

Creative Arts Statement of Intent

Intent

The creative arts provision at RFHCS is embedded in AQA Art and Design (Fine Art 8202) GCSE and Photography. Students can take individual GCSEs or both if sufficient work can be generated. The course is highly personalised to cater to the individual needs and interests of the young people in our day school. Students who come to us have their own mental health challenges and have been through some degree of adversity in their lives. As a result, many of them delve into the arts as a creative yet productive platform to express their individual experiences, feelings and interests. Whilst continuously complying with the AQA specification, we encourage students to express their individual experiences and explore their inner worlds through the arts. Our RFHCS art course is authentic, diverse and allows students to gain a highly respected qualification in a creative subject whilst a high proportion of time in their timetables to work in an expressive way which also boosts their wellbeing.

The GCSE specification is designed to *'inspire, challenge and motivate every student, no matter what their level of ability'* and *'the qualification provides scope for innovation and curriculum development and offers you opportunities to tailor courses of study to the individual needs of your students.'* This promote the acquisition of knowledge and understanding through a variety of learning experiences. By selecting their own portfolio projects, students are encouraged to identify, select, develop, explore and communicate their own ideas in a personal way. We recognise that each student comes to us with their own individual struggles, their own strengths, interests and. We highly encourage individuality to encourage the students to take ownership of their projects.

We were delighted to receive the Artsmark Platinum award in April 2022 as a result of our commitment to the arts which stems through many areas of our school and has a tremendous impact on the confidence, wellbeing and outcome of our students.

Assessment

The specification is comprised of two components:

Component 1 requires a portfolio of work consisting of a sustained project and other work from the course of study. This is usually one or two sketchbooks finishing in a final piece.

Component 2 is an externally set assignment (ESA) in which students respond to a starting point selected from a set paper. This also takes place in the form of a sketchbook with the final piece being supervised for 10hours.

Equality and Diversity:

Both components allow students to explore individual creative journeys in ways that enable them to engage with ideas, issues and sources and respond in independent and personal ways. Every student can use contextual references and sources they personally engage with from any culture, social group, locality, belief or gender etc. We actively encourage the students to look at a diverse range of source, from historical to contemporary. We empower

students to be inspired by their own interests and personal experiences when they are choosing their artists and coming up with different ideas. Our arts provision actively promotes diversity in all its forms and practice. Our curriculum is carefully planned to provide students with a voice to express themselves and respond to ideas in any way they find personal and appropriate. We do not prescribe expected outcomes but encourage students to undertake a creative, investigative journey that enables them to respond in unique ways and realise their own aims and intentions. This applies to students of all ability levels.

Content:

Students are required to develop their knowledge, understanding and skills relevant to their chosen title through integrated practical, critical and contextual study that encourages direct engagement with original works and practice. Students must learn through practical experience and demonstrate knowledge and understanding of sources that inform their creative intentions. Intentions should be realised through purposeful engagement with visual language, visual concepts, media, materials and the application of appropriate techniques and working methods. Students must, over time, reflect critically upon their creative journey and the realisation of their personal intentions. In both components, students are required to experiment with a variety of techniques including the following

- drawing
- painting
- installation
- photography
- printmaking
- mixed media

Implementation

Through our ESAs we offer a paper for each title with seven different starting points and aim for each starting point to be suggestive;

- There is no prescribed answer or way of working - there are endless ways to respond.
- References to contextual/named sources are not prescriptive: there is no expectation for students to use all, if any of the named sources in their investigation. There are many more sources students may discover or choose to use.
- Students may work using any media, materials, techniques or processes they choose and there is no prescription on scale, size or method of presentation.
- Students and teachers are free to suggest alternatives within starting point themes • Individual response is the aim and the intention. Teachers may, and often do, use previous ESA papers to generate starting points for student portfolio work in Component 1. This is acceptable and teachers and students are encouraged to develop and extend suggestions to reflect the diversity and needs of the cohort.
- Teachers may also set their own themes to provide opportunity and help students engage and respond in personal ways in component 1.

In both components, assessment takes place in relation to the evidence presented by each individual student in compliance with the assessment objectives. Each assessment objective is equally weighted and there is no preferred order of activity in their sketchbooks