



TRINITY ACADEMY NEWCASTLE

**Subject Specific ART – Intent,
Implementation
and Impact**

Trinity Academy Newcastle – Art

INTENT	IMPLEMENTATION	IMPACT
In Art we aim to ensure that all learners, despite their starting point, experience a broad range of learning opportunities within the subject. These opportunities span across different specialisms such as Fashion, Textiles, Fine Art, Photography and 3D Art. We challenge learners to think, apply and evaluate their work like someone working in the industry. We do this by allowing learners to partake in a variety of workshop style lessons, exploring techniques and processes and then by applying this skill to an outcome or evaluated piece of work. We teach the content in its totality and constantly refer to the ‘why’ techniques have been chosen and the ‘how’ they have/or can be developed into a new creative piece. This encourages learners to make connections between their work and the work of artists and practitioners. We encourage learners to be honest in their approach, documenting their findings which informs the scheme of work which is planned for the next term. Our curriculum at Trinity Academy Newcastle goes far beyond what is taught in the	In the context of Key Stage 2 (KS2) education in the UK, implementation art refers to a form of contemporary art where the artist creates or sets up a situation rather than crafting a traditional object. It often involves creating an environment or an experience that the audience can interact with or participate in. Teachers can also engage students in hands-on activities that encourage them to experiment with creating their own implementation art pieces. This could involve designing and constructing installations using found objects, organizing performances or interactive experiences, or using digital tools to create multimedia artworks. By exploring implementation art, KS2 students can develop their creativity, critical thinking skills, and understanding of contemporary artistic practices. They can also gain insight into how art can be used to communicate ideas, express emotions, and engage with the world around them. Collaborative curriculum planning lies at the heart of what we do within the Art and Design subjects at Trinity Academy Newcastle. Within Art, we have developed a 3-year curriculum	Art encourages children to express themselves creatively as it helps students to convey their thoughts, feelings, and ideas in a visual form. Engaging with art prompts children to think critically about what they see and create. They learn to analyse and interpret artworks, developing their observational skills and ability to form opinions. Activities such as drawing, painting, and sculpting help children refine their fine motor skills. These skills are crucial for tasks such as writing and tying shoelaces, and art provides a fun way to develop them. Through art, children explore different cultures, traditions, and historical periods. They learn about famous artists and artistic movements, broadening their understanding of the world and its diverse perspectives. Art allows children to explore and understand their emotions. By creating art, they can express feelings that they may find difficult to articulate verbally, promoting emotional intelligence and self-awareness. Art encourages children to experiment, take risks, and find creative solutions to challenges they

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classroom, whilst we want the very best results for our learners, we believe our curriculum prepares the parents of the future. As a subject, we offer individual and team competitions through internal and external competitions throughout the year. Our mixed year group classes in KS4 allow our YR10 learners to work alongside YR11 and use them as a mentor for progression and skills and examples of good practice. This supports the wellbeing of our learners and provides reassurance during various stages of the course. Our curriculum in Art forms a partnership with our other Art departments at our other site, Trinity Academy New Bridge. This partnership allows for the curriculum to be reviewed to support our learners and also for moderation/standardisation of work at GCSE level. Examples of how our curriculum supports our ethos statement are; by providing calm environments for learners to strive for excellence in everything they do. In an environment where kindness and honesty are echoed daily, learners can experience a breadth of creative content and employ their critical and creative thinking to directed and	plan (Year 7- 9) ensuring all learners experience a range of artistic skills and can apply these to their work. The Art curriculum focuses on embedding challenge, retrieval practice, building knowledge and skills, application of skill and refining and evaluating techniques and processes in all year groups. In Art we also implement our curriculum through using a variety of teaching approaches and tasks such as competitive game-based activities, problem solving, technique exploration and application, digital skills, workshops and analysis sessions. We conduct mid-point skills assessments during each term to evaluate the progress learners have made. Key skills and knowledge are consistently revisited, and key terminology is used on a lesson by lesson basis and in the written work our learners produce. Students are challenged to build upon the fundamental techniques and processes by using structured extension activities and build on their knowledge each year, through varied applications.	encounter in their work. These problem-solving skills are transferable to other areas of their lives. We know our curriculum is successful in Art through analysis of the GCSE results and uptake in KS4. Success in art, whether through mastering a new technique or receiving positive feedback on a piece, boosts children's confidence and self-esteem. It shows them that they have the ability to create something meaningful and valuable. By monitoring the progression of learners from KS3 into KS4, it is easy to plot progress. Each stage of progress in KS3 and 4 follows the Art and Design assessment objectives and can be reviewed at various points throughout the year. To be successful, learners would be required to show they have met the four objectives, by taking part in various workshops and learning opportunities. Since the beginning of the course, numbers have grown year on year, which has shown positive engagement in the subject and good results. YR11 learners like to give back to the subject by mentoring younger learners during independent lesson time, sharing their knowledge and expertise. Subject quality assurance indicates learners take pride in their work through the presentation of their portfolios and attendance to lessons. Learners can also confidently speak about their work and experiences in Art and Design.

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personal projects. They will have the opportunity to develop their skills in a variety of Art practices, before deciding on the techniques that are the correct fit for them. As a knowledge engaged curriculum, we believe that knowledge underpins and enables the application of skills; both are entwined. As a subject we define the knowledge our learners need and guide them with their application in KS3 and help them retrieve elements of importance from each skill. In KS4, through module checklists and success criteria, we enable our learners to recall prior knowledge and apply this to various elements of their projects. Learners in KS3 and 4 have individual sketchbooks documenting important information regarding techniques, skills and processes, creating a visual diary of their progress. Use of regular assessment applied through the analysis of their sketchbooks and observational tasks is consistent throughout KS3 and 4. Learning is sequenced considering the individual needs of each group's learners, whilst still covering the content required. We build on Cultural Capital of our learners by engaging in small group events such as gallery		

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visits, external exhibition visits and participation in national and local competitions. Through our curriculum we introduce our learners to the work of other practitioners from across the Art and Design field and the impact their work has had on the world we live in. We look at the work of contemporary artists which have taken a less traditional route into industry. Applications of real life Art and Design are made explicit to learners daily. Further rationale behind our curriculum design includes trying to make learning a creative subject a positive experience with some of our learners finding it hard to access some of the planned activities. In this case, alternatives are planned for and equipment sourced giving all learners equal opportunity. Each term's theme is rotated every 3 years to engage learners and provide new and exciting content for all. Through regular student voice, we can see the learner's voice and use this to shape the future Art curriculum and see higher engagement.		