

OCL Art Curriculum: Statement of Intent

Purpose of study

The visual arts make a vital contribution to children’s development in many ways both explicitly and implicitly.

To understand visual culture is to be able to access the world in which we live. Our core concepts enable our students to develop their understanding of Art and visual culture across time.

To practice Art presents students with the opportunity to learn and develop creative skills and techniques with different materials and processes discovering confidence and channels of self-expression.

We study Art to inspire that personal expression, foster curiosity of the world around us and explore the limitless capabilities of our imagination whilst engaging with different cultures, historical events as well as providing opportunities to question, critique and make decisions. Our Art curriculum enables our young people to work independently, work collaboratively, develop resilience, problem solve, manage time and resources and ask the big questions; encouraging them to become thinkers, researchers, observers, makers and creators.

Clearly and explicitly reflecting the qualities of **character**, **competence** and **community**, our curriculum has been developed to ensure that every young person is encouraged to develop with the Oasis ethos and 9 habits at the core. Inclusive of gender, heritage, cultures and time, our ambitious curriculum has been forged with the science of learning at the foundation where knowledge and skills are repeated and built on over time and our young people emboldened to make connections and challenge accepted ideas so that they find their own voice.



Character:

- **Oasis ethos and 9 Habits:** learning **patience**, perseverance and self-**control** through repeated practice of ideas and techniques
- **Inclusion:** thoughtfully investigating ideas of **equality** and **diversity** across culture and time
- **Behaviour for learning:** developing strong teacher student relationships to being open to asking questions and challenging accepted ideas: developing a sense of wider responsibility
- **Being and feeling safe and healthy:** working safely so that we can confidently experiment and explore ideas and ways of working, learning from inevitable mistakes
- **Personal development:** Engaging all students in learning about visual culture that develops personal creativity, resilience, the willingness to take appropriate risks and the confidence to express feelings, thoughts and ideas: developing a sense of self.

Competence:

- **Strong foundations:** Developing student’s ability to use accurately and expressively a variety of skills, techniques and materials with confidence
- **Science of learning:** using the best research on how students learn and connecting it through practical application of modelling, questioning, building skills and concepts over time to create independent thinkers and makers

- **Knowledge and skills:** building substantive and disciplinary knowledge over time through repeated practice enabling students to make well-informed, good choices about their work and to understand and formulate connections between their work and the work of others therefore being able to create a personal response through practice and understanding context: nurturing creativity
- **Assessment:** teachers use live marking with students building a portfolio of work to demonstrate and catalogue knowledge, skills and understanding
- **Digital fluency:** developing cataloguing, capturing and manipulation skills to work hand in hand with traditional learning and skills

Community:

- **Academy community:** inspiring students to develop a lifelong love, appreciation and understanding of a wide range of creative styles, traditions and contexts through considering the place of visual communication in their world as they become global citizens
- **Local community:** improving health and wellbeing of themselves and others through their mindful practice and through sharing their practice in different ways within the local community
- **National and global citizenship:** learning about issues and events through art encouraging students to consider their rights and responsibilities as productive humans
- **Beyond the classroom:** contributing to their futures though actively working sustainably and considerately of and for others: promoting ambition

Core concepts and end points

The Oasis Art curriculum is planned carefully so that core art, craft and design skills, knowledge and understanding are developed and interwoven over time. Expertise develops through consistent, deliberate practice from a solid foundation and immersion in the rich heritage of artistic and global, cultural traditions and movements so that students can decode the work of others and encode their own work.

Core Concept	Big idea	End point
#1 Artists tell stories	Works of art, craft, design and architecture consist of formal elements and principles of design (such as line, shape, form, pattern, texture, colour and balance, rhythm, contrast etc.). These elements combine to communicate in many ways, often suggestive of histories and traditions. From ancient times, artists have used these elements in different ways over time to tell their own stories in response to the world in which they are or have been a part. The histories of art - the stories we share about art and artists - are also subject to change across time and space.	We learn to tell our own stories through developing our practice with the formal elements as our foundation – what we see and later what we know and what we think and feel
#2 Artists follow (and break) rules	Artists learn the ‘rules’ and conventions so they can decide when and how to break them. Some artists work within established traditions and genres; others tease and disrupt these in alternative ways. Definitions of art are always changing.	We learn the ‘rules’ by practicing accuracy, control and fluency in order to experiment and explore with purpose

#3 Artists play with ideas, materials and failure	Artists take creative journeys exploring materials, ideas and ways of working. Art is a process. Serendipitous outcomes can emerge through purposeful experimentation. Artists take risks and trust their intuition.	
	We learn to be creative by creating. Embracing 'happy accidents' and learning from 'mistakes'. We are 'creative apprentices' learning habits, routines, methods and questioning – understanding our motivations to create our own work with increasing independence and skill	
#4 Art has its own language	Artists learn a vocabulary in the same way that we learn language through imitation, practice and study of structure. Art narrates an experience or documents an event. Art and design use symbols as a short hand and create reference points through physical and implied connections. Art is an international language, which references culture and identity and our ability to interpret and create relies on our understanding of this language.	We learn how to decode and encode works through progressive practice in identifying, deciphering and interpreting to enable us to apply, exploit and manipulate this language through our own responses
#5 Art engages in different ways	Art stimulates the mind and body – perception and cognition/conscious and unconscious feeling. Artists use their heads, hands and hearts during the creative process. To engage with a work of art a viewer may form opinion from an aesthetic perspective or might also physically employ their senses. Art can evoke a heightened sense of place and wonder. We can immerse ourselves in the act of creating; art can be physically and mentally restorative.	We learn to look at, share and create work of increasing complexity and purpose, processing information and developing a personal response to stimulus
#6 Artists ask questions	Artists challenge ideas of what has gone before by asking questions of themselves and of their audience. By using the see, know, think model with increasing levels of sophistication across the learning pathway, pupils are equipped to investigate aesthetics and meaning in their work and the work of others.	We learn to ask questions through mindful practice of looking at (our) art and pushing our artistic boundaries to help inform our practice and form opinions with increasing discrimination
#7 Art has value in unequal measure	The value of art is measured by society in different ways - personal, cultural, social, economic, political, historical. Works of art and artists are not equally valued and attitudes to art change over time. Artists and ideas in art can be marginalised because of prevailing social attitudes. our thinking in different ways	We learn to challenge preconceived notions of art and its documentation of histories by asking questions, considering our own aesthetic perspectives and preferences and developing understanding of the ability of art to illuminate and enrich our experience, building confidence over time to express and articulate our thinking in different ways
#8 Art is not fixed in meaning – context is everything	Artists have intentions when creating work but what the viewer understands may be different. Individual interpretations of art are rarely the same but shaped by knowledge, personal experience, prejudice and time. The same work takes on new meaning if the parameters change; history is rarely fixed - new discoveries and perspectives can radically alter what might have previously seemed secure. Art does not only change the way we look at things, it can influence the way we recall the past and imagine the future. Artworks exist as evidence of purposeful action by an artist within a particular time and place. Awareness of	We learn about works of art across time by experiencing and observing how the use of materials, processes, subject matter and events relate to our work. We consider how global connections, culture and heritage influence, shape and describe our understanding of art 'his'tory and our own creations

	<p>this context - when, where, by whom, and why - can influence the meaning that a viewer draws from the work. How does an artwork become so... well-known, famous, infamous, notorious, iconic, ironic, sought-after, hated, expensive, precious, devalued, boring...?</p>	
#9 Art is powerful	<p>Art has the potential to influence human behaviour. It can evoke emotion and provoke action, shaping the world by changing opinions, instilling values and translating experiences. It allows people from different cultures and times to communicate with each other. Art empowers us to notice, question, interact and respond. It is a way of understanding and expressing our existence. Historically a way of demonstrating power and wealth, art can be used to excite and incite.</p>	<p>We learn to understand the meaning, purpose and power of works of art and design through time and culture and translate that in to our own work. We move from thinking to doing – learning to make conscious choices and decisions about our work and how we want it to be perceived</p>
#10 Art is contradictory and complex	<p>The concept of art has significantly shifted over its history. New views of art have emerged to challenge the old, complicating though not erasing what has gone before. Artists understand the branches of art practice: traditional, modern and contemporary and the impact that history, heritage and metamorphosis has on aesthetic and meaning. Each idea of art has its distinctive values and characteristics</p>	<p>We learn to deconstruct and reconstruct ideas and methodologies to foster connection and innovation. We develop technical skill enabling us to become adept at personal, creative expression</p>