



## Creative Arts Curriculum

### Intent

#### Curriculum Vision

The Creative Arts inspire students to develop a deep and meaningful cultural awareness and critical thinking skills. By the end of the course students will be able to run their own projects and present and construct their visual work for display and portfolio. Throughout the course they are able to grow in confidence to take ownership of their own progression journey.

We seek to provide a curriculum that supports individual learners to develop their creative identity and establish their creative voice. Students can specialise and develop their mastery of key creative disciplines including: Fine Art, Art and Design, Craft, Graphic Design, Textiles and Surface and Lens Based Media.

The Creative Arts seek to inspire and motivate whilst enabling and facilitating independent practice and intellectual autonomy. Students are supported through their transition to independence with collaborative learning and a communicative studio environment. An inclusive and interdisciplinary approach supports students to produce innovative outcomes. Their interrogation of research and critical analysis supports their intellectual application.

Subject knowledge in the Creative Arts is developed through a supportive framework to encourage personal practice and see the connections between students' own work and the work of historical and contemporary artists, and their practical implementation. Students develop their knowledge of career opportunities, preparing them for their future lives.

Mastery of artistic practical skills is supported through workshops as well as "research through practice", expanding visual literacy, awareness and a deep sense of cultural understanding and personal experience. The physical experimentation and experience of materials, techniques and processes help students to develop an understanding of the formal elements, and stimulate flexibility of mind.

#### Concepts and Skills

The overarching concepts for the Creative Arts are:

**Independence** - Working style to seek out students' personal practice, response and progression.

**Clear Articulation** - Communication and personal expression, group critiques and cultural awareness.

**Motivation** - Seeking and discovering personal practice and links with all disciplines.

**Cultural Awareness** - Appreciation that art seeks to comment on, inspire, enlighten and highlight all aspects of cultures.

**Personal Awareness** - Professional and continuous development as well as cross-disciplinary links.

**Research through Practice** - Experimentation to develop understanding and application of material, technique and process.

**Critical Thinking** - Developing mindset to deepen a wider and grounded understanding and reasoning ability.

**Health & Safety** - Workshops, resources and environment awareness, and documentation and risk assessment.

The overarching skills we aim to develop in the Creative Arts are:

**Research** - Historical, cultural and contextual - interrogating a subject to develop a broad understanding.

**Application of Research and Knowledge** - Analysis, synthesis and evaluation, practical developments.

**Visual Language** - Presentation, communication, visual recording and mark making including formal elements.

**Visual Literacy and Cultural Awareness** - Gallery visits/exhibitions, understanding semiotics and deeper significance.

**Transferable Skills** - Presentation, communication, creative thinking, logistical problem solving, collaboration and resilience.

**Formal Elements** - Refining and communicating through line, shape, tone, composition, colour, form, texture and pattern.

**Visual Presentation** - Composition and display of work in gallery context to develop interpretation.

**Independent Practice** - Having responsibility and motivation to progress, building confidence.

**Innovation** - Pushing the boundaries and possibilities of self, materials techniques and processes.

**Creative Problem Solving** - Risk taking, logistics.

**Professional Practice and Industry Liaison** - External links, career advice and opportunities.

## **Disciplinary Literacy**

### **Disciplinary approach**

In the Creative Arts we support the development of disciplinary vocabulary and the students' ability to read, write and communicate at an academic level so that they master the nuances of the curriculum. A large part of this is through annotation, analysis and evaluation as well as formal academic essays, developing the language of visual communication. Students analyse both their own work as well as cultural, social and historical contexts. Students have the opportunity to present their work in a variety of ways, including written work, presentations, group critiques or exhibition to showcase their creativity.

### **Interdisciplinary approach**

In order to support the mastery of key concepts in the Creative Arts, our interdisciplinary approach unites elements of all subjects depending on personal project development. Students develop their English language and literature skills and wider vocabulary through in-depth varied research surrounding project themes and through understanding how inspiration can be drawn from language and vocabulary. Students develop not only cross-curricular links but also interdisciplinary links within the umbrella of the Creative Arts, including Art and Design, Fine Art, Graphics, Textiles, Photography and installation-based work. Students take ownership of their direction and focus for their personal projects and contextual research to provide opportunities for all-encompassing cross-curricular links through visual communication.

## Intellectual autonomy

In order to develop intellectual autonomy and confidence, we foster the willingness and ability of students in the Creative Arts to comprehend challenging texts, assimilate key concepts and synthesise them with prior learning. Students are equipped to think critically and apply strategies independently so that they can form their own cohesive conclusions and be able to express that in writing.

This is facilitated by a deeper understanding of the creative process and of how the activities and stages of ideas and project development are an integral part of impactful visual communication and ongoing personal investigation and exploration. Intellectual autonomy, alongside practical ability, is central to being a creative artist and not a secondary skill; unique innovative outcomes are driven by this.

Students are encouraged to engage in additional independent reading to deepen their contextual understanding and theoretical application. Recommended texts include: *Ways Of Seeing* by John Berger and *What Are You Looking At?* by Will Gompertz.

In addition, students have access to the following Key Stage 5 resources held centrally in our library:

Art	Graphics	Photography	Textiles
<i>What Are You Looking At? 150 Years Of Modern Art In The Blink Of An Eye</i> - Will Gompertz	<i>Information Is Beautiful</i> - Davis McCandless	<i>The Work Of Art In The Age Of Mechanical Reproduction</i> - Walter Benjamin	<i>Vitamin T: Threads And Textiles In Contemporary Art</i> - Phaidon Editors
<i>Art Of The 20th Century</i> - Karl Ruhrberg	<i>New Graphic Design</i> - Charlotte Fiell and Peter Fiell	<i>Ways Of Seeing</i> - John Berger	<i>Dimensional Cloth: Sculpture By Contemporary Textile Artists</i> - Andra F. Stanton
<i>The Art Book</i> - Phaidon Press	<i>The History Of Graphic Design. Vol. 2, 1960-Today</i> - Jens Muller	<i>The Decisive Moment</i> - Henri Cartier-Bresson	<i>The Golden Thread: How Fabric Changed History</i> - Kassia St Clair
<i>Understanding Art</i> - Lois Fichner-Rathus	<i>Typography Sketchbooks</i> - Steven Heller and Lita Talarico	<i>The Essence Of Photography: Seeing And Creativity</i> - Bruce Barnbaum	<i>Threads: Contemporary Embroidery Art</i> - Charlotte Vannier
<i>Art Today</i> - Brandon Taylor	<i>Graphic Design Rules: 365 Essential Designs Dos And Don'ts</i> - Peter Dawson	<i>The Photographer's Story: The Art Of Visual Narrative</i> - Michael Freeman	
<i>Making Contemporary Art: How Today's Artists Think</i> - Linda Weintraub	<i>Book Of Branding - A Guide To Creating Brand Identity For Startups And Beyond</i> - Radim Malinic		

## Application of Mathematics

The curriculum recognises the need for students to be able to apply mathematics effectively. In the Creative Arts students use and develop their knowledge of measurements, weights and ratios; they also develop skills in budgeting and costing of materials and resources to aid professional presentation and the logistics of practical outcomes. This requires students to be able to accurately and professionally develop their application of various mathematical elements to attain professionalism and mastery.

## Independent Study

In Creative Arts students undertake both directed and self-directed independent learning activities that support the strengthening of long-term memory and retrieval. Independent study helps our students achieve mastery in Creative Arts and prepares them to work at an undergraduate level.

Directed independent learning tasks set in Creative Arts can include background reading to build knowledge and deeper connections to the existing frame of learning or responding to interlocking questions on a given topic across more than one text source. Self-directed independent study in Creative Arts involves retrieval practice which is a crucial component of mastery. As students encounter challenges and learn to wrestle with demanding concepts and texts, they develop not only their knowledge and understanding but also resilience through perseverance.

Instead of revision being perceived as something that is crammed into a few weeks, independent study supports spaced practice throughout the curriculum. By repeatedly returning to content covered, students' knowledge has time to 'rest and be refreshed'.

We recognise that not all students process material at the same rate. Students who need extra support to achieve mastery are supported by targeted intervention in Creative Arts where a staged or 'scaffolded' process is used to enable students to move from being dependent learners to autonomous ones.

All students have access to our Academy library where a wide range of academic texts, journals and other resources are available.

## Implementation

### Overview Statement

The curriculum in the Creative Arts is sequenced coherently so that knowledge, concepts and skills are rigorously developed over time. This supports all students, including the most disadvantaged, and those with high levels of need, especially SEND. Planning is informed by Rosenshine's Principles of Instruction and Cognitive Theory which support students in building secure schemas.

Interdisciplinary links and the application of mathematics are explicitly referenced and exploited in order to deepen understanding. Vocabulary is developed in the Creative Arts using the principles outlined in the Frayer Model and students are equipped to be able to read, write and speak like an artist and creative practitioner. This is done by developing students' understanding of key vocabulary and of how creative intentions are effectively communicated through their written analysis and dialogue with their own practice.

Through the use of independent study resources in the Creative Arts, students learn at greater depth so that they can become masters in the Creative Arts and in the skills required to be intellectually autonomous. This is implemented by the provision of a dedicated studio setting, providing students with individual work spaces and the encouragement for peer collaboration and interactive working. Students are encouraged to discuss their work and provide feedback and creative suggestion to support the further development of projects. Creative Arts projects by their nature require students to develop a personal and personalised response which supports them in refining their individual interests and autonomous working style.

Regular retrieval-based activities strengthen long-term memory and aid fluency, as do our cumulative mid-term and end-of-year assessments. Practical skills are honed over time and skills sets developed through "research through practice" and experimentation with a deeper understanding of material, technique and process and the application of these to communicate creative intentions. In-depth research into finer details of specific topics strengthens students' grasp of how these jigsaw together and play a part in their contextual understanding of contemporary art today.

Technology is employed through specialist software such as the Adobe Creative Suite as well as facilities, including a digital Mac Suite and state of the art laser cutter and photography equipment to strengthen learning.

Learning character is developed through the use of the six learning applications, especially creativity, collaboration, awareness, resilience and independence. Students are encouraged to understand how these transferable skills can be combined with their interpersonal skills to support their future progression.

## Impact

The Key Stage 5 curriculum builds upon students' initial understanding, extending their knowledge in the areas of practical skills and the creative process, the formal elements and critical cultural awareness. Through developing their knowledge of artist work and contextual references they are able to create their own application and understanding of work to visually communicate and invest in a lifelong dialogue with their own creative practice. Students also develop an understanding of the interdisciplinary nature of their studies and this is supported through explicit cross-curricular links in the Creative Arts.

Students use their knowledge of cognitive theory to recognise and use the most impactful methods of application and retrieval practice.

Academic progress in the Creative Arts is recognised through several options of qualifications including A- Level Fine Art, A-level Photography, BTEC Extended Diploma in Art and Design and BTEC Foundation Diploma in Art and Design, which act as benchmarks of mastery; these provide students with the national currency needed for access to higher education and apprenticeship courses, and prepare them for a career in any workplace.