

## **Overview of Curriculum in each year**

Year 7 – “Nature” Students investigate the artists inspired by nature and develop their art skills through drawing, designing and making. Students are encouraged to build on existing observational drawing skills and are taught in “pages” and “outcomes” in response to the theme and the project. This style of working allows the GCSE process to become embedded in how students work from Day 1.

Year 8 – “Culture” Students look at culture for their project for the year, building on the “basic” art skills they have learnt in their first year and producing more personal work as they move through the school, incorporating more materials that allow them to show control, refinement and skill with media. As in Year 7, their knowledge of the GCSE process is further embedded by again working in “pages” and producing “outcomes” that are personal from this investigation and research work.

Year 9 – “People and Places” Students look at a variety of artwork inspired by People and Places. The focus of the year is to engage students and prepare them for GCSE in Years 10 & 11. Students experience a more varied approach to artwork to open their minds to the capabilities and the broad umbrella that is “Art”. Students also take part in the annual “dot-art” competition and exhibition ran across Liverpool and Knowsley schools.

Year 10 Art, Graphic Design & Photography – All content is taught THROUGH the Assessment Objectives for AQA (exam board used). The work produced in Year 10 forms their Unit 1: Portfolio for the Unendorsed Art and Design course which forms 60% of their final mark.

Year 11 Art, Graphic Design & Photography – “Mock Exam & AQA External Assignment” Students in Year 11 are continued to work project based in their response to the Mock Exam question which forms the second project as part of their Unit 1: Portfolio. Students are given preparation time to respond to the Exam question given by the exam board, and are expected to produce a sustained “response” to this during a 10 hour exam period under exam conditions. The exam forms 40% of the students’ final mark.

Year 12 – “Unique” Students explore the theme and selected artists to create a personal project. Students are expected to work independently in their approach to create a developmental project which results in a series of final outcomes. Students must explore a variety of media including, but not exclusive to: drawing, photography, digital work, painting, ceramics and mixed media. During this study, importance is also placed on students’ written annotation and analysis of the work they have produced, they are expected to be able to describe the “journey” of their work, which will be personal to each student.

Year 13 – “Personal Exploration” Students continue their A Level study and complete their Unique project and begin their exam portfolio work usually by February of Year 13.

## SMSC Review by Curriculum Area: Spiritual

Curriculum area	Experiencing fascination, awe & wonder	Exploring the values & beliefs of others	Understanding human feelings & emotions	Using imagination & creativity in learning
Art & Design				
Year 7	<ul style="list-style-type: none"> <li>Introduction to impressive level of architecture and detail of work, through imagery, videos, their own research etc.</li> </ul>	<ul style="list-style-type: none"> <li>Exploring the religious and natural themes Gaudi brings into his artwork and discussing these, and talking about what impacts on our artwork and design work.</li> </ul>	<ul style="list-style-type: none"> <li>Discussing and articulating how pieces of artwork make us feel and our opinions about this.</li> <li>Being able to express these opinions and understanding others' opinions too.</li> </ul>	<ul style="list-style-type: none"> <li>To develop work from a starting point which is personal and creative, e.g. create their own Gaudi building using a variety of recycled materials.</li> </ul>
Year 8	<ul style="list-style-type: none"> <li>Intricate pattern work and detail of Indian based patterns and the variety of materials used within the work.</li> <li>Study of another culture and the similarities and difference to our own.</li> </ul>	<ul style="list-style-type: none"> <li>Exploring the impact of belief systems on artwork in Indian and other cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Again exploring artwork produced in other regions and cultures and how religion and social norms can affect this.</li> </ul>	<ul style="list-style-type: none"> <li>Students are further required to develop their own personal pieces of work that respond to the theme but show creativity in their approach to materials.</li> </ul>
Year 9	<ul style="list-style-type: none"> <li>When students are shown exemplar work that they must work in</li> </ul>	<ul style="list-style-type: none"> <li>Through the study of "comic art" and heroes and villains students can explore</li> </ul>	<ul style="list-style-type: none"> <li>When producing artwork, look at the pop art and comic art movements and</li> </ul>	<ul style="list-style-type: none"> <li>Students are asked to create their own personal responses from the artist and art</li> </ul>

	the style of, this can often cause a sense of fascination, awe and wonder in students.	their beliefs in what is right and wrong, the good and evil of	understand the cultural and emotional goings on from around the time period this art stems from.	movements studied and therefore are asked to be creative in their responses to this work.
Year 10	<ul style="list-style-type: none"> <li>Students can engage in trips to see artwork produced by a British artist that will help them to develop their work and critical understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Through the exploration of artists in the project (e.g Sarah Graham, Pop Art etc.) students become more accustomed to the values and beliefs of others.</li> <li>Photographers and Graphic designers that are studied and researched may hold differing or similar beliefs to the students researching them, this allow students the opportunity to investigate this and how it informs their own practice.</li> </ul>	<ul style="list-style-type: none"> <li>In a similar way, through the exploration of artists throughout the project they can develop and begin to understand others' thoughts, feelings and emotions.</li> </ul>	<ul style="list-style-type: none"> <li>As part of the assessment objectives, students are required to work independently, personally and creatively. All of this allows them to explore their creativity and imagination.</li> </ul>
Year 11	<ul style="list-style-type: none"> <li>Students are expected to research their own artists, especially for their exam, the artists they</li> </ul>	<ul style="list-style-type: none"> <li>Exam questions may ask students to explore beliefs or a culture.</li> </ul>	<ul style="list-style-type: none"> <li>Often the exam questions supplied by the exam board give broad starting points in order for students</li> </ul>	<ul style="list-style-type: none"> <li>Again, students must produce work that is imaginative and creative and personal to them, this is an</li> </ul>

	choose should be chosen because they provoke awe and wonder in the students.		to have plenty of scope, for example: "Diary" which would allow students to understand and express human feelings and emotions.	integral part of the art assessment objectives.
Year 12	<ul style="list-style-type: none"> <li>As this is more of a personal study, students are expected to research their own artists and designers which will give them a sense of fascination, awe and wonder.</li> </ul>	<ul style="list-style-type: none"> <li>Through investigations into the theme "unique" students would explore and challenge beliefs and values held by artists, designers/ peers, etc.</li> </ul>	<ul style="list-style-type: none"> <li>As this is a personal project, students are expected to ensure this is personal to them, to annotate and explain their work and the journey they have taken allowing them to understand and express human feelings and emotions.</li> </ul>	<ul style="list-style-type: none"> <li>Being imaginative and creative is a crucial part of the subject and the specification studied.</li> <li>Students should create personal responses that are creative and imaginative.</li> </ul>
Year 13	<ul style="list-style-type: none"> <li>Students will explore a variety of artists' and mediums allowing them to broaden their skill set and seeing exemplar ceramics work by a ceramics specialist to model work from.</li> </ul>	<ul style="list-style-type: none"> <li>Through research into artists/craftspeople and designers students will begin to understand the beliefs and values of others, across cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Students express and understand human emotions through the work they produce and the annotation and description of the work they produce.</li> </ul>	<ul style="list-style-type: none"> <li>Imagination and creativity is a key part of the subject and specification studied.</li> <li>Students are expected to create personal responses that are creative and imaginative.</li> </ul>

**SMSC Review by Curriculum Area: Moral**

Curriculum area	Investigating moral values & ethical issues	Recognising right & wrong and applying it	Understanding the consequences of actions
Art & Design			
Year 7	<ul style="list-style-type: none"> <li>Through the study of Art students investigate and explore ethical and moral issues when they look at artwork produced by other artists. Students are reminded that this is one view (much like a story or a film) and there may be differing views / opinions. Students can explore how they feel through discussions with their peers.</li> </ul>	<ul style="list-style-type: none"> <li>Through the implementation of the whole-school behaviour policy students are able to begin to recognise right and wrong and appropriate behaviours for the Art classroom.</li> <li>Students might also question if it is right or wrong to “critique” or judge someone’s work, as Art is so subjective.</li> </ul>	<ul style="list-style-type: none"> <li>Through the discussion of behaviour and challenging “wrong” behaviour, students understand and learn the consequences of certain actions. Within the Art department the students understand that their health and safety is paramount through use of a variety of materials and mediums.</li> </ul>
Year 8	<ul style="list-style-type: none"> <li>As students look at culture in Year 8, the investigation of ethical issues becomes more explicit. Students look at artwork from India and can discuss with teachers and peers the ethical issues behind the work produced (mainly men who produce artwork/art depicted etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Through the implementation of the whole-school behaviour policy students are able to begin to recognise right and wrong and appropriate behaviours for the Art classroom.</li> <li>Students might also question if it is right or wrong to “critique” or judge someone’s work, as Art is so subjective.</li> </ul>	<ul style="list-style-type: none"> <li>Through the discussion of behaviour and challenging “wrong” behaviour, students understand and learn the consequences of certain actions. Within the Art department the students understand that their health and safety is paramount through use of a variety of materials and mediums.</li> </ul>
Year 9	<ul style="list-style-type: none"> <li>Through the study of Art students investigate and explore ethical and moral issues when they look at artwork produced by other artists. Students are</li> </ul>	<ul style="list-style-type: none"> <li>Through the implementation of the whole-school behaviour policy students are able to begin to recognise right and wrong and appropriate behaviours for</li> </ul>	<ul style="list-style-type: none"> <li>Through the discussion of behaviour and challenging “wrong” behaviour, students understand and learn the consequences of certain</li> </ul>

	<p>reminded that this is one view (much like a story or a film) and there may be differing views / opinions. Students can explore how they feel through discussions with their peers.</p>	<p>the Art classroom.</p> <ul style="list-style-type: none"> <li>Students might also question if it is right or wrong to “critique” or judge someone’s work, as Art is so subjective.</li> </ul>	<p>actions. Within the Art department the students understand that their health and safety is paramount through use of a variety of materials and mediums.</p>
Year 10	<ul style="list-style-type: none"> <li>Through the study of Art students investigate and explore ethical and moral issues when they look at artwork produced by other artists. Students are reminded that this is one view (much like a story or a film) and there may be differing views / opinions. Students can explore how they feel through discussions with their peers.</li> <li>Through the study of these specialisms, students can explore the moral and ethical issues involved in working as a graphic designer, for example, would they accept a brief and payment to advertise cigarettes that they know will ultimately harm peoples’ health? Would they be happy to take photographs of “size zero” models and receive payment for this rather than photo journalism uncovering “real” stories?</li> </ul>	<ul style="list-style-type: none"> <li>Through the implementation of the whole-school behaviour policy students are able to begin to recognise right and wrong and appropriate behaviours for the Art classroom.</li> <li>Students might also question if it is right or wrong to “critique” or judge someone’s work, as Art is so subjective.</li> </ul>	<ul style="list-style-type: none"> <li>Through the discussion of behaviour and challenging “wrong” behaviour, students understand and learn the consequences of certain actions. Within the Art department the students understand that their health and safety is paramount through use of a variety of materials and mediums.</li> </ul>

Year 11	<ul style="list-style-type: none"> <li>Through the study of Art students investigate and explore ethical and moral issues when they look at artwork produced by other artists. Students are reminded that this is one view (much like a story or a film) and there may be differing views / opinions. Students can explore how they feel through discussions with their peers.</li> </ul>	<ul style="list-style-type: none"> <li>Through the implementation of the whole-school behaviour policy students are able to begin to recognise right and wrong and appropriate behaviours for the Art classroom.</li> <li>Students might also question if it is right or wrong to “critique” or judge someone’s work, as Art is so subjective.</li> </ul>	<ul style="list-style-type: none"> <li>Through the discussion of behaviour and challenging “wrong” behaviour, students understand and learn the consequences of certain actions. Within the Art department the students understand that their health and safety is paramount through use of a variety of materials and mediums.</li> </ul>
Year 12	<ul style="list-style-type: none"> <li>As students begin to develop their personal study, they may come across their own moral and ethical issues that they are faced with. For example, an artist using ethical sources of materials has inspired them and they wish to work in a similar manner.</li> </ul>	<ul style="list-style-type: none"> <li>Through the implementation of the whole-school behaviour policy students are able to begin to recognise right and wrong and appropriate behaviours for the Art classroom.</li> <li>Students might also question if it is right or wrong to “critique” or judge someone’s work, as Art is so subjective.</li> </ul>	<ul style="list-style-type: none"> <li>Through the discussion of behaviour and challenging “wrong” behaviour, students understand and learn the consequences of certain actions. Within the Art department the students understand that their health and safety is paramount through use of a variety of materials and mediums.</li> </ul>
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		so subjective.	of a variety of materials and mediums.
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**SMSC Review by Curriculum Area: Social**

Curriculum area	Developing personal qualities & using social skills	Participating, cooperating & resolving conflict	Understanding how communities & societies function
Art & Design			
Year 7	<ul style="list-style-type: none"> <li>All classes are mixed so children are socialising with each other as part of different ethnic groups / religions / socio-economic groups.</li> <li>Students are given opportunities to discuss artwork and provide criticism to their peers.</li> <li>Students are also expected to write down their thoughts and feelings and communicate ideas verbally, written and artistically.</li> </ul>	<ul style="list-style-type: none"> <li>Students begin their art education in this year and learn that they must participate in some group work, group discussions, individual work, co-operation with each other and sharing of materials, ideas and thoughts and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>Students will gain knowledge and experience of how to work as part of a classroom community.</li> <li>Students will gain knowledge of how artists work as part of a community.</li> <li>Students will be encouraged to understand the Liverpool art community and visit galleries and see how societies and communities work in these spaces, as opposed to the classroom “studio”.</li> </ul>
Year 8	<ul style="list-style-type: none"> <li>All classes are mixed so children are socialising with each other as part of different ethnic groups / religions / socio-economic groups.</li> <li>Students are given opportunities to discuss artwork and provide criticism to their peers.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be expected to build on their skills as working as part of table teams, providing quality feedback to their peers.</li> <li>More importance is now placed on becoming an independent learner and students will converse with each other in order to gain ideas and insights</li> </ul>	<ul style="list-style-type: none"> <li>Through looking at culture as a theme for this work, students are able to investigate and begin to understand how different communities work in other cultures.</li> <li>Students should be able to talk about the differences in communities and should explore</li> </ul>



	<ul style="list-style-type: none"> <li>Students are also expected to write down their thoughts and feelings and communicate ideas verbally, written and artistically.</li> </ul>	into one another's' work.	this through outside classroom tasks and as part of research into artworks.
Year 9	<ul style="list-style-type: none"> <li>All classes are mixed so children are socialising with each other as part of different ethnic groups / religions / socio-economic groups.</li> <li>Students are given opportunities to discuss artwork and provide criticism to their peers.</li> <li>Students are also expected to write down their thoughts and feelings and communicate ideas verbally, written and artistically.</li> </ul>	<ul style="list-style-type: none"> <li>Students are now at the "options stage" of their academic careers in school and will have to continue to participate in lessons that they may not have "opted" for.</li> <li>Students learn that co-operation is a key part of social skills and that they must work together as part of a team to discuss ideas and to help one another.</li> <li>This is most obvious when students' complete digital artwork and some students are more advanced because of home practice than others and these students can be used a "mentors" or "helpers".</li> </ul>	<ul style="list-style-type: none"> <li>Through researching and investigating art movements throughout time, for example "pop art" and "comic art" students can research and investigate the differences in how communities functioned at these points in history and the impact on Art. For example, research into a pop artist, Andy Warhol would show students images of popular food during the 1960s, further research into the theme might develop into understanding of gender roles at this point in time. Further to this, students may also look into the gender roles when looking at superheroes as a point of interest into society and sociological issues.</li> </ul>
Year 10	<ul style="list-style-type: none"> <li>As students enter Key Stage Four, they are now expected to articulate their thoughts and feelings and express personal views within the Art classroom.</li> <li>Students communicate and</li> </ul>	<ul style="list-style-type: none"> <li>Students develop their skills in this area through their participation in the "unendorsed" art and design course, allowing them to explore a variety of materials and techniques. Students may face "stumbling</li> </ul>	<ul style="list-style-type: none"> <li>Students will begin to understand their role in their own education and how the art department community works as they develop their study to GCSE.</li> <li>Students will learn what is</li> </ul>

	<p>socialise on different levels, including verbally, written and artistically.</p> <ul style="list-style-type: none"> <li>• When students are answering a brief to either of the specialisms discussed, they are responding and communicating in a visual and artistic way. Students have to ensure that their message is conveyed through non-verbal means.</li> </ul>	<p>blocks” when using a variety of materials, but students will develop persistence, determination and resilience through participation and cooperation.</p>	<p>acceptable when talking about artwork and will learn and consolidate boundaries they have learnt in previous years.</p>
Year 11	<ul style="list-style-type: none"> <li>• As students enter Key Stage Four, they are now expected to articulate their thoughts and feelings and express personal views within the Art classroom.</li> <li>• Students communicate and socialise on different levels, including verbally, written and artistically.</li> </ul>	<ul style="list-style-type: none"> <li>• Students develop their skills in this area through their participation in the “unendorsed” art and design course, allowing them to explore a variety of materials and techniques. Students may face “stumbling blocks” when using a variety of materials, but students will develop persistence, determination and resilience through participation and cooperation.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will develop in their role as independent learners and how they can work together as a community of artists’ within the same year group.</li> <li>• Students will research artists and discover the differing communities in which they live and how this has impacted on the artists’ work and how they can use this knowledge to be inspired by artists’.</li> </ul>
Year 12	<ul style="list-style-type: none"> <li>• Students are expected to begin to communicate about their work and the work of others in a more mature way.</li> <li>• Special importance is placed on the annotation of the work and the “journey” the students take and their verbal and written</li> </ul>	<ul style="list-style-type: none"> <li>• As the demands placed on students grows for their study of the subject, they must maturely resolve any conflicts with this, including time pressures and social times.</li> <li>• Students must also cooperate and participate fully in the</li> </ul>	<ul style="list-style-type: none"> <li>• Students will develop how they communicate and work as part of a small community of art students.</li> <li>• Students are expected to partake in visits and will therefore expand their knowledge of social situations,</li> </ul>

	reasoning for this.	course in order to complete and fully experience different materials, mediums and processes.	<p>norms and various members of their local community.</p> <ul style="list-style-type: none"> <li>• Students research artists and discover the differing communities in which they live and how this impacts on how the artist works and how they can use this knowledge to inspire their work.</li> </ul>
Year 13	<ul style="list-style-type: none"> <li>• In order for their successful progression onto post 18 education or work, students are expected to be able to articulate their thoughts feelings and reasoning behind their work and the path they have taken for each unit in a mature and confident manner both verbally and in written forms.</li> </ul>	<ul style="list-style-type: none"> <li>• Students must cooperate and participate fully in the varying units of work and understand the skills that can be transferred and fully participate in these, although they may not be their area of strength.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will develop how they communicate and work as part of a small community of art students.</li> <li>• Students are expected to partake in visits and will therefore expand their knowledge of social situations, norms and various members of their local community.</li> <li>• Students research artists and discover the differing communities in which they live and how this impacts on how the artist works and how they can use this knowledge to inspire their work.</li> </ul>

**SMSC Review by Curriculum Area: Cultural**

Curriculum area	Exploring, understanding & respecting diversity	Participating in & responding to cultural activities	Understanding & appreciating personal influences
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Art & Design			
Year 7	<ul style="list-style-type: none"> <li>• Students develop and explore their understanding of Spanish culture and Art.</li> <li>• The exploration of Spanish Art and the Spanish architect, Gaudi, means that students show a respect for differing cultures and diversity in the global picture.</li> </ul>	<ul style="list-style-type: none"> <li>• Artistic opportunities are plentiful within the subject, and students respond to these with enthusiasm and participation during lesson is good.</li> <li>• Students are invited to see their work at the end of year exhibition within the Art department, which work is picked for and displayed.</li> </ul>	<ul style="list-style-type: none"> <li>• As part of the theme, students are asked to “Gaudify” Liverpool city centre buildings, gaining an understanding of the impact their culture and heritage has had on their work and them as young people.</li> </ul>
Year 8	<ul style="list-style-type: none"> <li>• Students develop and explore their understanding of Indian culture and Art.</li> <li>• The exploration of another culture different to their own and the enthusiasm that is displayed from all students’ shows an understanding and a respect for the diversity in cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• Year 8 offers a unique combined cultural and artistic opportunity to explore a culture through it’s artwork.</li> <li>• Year 8 are given direction to research artists and craftspeople that produce artwork from the Indian culture.</li> <li>• Singh Twins are a good point of reference for these students as they combine two cultures within their work and are local to the area.</li> </ul>	<ul style="list-style-type: none"> <li>• As part of looking at different cultures, students will explore and investigate into their own culture and their personal experiences and influences.</li> <li>• As artwork becomes more personal and shows their own flair, their influences they have picked up will become apparent in their work and how they talk about their work.</li> </ul>
Year 9	<ul style="list-style-type: none"> <li>• Through the exploration of comic art, pop art and popular culture during their final key stage three year, students are able to understand different backgrounds and diversity within popular culture and begin</li> </ul>	<ul style="list-style-type: none"> <li>• All Year 9 participate in the opportunity to produce artwork for the dot-art exhibition which allows them the opportunity to exhibit their work in a famous local space (St. George’s Hall).</li> <li>• Students have the chance to</li> </ul>	<ul style="list-style-type: none"> <li>• When participating and visiting the exhibition in St. George’s Hall students are able to understand and experience their own culture and heritage in their own city.</li> <li>• Their own personal influences</li> </ul>

	to understand the diversity within their class groups as students' work begins to become more personal.	participate in a combined History & Art trip during their Year 9 studies, drawing on influences from other cultures and experiencing these first-hand.	come through in their artwork and are seen through personal responses to their work. <ul style="list-style-type: none"> <li>When faced with a different culture on educational visits, students become more aware of their own culture and heritage and the influence this has on them.</li> </ul>
Year 10	<ul style="list-style-type: none"> <li>Students begin to develop their understanding of diversity of materials and mediums within Art, Graphic Design and Photography.</li> <li>Students explore a variety of materials and artists from different cultures and backgrounds and enjoy studying this, showing their respect.</li> </ul>	<ul style="list-style-type: none"> <li>Year 10 are given the opportunity to partake in a trip abroad allowing them to experience culture and art first hand.</li> <li>The trip allows them to build on their first-hand observation skills and enhances their work during the course.</li> </ul>	<ul style="list-style-type: none"> <li>Through exploration of artists who have work displayed locally students are able to better understand the influences that are around them and the impact this has on the work they produce.</li> <li>Students may look to British or International artists to inform and influence their work and the differing impacts this has.</li> <li>Students' work is highly personal and therefore clearly shows the influence of culture and heritage.</li> </ul>
Year 11	<ul style="list-style-type: none"> <li>Students draw on their knowledge and understanding of a variety of different artists and appreciate what diversity brings to the Art world.</li> <li>Students become more diverse as a group where their projects</li> </ul>	<ul style="list-style-type: none"> <li>Year 11 are given the opportunity to partake in a trip abroad allowing them to experience culture and art first hand.</li> <li>The trip allows them to build on their first-hand observation skills</li> </ul>	<ul style="list-style-type: none"> <li>As the GCSE Exam questions generally are quite personal, students are able to explore the influences that culture and heritage have had on them.</li> <li>Work may be personal to their home, their hometown, their</li> </ul>

	become more personal.	and enhances their work during the course.	home city, or the people located in these areas.
Year 12	<ul style="list-style-type: none"> <li>• Students understand, accept and respect diversity within their classroom environment, within the teaching methods that are employed as they move forward through their post-16 education and through the artists that they study.</li> <li>• As students select the artists they are to study, they have more of an appreciation for different cultures and norms as they research and explore these thoroughly.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are encouraged to visit art galleries and museums to enhance their critical understanding of the subject and artists' work.</li> <li>• All students have chosen to participate in artistic activities through their study of the subject.</li> <li>• Some students go on to part-time jobs or commissions using the artistic skills they have learnt and gaining a further cultural awareness that is different to their culture as a student.</li> </ul>	<ul style="list-style-type: none"> <li>• Students develop their understanding of themselves as artists and the impact their culture and heritage has had on their work and the "journey" of their work.</li> <li>• Students may look into local artists to inform and influence their work.</li> <li>• Students may look to British or International artists to inform and influence their work and the differing impacts this has.</li> <li>• Students' work is highly personal and therefore clearly shows the influence of culture and heritage.</li> </ul>
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	<p>they research and explore these thoroughly.</p>	<p>and gaining a further cultural awareness that is different to their culture as a student.</p> <ul style="list-style-type: none"> <li>• Students may visit degree shows which allows them to see a broad scope of work by artists that are close in age.</li> </ul>	<p>differing impacts this has.</p> <ul style="list-style-type: none"> <li>• Students' work is highly personal and therefore clearly shows the influence of culture and heritage.</li> </ul>
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