

FACULTY OF CREATIVE ARTS CURRICULUM INTENT

Values that Underpin our Curriculum

CREATIVE ARTS VALUES STATEMENT (Art, Photography, Textiles, Food & Music)

The **Creative Arts** curriculum at Fulwood Academy is designed to engage, inspire and challenge pupils; giving them a high level of art education which equips them with the knowledge and skills to experiment, invent and create their own creative work.

The Creative arts embody some of the highest forms of human creativity. A high-quality creative arts education should engage, inspire and challenge pupils; equipping them with the knowledge and skills to experiment, invent and create their own work. As pupils progress, they should be able to think critically and develop a more rigorous understanding. They should also know how the creative arts both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. The curriculum aims to ensure that all pupils produce creative work, exploring their ideas and recording their experiences; become proficient in drawing, painting, 3-D and other art and design techniques; evaluate and analyse creative works using the language of art and design; know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

The four Progress Objectives

Students need to learn about materials, techniques and processes, developing skills in the selection and handling of materials, displaying knowledgeable discrimination in the creative choices they make. All of which is supported by the four Progress Objectives that define learning in the subject.

- **Generating Ideas:** Promotes - research, observation, imagining, ideas, originality, perception, designing, investigation, exploration, research, enquiry, experimentation, composition, planning, analysis, visualising, selection, organisation, modelling, testing, synthesis, problem solving, aspiration, innovation, thinking and acting creatively...
- **Making:** Promotes - technique, skill, control, complexity, mastery, quality, judgement, competency, expression, tactile and sensory response, interaction, purpose, investigation, production, outcome, process, exploiting properties of materials, media and techniques, line, shape, tone, colour texture, space and form, thinking and acting creatively...
- **Evaluating:** Promotes - literate and reasoned critical thinking and response, analysis, interpretation, perception, knowledgeable judgement, autonomy, independence, subtlety, aesthetic understanding, speaking, listening, evaluation, review, technical understanding, making meaning and making connections, spiritual, moral, social, and cultural understanding...
- **Knowledge:** Promotes - critical, contextual, technical and aesthetic understanding, breadth, process actions and outcomes, medium and media, meaning, purpose, apply, master, rework, interaction, judgement, knowledge of art and artists, periods, genres, styles, movements, crafts, makers, form and function, design, architecture, artist, maker, designer, historic, contemporary, cultural artefacts and products.

We Care	We Challenge	We Commit
<ul style="list-style-type: none"> • Working as a team to share materials and work effectively in a practical environment. • Promoting the benefits of a creative education both inside and outside school. • Respecting and understanding the work of others. 	<ul style="list-style-type: none"> • Working collectively to complete practical activities. • Taking on key roles within a sporting activity to ensure team success. • Enrichment activities. • Competing in local, regional and national competitions such as School Games. 	<ul style="list-style-type: none"> • To showing good sportsmanship in games towards opponents and officials. • To being our best. • To get involved in as many national Campaigns as possible. One example being Black History Month.

Vision for KS3 and KS4 Curriculum

Key Stage 3	Key Stage 4
<ul style="list-style-type: none"> • We aim for our Key Stage 3 curriculum to set the foundation for KS4. We aim to build fundamental creative skills ready for KS4. • We aim for students to confidently use and apply art & design vocabulary shown in both their annotation and in discussion and questioning. • We aim to develop confident and independent learners so students can progress more rapidly and confidently with their own ideas at KS4, • Even if students do not choose a creative option for KS4, we aim to give all students an appreciation of the arts and an understanding that can be taken through in other subjects and in life. 	<ul style="list-style-type: none"> • Our two-year Key Stage 4 curriculum allows us to develop a variety of both already experienced media plus new media to enable students to progress and create unique work. • As strong results over time show, we push our students to strive for the highest grades, targeting the highest-level marking criteria and exploring KS5 techniques to stretch students further. • Our KS4 curriculum aims to inspire students to work in the fastest growth sector in the UK, working in a whole range of creative industries. • We have developed a curriculum that fosters a love of the subject, a wide range of creative elements and a busy, dynamic course. • We promote independence and thinking skills so students are confident in their own decisions and create unique and individual work, relevant to KS5 and the future.

Curriculum- Depth, Breadth and Challenge

Curriculum Design – Breadth and Depth	Curriculum Challenge	Assessment
<ul style="list-style-type: none"> • We follow long term plans / medium terms (as appropriate) as a starting point. These have been developed by the head of faculty with the faculty team. • We ensure that concepts are taught and built on, with clear correlations and interleaving between 	<ul style="list-style-type: none"> • We ask questions of pupils regarding extending their knowledge, making connections, applying new learning. • Pupils are required to write and speak in extended ways to explain their thinking. We 	<ul style="list-style-type: none"> • Assessments are driven by the curriculum, which is unique and specific to the school, written by teachers. We deliver a rich, deep and ambitious knowledge-based curriculum. The assessments evaluate how well we are able to deliver this

<p>projects. Therefore, students enter KS4 confident in core skills and concepts. This enables the curriculum to build on these skills with more expansive and higher-level skills such as printmaking, ceramics and mixed media explorations.</p> <ul style="list-style-type: none"> We review schemes of work to identify any gaps and highlight key misconceptions that may arise so we can ensure that our teaching addresses these. Our courses are fluid and react to how students respond to the work. This is particularly the case at KS4. Students are encouraged to be independent and be unique in their work, meeting the higher-level criteria. This means teachers need to respond to this in a more 1:1 basis at times and teaching needs to allow for adaptation and flexibility. As a knowledge engaged curriculum, we believe that knowledge underpins and enables the application of skills; both are entwined. As a department we define the powerful knowledge our students need and help them recall it by scaffolding our curriculum in such a way that students continually revisit skills and build upon them each year, tackling increasingly challenging concepts. 	<p>aim to make children 'explain' rather than just 'describe'.</p> <ul style="list-style-type: none"> We push the students' thinking skills by looking at A-level criteria such as form, process, content, mood to analyze both artists' work and their own. We push students to use higher level thinking skills such as opinion to raise their levels and develop further understanding and individual thought. Participation in local/national competitions related to the subject. We differentiate our questioning and activities to gain more detailed responses. Working with different materials, processes, tools and technologies sparks pupils' curiosity, provides intrinsic motivation, pride in their work and their developing skills. Providing stretch and challenge encourages students to strive for their best, developing increased confidence with each creative obstacle they overcome. 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 staff and their peers. 	<p>curriculum and how effectively individual pupils have mastered that body of learning.</p> <ul style="list-style-type: none"> Assessments are a combination of written and practical knowledge. Practical application and understanding is shown through skills, creativity and presentation. This is backed up by written understanding to show they understand how and why they are creating their work. The purpose of assessment is to identify the strengths – and any deficits- in an individual pupil's own learning, and to establish whether there are any misconceptions amongst groups of pupils that may need to be retaught, taught differently or otherwise reinforced. We use assessments that establish whether pupils have mastered the basics in our subject and have the confidence to build towards concepts and skills with sufficient depth that are increasingly complex.
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Cultural Capital

<ul style="list-style-type: none"> We build the Cultural Capital of our students by providing students with a means to engage with and understand the world around them and their relationship with it. Embedded in our curriculum is the exploration of the work of other artists and designers from a spectrum of backgrounds, genders, ethnicities and beliefs. We learn about how the world and its artefacts are represented and about the ideologies running through them. Cultural awareness is developed through creating, investigating, making and doing. This journey gives our students a voice with which to express their thoughts, feelings about and responses to the world around them. Further rationale behind our curriculum design includes building opportunities for students to experiment with 2D, 3D, printed, Photographic and digital processes. Students should have sufficient time and opportunity to develop their proficiency and confidence with these materials over the course of their studies. At the heart of our curriculum design is increasing levels of challenge, risk taking and unpredictable outcomes that require a deep level of understanding and the ability to think creatively to overcome obstacles.

Promoting Equality and Opportunity

<p>SEND and Provision for Disadvantaged</p> <ul style="list-style-type: none"> Pupil passports used to understand students and modify teaching accordingly. Data analysis enables effective understanding of particular student weaknesses and aids decisions on addressing needs. Scaffolding and differentiation of lesson resources. We use a visual language which enables all students, through that visual language of teacher demonstrations, exemplar work and peer support to engage all. 	<p>Literacy</p> <ul style="list-style-type: none"> Literacy is used to develop oracy skills in discussions about artists' work and their own. 'Magic 20' key words developed within faculty and used across faculty in lessons and displayed in classrooms. Effective and engaging displays. Literacy is important in KS4 to enable students to attain grades in AO1 – understanding artists, and AO3 – showing written understanding of their own work. Students develop skills, built from KS3 in analysing using the 'form, process, content, mood' model. Students are pushed to develop their own opinions and be able to express those using key subject terminology. Students are taught to be 'visually literate; able to understand how key art language is used in an artist's' work and their own.
<p>SMSC and British Values</p> <ul style="list-style-type: none"> The study of Art and Design offers pupils the ability to learn about different cultures and people from the past and present and the role art plays within the person or community's life. There is a clear focus on the exploration of British values in the form of individual liberty and freedom of expression, as well as tolerance and respect for an artist's work. Engaging with different design contexts and materials creates highly engaged and motivated learners as they become able to explore the wider world and their place within it. Relationships are crucial to teaching and learning: modelling of respect in lessons (how we speak and listen). Students are taught to think independently. This is particularly evident in KS4 where students develop their own ideas and meaning based on a portfolio of research that is both personal and experimental and culminates in a final piece. At KS3 the projects are based on both practical skills development as well as contextual and critical understanding development. We aim to support students in understanding other viewpoints on complex issues that are often topical, cultural and social. Class discussions are used to develop independent judgements. An example of such debates is year 7 discussions on British war artists such as Henry Moore and year 9 discussions on innovative architects like Gaudi and Gehry and how architecture links to art and design education. 	<p>Leadership and Enrichment</p> <ul style="list-style-type: none"> Opportunities in lessons for pupils to take defined leadership roles when engaged in group work; make presentations to peers; take responsibility for researching aspects of a topic; create resources and contribute to displays. Opportunities beyond the classroom to lead throughout enrichment activities. Opportunities beyond lessons to become assistants and provide support during Academy open evenings and other opportunities through the academic year.

<ul style="list-style-type: none"> • Students research how artists from different cultures respond to themes in order to widen their knowledge and understanding on other viewpoints. Students learn about Art history in terms of researching the personal, political, social and historical context of the Artist making work at any given time. • All student opinions listened to and respected. • Research on the historical, social, political, personal context and how that impacts the artwork produced. • Personal expression by responding to Artists (freedom to choose Artists/ artwork that is inspirational to the individual). • Black History Month displays. • Competitions. • We teach students about healthy lifestyles including nutrition in food lessons. • Pupils will learn what might influence their decisions about eating a balanced diet. 	
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Creative Arts Curriculum Implementation		
Rationale		
Curriculum Delivery	Assessments	Quality Assurance
<ul style="list-style-type: none"> • The Director of learning ensures that teachers have access to, and fully understand, schemes of work. • It is important that there is consistency of curriculum content and students are learning using the same timeframes. • Knowing the profile of expertise and experience among team members is essential. Leaders talk to staff, encourage them to reflect and identify development needs for themselves. Classroom observations are focused and purposeful. Key staff model strategies, standards and expectations for team members. There is a supportive culture in which feedback is sought, discussed, valued and acted upon. Teachers learn from each other. • Staff are encouraged to follow developments in the subject and attend exam board training as well as contacting and networking with fellow subject specialist professionals. • There is effective induction for new staff and temporary staff: they are well-briefed on policies, including behaviour management, and this enables learning to proceed smoothly. • Teachers know the profiles of all the students they teach to effectively target learning and address need. • Turn and Talk is used where appropriate to support oracy, collaborative thinking, and rehearsal of key creative vocabulary before whole-class feedback/ written responses/ cold call questions. • Cold Call Questioning and showing of creative work is consistently used to ensure all students are accountable for their learning and to check understanding across the class. No hands up policy is used to check full class understanding and to allow for effective targeting of questioning. • Visualisers are used frequently and with clear purpose, including: • Live modelling of exemplar creative responses, with teacher explanation to help students understand assessment criteria, high level work and areas to improve. • Modelling written tasks such as artist annotation. 	<ul style="list-style-type: none"> • The aim of assessment for the Creative Arts faculty is simple. We want to identify gaps, bridge gaps and then check to see whether the gap in learning has been closed. • All assessment tasks are designed with clear success criteria: consequently, teachers can readily determine whether individual pupils or groups of pupils have misconceptions or require further practice to develop their skills. • Response to assessment may be in different ways, but always with the aim of developing pupils' skills, knowledge or understanding further. Responses to assessment might include: additional challenge practical work for individuals; re-teaching an aspect of work in a different way; revisiting a pupil's personal learning plan; setting a follow-up task that develops more ideas and individuality, elements of the higher assessment bands. • If endemic misconceptions occur, departmental planning may need to be reviewed. 	<ul style="list-style-type: none"> • Monitor implementation through internal quality assurance – book checks. • Discussions with pupils – does their understanding match our intention? • Analysis of specific areas where there is a perceived weakness or strength so planning and teaching can be adapted or built on. • There are three occasions during the year at which data is collected by the Trust. However, all practical and written work is assessed as a whole to ensure that there is consistency in curriculum delivery and assessment across the Trust. Review of data on a regular basis means that timely interventions can be put into place.

<ul style="list-style-type: none"> • Live feedback on student work (Show Call), using anonymised or named examples to celebrate success and unpick next steps. • Teacher demonstrations to show exemplar practice, process and sequencing. • Sharing model answers post-assessment, highlighting strengths and areas for development. • Show Call (live marking under the visualiser) is used regularly to: • Promote high expectations for presentation and response quality. • Encourage metacognitive reflection by showing how to improve real student work. • Drive a culture of continuous improvement and pride in work. • Phase 3 strategies are visible in books and lesson routines, such as: • Evidence of modelled teacher examples in books to inspire and raise levels. 		
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Curriculum Breadth

Cross Curricular Links	Embedding Challenge into the Curriculum	Implementing Wider Reading and Embedding Literacy
<ul style="list-style-type: none"> • Teachers have a shared, clear understanding of schemes of work and how they inter-relate. They know the concepts that pupils have already been taught. They consider connections at the point of planning and use these to re-emphasise key learning and affect long-term memory. • Classroom display is used effectively: key vocabulary is prominently displayed, revisited and used for discussion: this emphasises key learning. • Teachers use open-ended questioning that encourages pupils to make connections for themselves. • SMSC is audited across the curriculum and values are consistently emphasised. • Leadership specialism permeates the curriculum. 	<ul style="list-style-type: none"> • Pupils are directly taught about provenance, reliability and bias. • Pupils undertake activities that require them to develop opinions, categorise information in terms of its importance and identify gaps. 	<ul style="list-style-type: none"> • Adults in Academy role model reading for pleasure and for reference/research – show excitement in exploring the subject! • Delight in using extended vocabulary – display, recite and reward. Encourage pupils to develop glossaries. • Classroom displays with literacy focus.

Promoting Equality and Opportunity

Staff Collaboration	Intervention and Addressing Knowledge Gaps	Equal Opportunities and Provision for SEND
<ul style="list-style-type: none"> • We use department time to explore the curriculum and ensure that there is consistency, quality and relevance to the curriculum delivered. • We actively discuss and reflect to make sure the curriculum is fully effective. The curriculum is a flexible document and is constantly being amended and improved to reflect this. • We find opportunities for teachers to observe each other's practice in a mutually supportive environment. • We make use of IT solutions for sharing, annotating and storing planning so that all staff can access, amend and refine for their lessons. 	<ul style="list-style-type: none"> • The Creative arts team sequences knowledge through retrieval practice including the use of starters for memory recall and building practical skills. • Assessments are driven by the curriculum, not the other way around. We deliver a rich, deep and ambitious knowledge-based curriculum. The practical and written assessments evaluate how well we are able to deliver this curriculum and how effectively individual pupils have mastered that body of learning. • The curriculum model emphasises breadth and richness. We provide pupils with memorable opportunities to enjoy learning. • Testing is only a means of assessing pupils' learning: it is not an end in itself. Pupils become familiar with assessment criteria so that their learning is purposeful but first and 	<ul style="list-style-type: none"> • By sharing resources and co-planning, we ensure all students have access to high level quality resources that are differentiated to suit the needs of the most and the least able. We aim to ensure that irrespective of their ability, pupils are taught by enthusiastic teachers, using excellent curriculum plans. • We ensure that for pupils with SEND, steps are taken (advised by specialists in Academy) to remove barriers. When we analyse departmental data, we always look at the SEND performance of our department. • We regularly discuss our vulnerable groups including disadvantaged and SEND. All teachers put in place interventions to address the needs of all of their students.

	<p>foremost they grapple with subject content and key ideas.</p> <ul style="list-style-type: none"> • Speedy turn round of assessment data: establish and adhere to set deadlines. • AFL in the classroom informs lesson planning and weekly intervention. • Feedback from assessments provides learners with smart targets for improvement. 	
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Reducing Workload

<ul style="list-style-type: none"> • We mark using marking grid templates in books that allow for feedback to be given live, during the lesson. This enables students to improve their work immediately, responding to this live marking. This simplifies marking and reduces the need for excessive written comments. • Lessons and resources are shared amongst staff to simplify and reduce time taken for lesson planning. • Common schemes of work are a further way in which workload issues are being addressed. • CPD sessions provide opportunities to share best practice.
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Creative Arts Curriculum Impact

Progress and Academic Impact	Personal Development and Behaviour and Attitudes Impact
<ul style="list-style-type: none"> • Pupil voice response. • Pupils take up subject leadership and extra-curricular opportunities. • When pupils revisit concepts, they remember them without re-teaching of the foundations being necessary. • Pupils are able to apply their learning in different ways with creative students being able to show their creativity in other subjects, raising their attainment in those subjects. 	<ul style="list-style-type: none"> • Pupils' enthusiasm, participation in independent work, their interest in going deeper, extra- curricular response. • Pupils' ability to make connections and explain for themselves. • Pupils are keen to talk about their learning. • Pupils take up leadership opportunities with enthusiasm. • Extra-curricular provision linked to the subject has a positive response. Many students create work independent of the curriculum that they are always keen to show the faculty. • Students show pride in their work. <p>Black- 2024-25 Green- 2025-26 Purple- 2026-27</p>