity</b> project encouraging relevance to self and picking out own interests and motivations allowing for workshops on portraiture and journaling.</p> <p>We look at critical understanding of relevant artists such as Ines Koudis and Andy Warhol's portraits in POP art. We encourage diversity in studying artists like Chris Ofili which ties in with Black History month.</p> <p>We practise drawing skills in portrait drawing, use of pencil to shade in observational drawings and how photography can be used to record ideas. Students are introduced to the importance of annotation and tasks are scaffolded and differentiated so that</p>	<p>techniques including printmaking and use of collage materials to create texture and depth. Textiles as a media is also explored.</p> <p>Objectives covered: AO1 artist research, AO2 use of different materials. i.e printing AO3 drawing AO4 development of ideas into a final piece or pieces.</p> <p>There will be continual feedback and assessment throughout the starting point and this will be recorded in their sketchbooks.</p> <p>Teachers will use the school termly target tracker to track students progress.</p>	<p>We will understand how artists Bridget Riley and Victor Vasarely worked and how more contemporary artists have adopted their style to influence their own art. Annotations allow students to express their intentions and ideas for further development of the topic. Extension tasks include the exploration of Islamic patterns and use of mathematical principles. Also included is tessellation and the work of MC Esher</p> <p>Students in this project will practise repeated pattern, tessellation, making cubes and how to create Optical art with a need for precision and measuring</p> <p>Objectives covered: AO1, AO2,AO3,AO4</p>	<p>the understanding of the strengths and limitations and differences of each technique. These include poly' printing, lino printing, mono printing and jelly printing.</p> <p>Objectives covered: AO1, AO2, AO3, AO4</p> <hr/> <p>There will be continual feedback and assessment throughout the starting point and this will be recorded in their sketchbooks.</p> <p>Teachers will use the school termly target tracker to track students progress.</p>	<p>model a response to an exam question so that students gain confidence on exam style questions. We will discuss starting the journey with a mind map then links to relevant artists and images and make sure each assessment objective is addressed.</p> <p>We will link our work in the first instance to artists Cezanne, Anish Kappor, Debra Budenburg, Ed Rusche but individuals may pursue their own relevant research.</p> <p>Students will use skills from prior learning including printing skills, mathematical skills for perspective, annotating and evaluating. They will use skills in researching and developing ideas independently.</p>	<p>Students will be encouraged to think more independently while weaker, less confident students will have more support via teacher and teaching assistants.</p> <p>They will continue to develop their printing skills, their drawing from observation and annotating and evaluating. By modelling a systematic way of answering a GCSE question paper.</p> <p>Objectives covered: AO1 explore topic via mind map AO2 Experiment with printing and mixed media. AO3 observational work using drawing and photography AO4 development into a final piece of work</p> <p>There will be continual feedback and assessment throughout the starting point and this will be</p>
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<p>weaker artists/learners feel supported in the art studio.</p> <p>There will be continual feedback and assessment throughout the starting point and this will be recorded in their sketchbooks.</p> <p>Teachers will use the school termly target tracker to track students progress.</p> <p>Objectives covered: AO1 research of relevant artists and designers. AO2 experiment with materials, pencil, pen, soft pastel. AO3 observational work on self-portraits through a photo shoot</p> <p>Throughout the topic students will be assessed by the teacher, verbal feedback given and work marked</p>		<p>There will be continual feedback and assessment throughout the starting point and this will be recorded in their sketchbooks.</p> <p>Teachers will use the school termly target tracker to track students progress.</p>		<p>There will be continual feedback and assessment throughout the starting point and this will be recorded in their sketchbooks.</p> <p>Teachers will use the school termly target tracker to track students progress.</p> <p>Objectives covered: AO1 explore topic via mind map AO2 Experiment with printing and mixed media. AO3 observational work using drawing and photography AO4 development into a final piece of work</p>	<p>recorded in their sketchbooks.</p> <p>Teachers will use the school termly target tracker to track students progress.</p>
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according to school marking policy.					
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**Year 11 Curriculum implementation: Mastering to be an Artist, Designer or Craftsperson**

1	2	3	4	5	6	END POINT TEST & THERAPY
In year 11 students will review work produced during year 10 and develop the project they enjoyed or had most success with. They will look at gaps in their learning and make sure that all assessment objectives have been addressed. They will make direct links and further research into a relevant artist or designer.	<p>During term 2 students will continue with personal development of either a project started in Year 10 or development of a new project of their own choice.</p> <p>They will do further research and understanding of how artists and designers and craftspeople impact our own work and practices. Students will practise techniques and skills learned in year 10 and as they become more</p>	<p>The GCSE art, craft and design exam/externally set task is handed out in January 2023. Once the exam paper is issued students have the choice of several starting point, they pick one.</p> <p>Mind mapping, mood boarding and exploring ideas are the starting point, artist research and responses follow</p> <p>Students will refer to a variety of skills learned in year 10. They will develop</p>	<p>Following a preparation period, students will complete a finished piece of Art as a response to work executed in terms 1 to 3. Up to 10 hours are allowed for this final piece which links into AO4. The final outcome is produced under exam conditions.</p> <p>Students will use prior knowledge and ways of expressing self and implement these in independent work</p>	<p>During this final term in year 11 students will select the work that they want to be moderated. They will mount the work ready for marking by their class teacher. They will then revisit their class work and fill in any gaps in their portfolio.</p> <p>Students will continue to make links with artists and designers that are relevant to their coursework. They will use a variety of skills learned in year 10</p>	Year 11 students leave. GCSE work moderated by an external moderator. Grades handed out in August.	

<p>Students will develop skills used in year 10.</p> <p>There will be continual feedback and assessment throughout the starting point and this will be recorded in their sketchbooks.</p> <p>Objectives covered: AO1 AO2 AO3 AO4</p>	<p>confident become more independent.</p> <p>There will be continual feedback and assessment throughout the starting point and this will be recorded in their sketchbooks.</p> <p>Objectives covered: AO1 AO2 AO3 AO4</p>	<p>interests and expertise that relate to their chosen topic.</p> <p>There will be continual feedback and assessment throughout the starting point and this will be recorded in their sketchbooks.</p> <p>Objectives covered: AO1 AO2 AO3 AO4</p>	<p>There will be continual feedback and assessment throughout the starting point and this will be recorded in their sketchbooks.</p> <p>Objectives covered: All 4 assessment objectives have to be hit for high pass grade. Annotations are ongoing and are a part of recording AO3</p>	<p>and develop interests and expertise that relate to their chosen topic</p> <p>There will be continual feedback and assessment throughout the starting point and this will be recorded in their sketchbooks.</p> <p>Objectives covered: AO1 AO2 AO3 AO4</p>	
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### Impact of our curriculum:

- Our curriculum in Art, Craft and Design is enjoyable, engaging and challenging with students feeling that they are progressing. We actively encourage independent and motivated learners. We have summative assessments that inform and address gaps in learning and are recorded in the school's progress tracker. There are opportunities to evaluate learning with verbal and written feedback in student's sketchbook. Students are able to self-analyse and critically evaluate their own and their peer's work.
- Our art students at Kickstart are well prepared ready for post 16 art and design courses.
- All students have knowledge of art and culture and how it impacts on wider community.
- Through our broad and balanced Art curriculum, students are able to find a skill, material or topic that they prefer and can develop.
- Student voice suggest that students find the subject suitably challenging and they know how to progress in the subject and feel supported by staff. They feel respected and safe in the Art room.
- At Kickstart through the scrutiny of student work, teacher observations and learning walks learning the quality of teaching in our subject is found to be rigorous and consistent.

### Wider Curriculum offer

The following sections clarify how areas such as Personal development, Careers and Cultural Capital are woven into the intention, implementation and impact of the subject curriculum

#### Personal Development within our curriculum

##### Personal Development

Art at Kickstart Academy aims to support our students to develop in many diverse aspects of life. We provide opportunities within our learning to enable our students to do this in a number of ways:

**Responsible, respectful and active citizens:** Art lessons at Kickstart encourage respect for everyone and this is modelled by our teaching staff. We understand people have different views and opinions and that that these make them who they are. We are tolerant to such views and opinions and apply these attitudes when working with those who have different faiths and beliefs.

	<p><b>Fundamental British Values:</b> In art and design we ensure that we are aware of and consider the views and values of others, particularly when working collaboratively. During projects and activities, we access our tools and materials safely making sure we are following class rules. In art and design, we are given the opportunity to express our individuality through our projects. We are given regular opportunities to make our own decisions and choices in our projects. Whilst making our own choices, we also know that there are boundaries and we respect these.</p> <p><b>Inclusive Environment:</b> We aim to create a learning environment where every student feels included, valued and encouraged.</p> <p><b>Character:</b> Art education at Kickstart promotes self-esteem and provides a common ground across stereotypes and prejudices. Our environment and emphasis on positive classroom behaviours prepares students for life in the wider community and enforces respect for all and kindness.</p> <p><b>Confidence, Resilience and Mental Health:</b> We work closely with our school counsellor and look at ways of embedding therapeutic practices into our curriculum. Through celebrating mistakes as well as successes we aim to build student’s resilience in preparation for the wider world.</p> <p><b>Careers and Readiness For Next Phase Of Education:</b> Careers in the Arts are discussed and we liaise with Future Focus for students who express an interest in pursuing Art and Design as a career. Classroom displays promote a wide range of careers available to individuals.</p>
<p><b>SMSC</b></p>	<p><b>Spiritual:</b> There are opportunities in Art to look at work of artists, designers and craftspeople from diverse communities practising different faiths and discussions of the work prompts challenging of students’ preconceptions.</p> <p><b>Moral: Students</b> learn that by being honest in the classroom and asking for help will reward them with higher attainment and a better finished product. Students are taught respect in respecting everyone in the classroom and respect of property and theirs and others’ art works. They are taught that hard work and effort in Art offers rewards.</p> <p><b>Social:</b> All students are respected and their opinions considered in an empathetic way.</p> <p><b>Cultural:</b> Art books selected take into consideration different cultures. Inspiration comes from artists from many different cultures.</p>
<p><b>Extra-Curricular &amp; Enrichment</b></p>	<ul style="list-style-type: none"> <li>• We enjoy a range of enrichment opportunities in Art, Craft and Design and we are always looking for new ways to enhance our classroom learning.</li> <li>• Current enrichment opportunities: Trips to the Wrekin to get inspiration for our landscape project.</li> <li>• Trips to local art galleries.</li> <li>• Workshops with art therapists and artists.</li> <li>• Future enrichment opportunities we plan to develop: Trips further afield to galleries in other cities in the UK. More outside artists invited in for workshops.</li> </ul>

**Careers/Work Experience**

**Careers**

Work Experience Offer & Staff Work Experience

Students: Students who profess an interest in Art are taken to local further education establishments to see facilities and discuss options with Future Focus.

Staff: Staff in Kickstart Art department are very highly educated in their subject and have a wealth and breadth of artistic experiences to share with our youngsters. They attend regular training nationally for standardisation for GCSE exam.

**Cultural Capital**

Ofsted Definition

*It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.*

Cultural Capital is encouraged in Art through regular reference to books chosen, trips out and visiting speakers.  
Our development or improvement plan demonstrates a commitment to a high-quality arts and cultural learning offer for all students.  
We have a dedicated member of staff responsible for arts and cultural learning.  
Budget is allocated to enable a breadth of arts and cultural learning  
Specialist teachers are employed to teach arts subjects  
There is parity of curriculum time given to Art compared with other subjects.  
There is parity of curriculum time given to arts and cultural learning in relation to other curriculum areas  
We have a governor responsible for arts and cultural learning  
Arts and cultural learning are reported on regularly at governors' meetings  
We give prominence to our arts and cultural learning offer through school events, celebrations, parents evenings, open days, etc