



Tuition, Medical and Behaviour Support Service

Curriculum Policy Art

Adopted:	September 2025
Next Review:	September 2026
Responsibility:	Cara Lacey

Contents	Page
Aims and objectives of the department	3
TMBSS Curriculum Model	4
KS3 programme	6
KS4 Programme and British Values	7
Aims for KS4	7
Assessment objectives for GCSE Art and Design titles	8
Endorsements	8
AQA Unit Award Scheme	8
Literacy and Numeracy across the curriculum	9
Curriculum implementations to address challenges	10
SEND in Art	13

The Arts form an integral part of the ethos of TMBSS as students are encouraged to have aspiration and that access and achievement apply to all learners; where teachers, leaders and support professionals raise expectations to provide a system where the importance of education is understood and valued by all.

Providing high quality teaching and learning that inspires, and achievement being a possibility for all is at the department's centre.

Aims and Objectives of the Department

This policy is a working document which provides guidance and information on all aspects of the Art in the Service for staff, parents/ carers and governors. To be accessible to all of these groups, the document needs to be available on request and presented in a way that is easy to understand.

The Art curriculum at TMBSS reflects the school ethos through which children and young people are taught in a teaching and learning focussed environment, where their academic, social and personal needs are at the centre of what we do. We aim to empower children to achieve in an atmosphere of safety and mutual respect and through Art help to remove barriers to learning. Ensuring our learners leave TMBSS 'World Ready'.

Our Art programme makes a significant contribution to students' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the Service's responsibility to promote students' wellbeing.

As a department within TMBSS we are committed to promoting British Values:

- Democracy
- Rule of Law
- Individual Liberty
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Within all units of study in our Formal Curriculum, Developmental Curriculum and Personal Curriculum at KS3 and KS4. We highlight these values during in the learning activity, but also visually highlight them within the display of student work in Art rooms, and the Education centres themselves.

We are also committed to our students becoming 'World Ready' through:

- Well-being
- Overcoming Barriers
- Relationships
- Lifelong Learning
- Developing a Voice
- Reflection
- Enrichment
- Achievement
- Diversity
- Yes to Success

TMBSB Curriculum Model

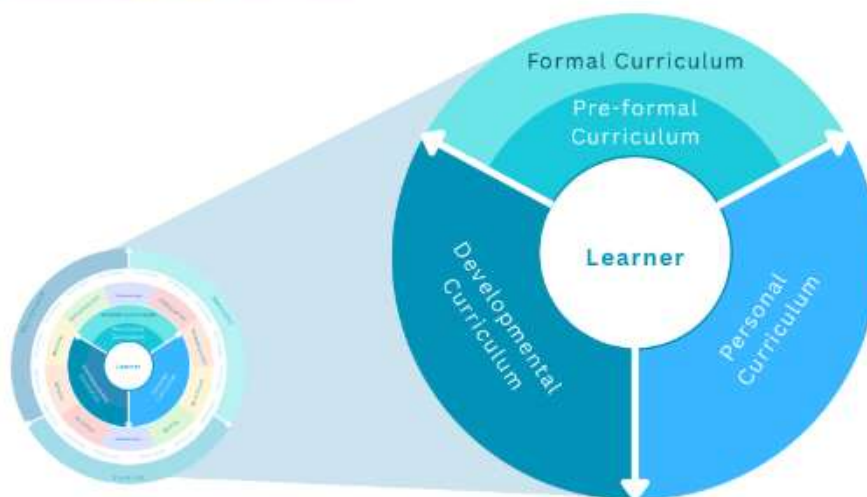
The students who join TMBSB are at different stages of their own personal journey. A journey that has often been difficult, traumatic, and unconventional. Our curriculum content choices and sequencing are designed to allow our transient and dynamic student population to re-engage with education and achieve their own next steps to success. The TMBSB curriculum can be represented by the model below:



Each aspect of the 'World Ready' vision represents the primary aims of our curriculum model (Well-being, Overcoming barriers, Relationships and Life-long learners and Developing a voice) and the tools and approaches we use to achieve them (Reflection, Enrichment, Achievement, Diversity and Yes to success)

The application of the World Ready vision is highly bespoke to the needs of the individual and encompasses the formal, personal and developmental aspects of our curriculum.

A closer look at our curriculum:



Formal Curriculum:

The age-appropriate, broad and balanced curriculum that TMBSS provides for all pupils, as part of the Universal Offer. This is the relevant Key Stage of the National Curriculum and is influenced by accreditation requirements.

Pre-formal Curriculum: Sits within the formal curriculum and is designed to provide the first steps to re-engage students who are unable or unwilling to access the formal curriculum.

Developmental Curriculum:

Gives students the 'tools' to access learning, informed by academic baselines and referral documentation.

- Literacy & numeracy interventions
- Addressing gaps in learning
- Academic resilience

Personal Curriculum:

Allows students to be present & available for learning, informed by SDQ, referral documentation & external agencies.

- Nurture
- Enrichment
- SEMH interventions, strategies & approaches

KS3 Programme

Formal Curriculum

KS3 students within TMBSS will receive lessons following the national curriculum aims. They will follow six projects throughout the year that will all include work devised to achieve the four assessment criteria. This will ensure students will have frequent opportunities to make progress through Investigating, Exploring, Analysing and Evaluating. By ensuring that all projects are planned to include all assessment criteria, all projects can be used to baseline new students. This enables students to join their group as soon as they enrol and participate in the current area of study.

By maintaining the same assessment focusses throughout each project ensures that assessment is consistent, and progress is easily tracked half termly, as each project concludes. This enables staff, students, and parents/carers to see progress even over a short placement within TMBSS.

Over each academic year KS3 students will have the opportunity to experience work from other cultures within their projects. And work in a wide range of mediums. (Individual liberty: mediums will always be adapted by staff to suit the individual if there is a sensory need.)

National curriculum purpose of study:

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge students, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As students' progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims: The national curriculum for art and design aims to ensure that all students:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Attainment targets: By the end of key stage 3, students are expected to know, apply and understand the matters, skills and processes specified in the programme of study.

Subject content: Students should be taught to develop their creativity and ideas and increase proficiency in their execution. They should develop a critical understanding of Artists, Architects and Designers, expressing reasoned judgements that can inform their own work.

Students should be taught:

- to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.
- to use a range of techniques and media, including painting.
- to increase their proficiency in the handling of different materials.
- to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.

- about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

KS4 Programme and British Values

Democracy: Students, where appropriate can select their own project titles and roots of investigation. In these cases, there is close written and verbal correspondence with their class teacher to ensure that all assessment criteria are still achieved within their avenue of interest. This enables some students to work in more of a therapeutic way throughout their GCSE programme and explore subjects that had previously been barriers.

Individual liberty:

All year 10 students will be given either Fine Art, Photography, or Three-Dimensional construction as a project title when they join TMBSS. Projects will be predominantly teacher planned in relation to project theme, but interpretation will be student lead alongside their teacher. Ensuring that their preference does not impact on their ability to meet the GCSE assessment objectives. Students will have examples of ways in which they could approach each title, artist references, and teacher input throughout

All year 11 KS4 students will be given a range of project titles to choose from when they join TMBSS Arts Department. Fine Art, Photography, Textile Design, Graphic Communication, and Three-Dimensional Design. From these students can either follow teacher planned projects, or they can plan one themselves alongside their class teacher. Ensuring that their preference does not impact on their ability to meet the GCSE assessment objectives. Students will have examples of ways in which they could approach each title, artist references, and teacher input throughout.

Aims for KS4

- All students starting the Edexcel GCSE specification will have the opportunity achieve a GCSE within Art and Design. However, in cases where it is in the best interests of the student's emotional health AQA unit Awards will be completed at Entry Level, or Level 1.
- All students who join TMBSS in year 10, and who are expected to reintegrate into a mainstream school or specialist provision will follow the Edexcel GCSE Fine Art, or Photography programme of study. Within their time at TMBSS they will develop their understanding of the GCSE framework and Assessment objectives. Have gained experience in Artist Research, developing ideas within a theme, creating work in the style of their chosen artist using appropriate materials, annotating their work effectively and refining their technique.
- All students that join TMBSS in year 10, and remain with TMBSS, will follow an Edexcel GCSE Art and Design programme of study (except in extenuating circumstances), achieving a GCSE qualification in either Fine Art, Photography, Textile Design, Graphic Communication or Three-Dimensional Design. Within this course students will have the option to complete the GCSE Art, Craft and Design qualification by completing work in **at least two** Art and Design endorsements for unit 1 (60%) (except in circumstances raised above), and **at least one** endorsement for unit 2 (ESA) (40%). Or specialise in one area of Art and Design from the list of titles. Completing **one** endorsement for unit 1 (60%) and one for unit 2 (ESA) (40%).

- Year 11 students who join TMBSS in September will still be expected to complete one of the GCSE endorsements: Art and Design Fine Art, Photography, Textile Design, Graphic Communication or Three-Dimensional Design. Within this course students will complete work in **one** Art and Design endorsements for unit 1 (60%), and the same endorsement for unit 2 (ESA) (40%).

Assessment objectives for GCSE Art and Design titles:

A01: Develop ideas through investigations, demonstrating critical understanding of sources.

A02: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

A03: Record ideas, observations and insights relevant to intentions as work progresses

A04: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

Each assessment objective is worth 25% of their marks for each unit.

All students following this specification are **required** to write purposeful annotations for A03. Students are also **required** to use drawing within A03.

Endorsements:

- Fine Art
- Graphic communication
- Textile Design
- Three-dimensional Design
- Photography

AQA Unit Award Scheme

KS4 students who join TMBSS too late in the year to be entered for GCSE now will complete Art and Design lessons/ mini projects and achieve either entry level, level 1, level 2 or level 3 awards as part of the AQA Unit Award Scheme.

KS3 will also have the opportunity to work towards these through enrichment sessions and SMSC. As well as during cross-curricular/ whole Service projects with TMBSS Art Department teaching staff.

Opportunities to achieve AQA Unit Awards in the wider arts will be available through workshops with external agencies and charities.

Literacy and Numeracy across the curriculum

All projects for KS3 will have literacy embedded in the form of analysing their artist reference at the start of each project, and a project evaluation at the end of their project. At KS3 these will be in written form in most cases but will also take place verbally and practically as part of our pre-formal curriculum. Year 9 students will be encouraged to begin to annotate their work as it progresses, making links between their work and their Artist reference, in preparation for GCSE.

All KS3 students will have guided reading sessions as part of their artist introduction each half term, 'Art Critique' lessons with a focus on peer evaluation skills and use 'feed-back frames' or end of topic evaluations for self-evaluation.

Vocabulary building is a whole Service literacy focus, alongside Phonics. KS3 and KS4 will have 'word of the day' each lesson, Art vocabulary resources in all sketchbooks at KS3 and in all support packs at KS4. Phonics will be used by teaching staff when introducing new vocabulary, and when students complete written work.

'Walking Galleries' will also take place at the end of some practical lessons, as a way for students to self and peer assess. Literacy skills sheets will be dated at the end of each lesson if any of these skills have been used. At KS4 these form part of the 'student support pack' that all students have. At KS3 these are stuck into sketchbooks alongside their work.

Literacy marking references will be at the front of KS3 books next to the marking scheme key, so students know what needs to be corrected within their sketchbooks. Staff will mark work regularly and enable students' time within the next lesson to correct **S**pelling, **P**unctuation **A**nd **G**rammar errors.

Reading for pleasure, and to support further study is encouraged within the department through visual displays. All Secondary students have access to a range of online reading materials, relevant to their studies. A list of artists has been compiled in the student shared area, with hyperlinks to relevant websites and blogs. The list also has a colour key to highlight cross-curricular links.

Numeracy skills will be embedded through drawing skills (grid method - measuring), enlargements (grid method multiplication), symmetry (drawing, printing), and ratio (mixing paint colours, watering down paint, making paper mache paste).

KS4 are required to annotate their studies purposefully throughout their units of work. Literacy across the curriculum support materials are available for all students to access on the walls of Art rooms, and all KS4 students have an individual 'student support pack' with annotation and artist research support. Scribes are also available if students require them for exam.

KS4 records of marking dialogues between staff and students and closing the gap tasks are documented with student 'GCSE Art support packs'. Staff will mark GCSE work in progress regularly throughout the year and students will be responsible for checking marking, and completing work set.

Within these support packs for KS4 there are also effective artist referencing templates and examples, the 'art of annotation' support guide, assessment objectives record sheet, and a student checklist to ensure a unit is fully complete.

KS4 will also receive targeted lessons focussing on written annotation through group tasks annotating work using the smart board, and paired work using marking criteria to assess examples of annotation and offering ways to improve upon written work.

Curriculum implementations to address challenges

TMBSS students have a number of challenges when they join us. As a department we meet these needs by designing the curriculum as follows:

TMBSS Art Department

TMBSS Curriculum implementation	Evidence to support this approach	Challenge number(s) addressed
All KS3 students will have their first project with TMBSS as their baseline. All projects have the same assessment criteria so each can be used to set a baseline and assess progress.	All students arrive with different starting points, ages, previous schools, and abilities. All KS3 projects are structured in the same way to enable an accurate baseline to take place, and progress can be tracked robustly.	1, 2, 3, 4, 5,
Reading and explicit teaching of vocabulary are built in firmly to Art lessons at KS3 and KS4. at KS3 it takes the form of analysis of an artist, guided reading of a challenging text relating to that artist, peer and self-evaluation. At KS4 it takes the form of Artist research, written annotation and evaluation.	Many arrive with reading ages lower than their chronological and have limited engagement with reading. The Service is determined that every student will learn to read, regardless of their background, needs, or abilities. Students are able to read at an age-appropriate level and fluency (if not, they will be incapable of accessing the rest of the curriculum, and they will form rapidly behind their peers).	1,2,3,5,11

TMBSS Curriculum implementation	Evidence to support this approach	Challenge number(s) addressed
<p>Opportunities for SMSC, cross-curricular, collaboration and the wider arts are facilitated by the subject lead. Each month of the year have planned activities that link to significant cultural dates in order to develop student understanding of the world around them. Supporting them to be 'World Ready'.</p>	<p>The students we have at TMBSS on the whole are not very diverse. It is important to create opportunities for SMSC in their curriculum to ensure that our aim of being 'world ready' is achieved.</p> <p>These opportunities are delivered through Art themed days/ activities, but the Art Department also facilitates cross-curricular themed days. Creating opportunities for learning to be fully embedded through a more immersive experience.</p>	<p>2, 3, 4, 5, 7, 8, 11,</p>
<p>AQA unit awards are used when a GCSE programme is not appropriate due to the mental health of our students</p>	<p>The students we have at TMBSS have significant mental health difficulties, and although the GCSE programme is open to all, and we ensure it is accessible as it can be, there have been times that it has been necessary to remove a student from the qualification entry for their mental well-being. When this has been the case we use AQA unit awards, ensuring that all students leave TMBSS with a qualification in the arts.</p>	<p>1,5,11,12</p>

TMBSS Curriculum implementation	Evidence to support this approach	Challenge number(s) addressed
<p>Student voice is valued as part of the enrichment planning process. If students have a desire to learn a particular skill, have access to music workshops, need time to express themselves freely in their chosen media, location photography, these are facilitated by Art department staff. If additional funding is required this is requested from Executive Headteacher and evaluation of impact is completed following the experience.</p>	<p>The starting point for each TMBSS student is different, as are their gaps in education. Some have missed early childhood exploration and want to explore textures, wet and dry media, colour theory. External music professionals have lead music workshops for KS3 and 4. Students have achieved unit awards through this and have valued the opportunity to hear and create music from genres that they have not experienced.</p> <p>The Art room is somewhere students are often drawn to when they are dysregulated. Using materials to create is a safe way to express a feeling until they feel able to verbalise their challenge. Student voice is important when planning external workshops to ensure it is something that will directly impact our cohort.</p>	<p>1, 2, 3, 4, 5, 7, 8, 9, 11, 12</p>
<p>6 Art and Design GCSE titles are available to TMBSS students to choose from:</p> <ul style="list-style-type: none"> GCSE Art, Craft and Design GCSE Fine Art GCSE Photography GCSE 3d Design GCSE Graphic communication GCSE Textile Design 	<p>Students who join TMBSS have very few GCSE options so where we can I try to offer as much individuality as possible. The students we have may not have ordinarily chosen Art as a GCSE subject, and have not always had a great deal of experience within the subject. Therefore, options such as GCSE Photography are much more accessible to those students who don't feel confident in their artistic abilities.</p>	<p>1, 2, 3, 4, 5</p>

SEND in Art

Communication and Interaction <ul style="list-style-type: none">• Frameworks to support artist analysis• Frameworks to support written annotation• Frameworks to support artist research• Peer and self-evaluation frameworks	Cognition and learning <ul style="list-style-type: none">• New vocabulary introduced phonetically• Word of the day displayed and discussed• Visual support materials• Small step activities with visual stimulus to prevent cognitive overload• Visual resources labels to reduce cognitive load.
Social, Emotional and Mental Health <ul style="list-style-type: none">• Peer and self-assessment support• Pupil voice as stimulus for curriculum planning and enrichment• Artist of the week awarded for effort, challenging themselves and taking creative risks.	Physical and Sensory need <ul style="list-style-type: none">• Pupil voice is held in the highest regard.• No student uses materials that they find a sensory challenge. An alternative will always be provided. This includes paper.• No student will be in a learning environment in which another student is using something they cannot tolerate due to their SEND