

The Arts

Our curriculum is founded on the following principles:

- Creating opportunities with a focus on **leadership** skills enables students to develop their **self-awareness, resilience** and **independence**.
- Recognising **diversity** and encouraging **empowerment** strengthens our **community**.
- Broadening curriculum opportunities through **enrichment** allows **confident, inquisitive** and **creative** learners to become **critical thinkers**.

Creating opportunities with a focus on leadership skills enables students to develop their self-awareness, resilience and independence .	Leadership	Self-awareness	Resilience	Independence
	<ul style="list-style-type: none"> -Embedding careers education to raise aspirations. -Use of Lead Learners -Arts ambassadors and student voice to develop the Arts curriculum and extra curricular opportunities 	<ul style="list-style-type: none"> -Targeted retrieval starter activities to develop essential knowledge/skills -Self assessment -Diverse curriculum designed to encourage self awareness and reflection (identity etc) 	<ul style="list-style-type: none"> -Opportunities to act upon feedback (teacher and peer) -Recap of skills, building the level of challenge -Low stakes assessments/activities -Environment which encourages experimentation and exploration. 	<ul style="list-style-type: none"> -GCSE style project for Year 9 -Gradual increase of decision making -Self reflection and opportunities to develop and refine based of feedback. -
Recognising diversity and encouraging empowerment strengthens our community .	Diversity		Empowerment	Community
	<ul style="list-style-type: none"> -Identify key groups on seating plans. (SEND/HPA/PPA) -Target key groups for questioning, marking first etc. -Diverse curriculum to ensure that all students feel included and 		<ul style="list-style-type: none"> -Teach to the top (scaffolding to support non HPA) -Use of Arts ambassadors/student voice. -Fortnightly optional Arts challenges (Leadership Points) 	<ul style="list-style-type: none"> -Arts magazine -Displays and exhibitions to celebrate student achievements - Links with local community (church, local primary school, local events)

	represented and can see themselves.				
Broadening curriculum opportunities through enrichment allows confident, inquisitive and creative learners to become critical thinkers .	Enrichment	Confident	Inquisitive	Creative	Critical thinkers
	-Extra curricular opportunities (fortnightly optional Art challenges, Arts drop down day, trips) -Broad curriculum -Visits from professional artists	-Arts passport to encourage engagement in the Arts -Life skills (DT) -Group tasks -think, pair, share activities in planning	-Broad curriculum enables students to experiment with a range of media and techniques -Cross curricular links -Diverse curriculum and resources	-Broad range of skills, ideas and outcomes -Links across the Arts to show wider applications for the skills/techniques developed.	-Building independence by gradually giving students ownership of their learning (independent projects) -Questioning. -STEM based projects (DT) -Analysis and inference.