

Art intent statement

Our Art curriculum develops creativity within our students. We provide students with practical skills in drawing, painting, sculpture, printmaking and photography, which will enable them to pursue their own creative projects and ideas. We instil within our students the creative thinking skills required for innovative solutions in any situation, and an understanding of the application of creativity in the workplace. We also develop a love of the visual arts, and an understanding of, and respect for, the visual culture of Great Britain, Europe and the wider world.

Intent statements by Key Stage

	Subject-based curriculum
Key Stage 3	During Key Stage 3, students develop the practical making skills, as well as the creative thinking skills required for study in Art at a higher level. We aim to develop basic drawing and painting technique and introduce students to ceramics and printmaking. We also show students good examples of both contemporary and traditional art from Great Britain, Europe and the wider world. We encourage students to express their thoughts and ideas about art both through written analysis and through classroom discussion, and we teach them the appropriate subject specific vocabulary required to do this effectively.
Key Stage 4	During Key Stage 4, students develop strong personal preferences, both in terms of technique and subject matter in their artwork. Students build on the skills developed in Key Stage 3, through further, more advanced tuition in technique and media, and then by the opportunity to specialise in favourite working methodology. In time students also develop very personal lines of enquiry, pursuing their own interests and ideas through creative work, which is led by them, rather than by their teacher. Teachers support and nurture students to develop the confidence within them, required to work independently on exciting, innovative, and original artworks, inspired by the work of both contemporary and traditional artists.
Key Stage 5	During Key Stage 5 through our A Levels in Fine Art, and Photography, students are challenged to re-assess their own creative thinking and working processes and are encouraged to develop new innovative and experimental ways of making imagery. Students are expected to question established ways of doing things, and to develop new ways to make art. While there is a greater emphasis on experimentation at Key Stage 5, students also develop their understanding of traditional techniques in painting, drawing, photography, and sculpture. Their understanding of both contemporary and traditional art is also enhanced through study visits to major art galleries.

Design and Technology intent statement

Our Design and Technology curriculum encourages students to be independent problem solvers using the knowledge and skills required to produce imaginative and create prototypes and become the designers and makers of the future. Our diverse curriculum explores product design, graphics, textiles, and electronics.

We also engage students with a Food Technology programme which includes healthy eating and the production of meals to sustain and enrich the lives of our students in the future, whether that be through cooking at home, or in a professional capacity in the hospitality and catering industry.

Intent statements by Key Stage

	Subject-based curriculum
Key Stage 3	<p>During Key Stage 3 students develop creativity through problem solving and will consider how to meet the needs of a specific client or brief. They will develop their knowledge of the history of design to help them produce designs for the future through hand drawing skills and using CAD to help develop prototypes. Students will develop skills and knowledge related to wood, electronics, and textiles and how these can be used in school and are produced in the industrial sector.</p> <p>In food technology students learn the nutritional value of ingredients and how to apply different techniques to safely prepare and cook a variety of healthy dishes.</p>
Key Stage 4	<p>Our GCSE Design and Technology curriculum aims to produce successful and confident young designers. It enables students to explore wider influences including historical, social, cultural, environmental, and economic factors which influence design outcomes, and to create inspirational and creative designs to solve problems which meet the needs of wider society. Students will learn how to develop a design from concept to prototype through problem solving and by creative design processes. Students will develop a knowledge of the properties of a wide range of materials, and manufacturing techniques, which they will apply to make prototypes. Through this they will learn and use a wide variety of skills, equipment and manufacturing techniques including computer aided design.</p> <p>The Hospitality and Catering Level 2 Vocational Award enables students to acquire the skills and knowledge that relate to different job roles in all aspects of the hospitality and catering industry. The course aims to develop skills and knowledge in areas such as food hygiene, preparation, cooking, organisation, nutrition, time management, planning, communication, and problem solving to produce high quality outcomes for different scenarios.</p>
Key Stage 5	<p>Our A Level Design and Technology curriculum encourages students to think critically and creatively, and to become thought- provoking designers. They will be able to use practical skills and theoretical knowledge combined to develop their own project from conception to reality. Students will investigate the historical, social, cultural, environmental, and economic influences on design and technology. They will also develop a knowledge of a wide range of materials and learn how they can be manufactured both in school and in industry. Computer aided design skills are developed to enable students to manufacture their own professional outcomes.</p>

Drama intent statement

Our Drama curriculum develops creative, experimental, and ambitious performers. The planned, knowledge-rich learning nurtures students' confidence and prepares students for future challenges in both academic and personal fields. The curriculum is designed to embed

drama terminology, advance performance skills and application and provide students with the opportunity to communicate on both an emotional and academic level. Students will recognise and explore cultures, society, and historical drama to enhance knowledge and experiences, forming tolerance, empathy, and respect for diversity. Students will understand and analyse their own and other performances. Our inclusive curriculum is constructed to build a safe and secure learning atmosphere in which children feel comfortable, and able to learn from mistakes.

	Subject-based curriculum
Key Stage 3	The foundations of the Key Stage 3 curriculum are embedded in developing students' ability to interact with others, to grow in confidence as they perform, and to make decisions and develop tolerance as they learn to work with a range of new people.
Key Stage 4	These skills are designed to uphold Denefield's key focus - 'Success for Life' and are taught through a knowledge-rich lessons that challenge the students to flourish as performers. Our curriculum fosters a secure working atmosphere where young people can explore ideas physically, review work constructively and devise creatively and safely. The skills learned within drama enhance students' ability to deal with real life situations such as public speaking, group work and problem solving.
Key Stage 5	Our inclusive Key Stage 4 curriculum builds on knowledge from Key Stage 3. Students learn about society, history, and culture as they investigate the lives of playwrights and their artistic intentions and ambitions. Our curriculum is created so that recall and retention is a key factor using assessment and extended learning. Our Key Stage 4 curriculum builds confidence when working with difficult problems to prepare students for a successful future.

Music intent statement

Our Music curriculum is built on the principals of performing, composing, and listening, while finding enjoyment in discovering the best of our diverse musical cultures. Listening to and performing music is a fundamental part of life and participating in musical experiences invokes feelings of community, happiness, and mental wellbeing. Those who pursue mastery in the subject can develop enhanced resilience, empathy, creativity, and collaborative skills. Through class-based learning, extra-curricular offers, and opportunities to participate in and listen to live music, we work to nurture and uncover talent and lifelong passion in our students, providing opportunities for confident performers, creative composers, and sensitive listeners.

	Subject-based curriculum
Key Stage 3	The curriculum at Key Stage 3 builds on experiences students have already had to enable them to experience the enjoyment, emotional connections and intellectual satisfaction that making music brings. Vocal and instrumental competence are the foundations of our curriculum in Year 7, with opportunities for creative composition. By the end of Key Stage 3, students will have mastered aspects of the subject using the elements of music and will be able to discuss the effect of each using expert vocabulary. Students will develop transferable skills including the resilience to incrementally succeed, the ambition to push beyond comfort and the ability to work empathetically with others.

Key Stage 4	At Key Stage 4, students continue to revisit and enhance their skills in performing, composing and critical listening. Through a demanding programme of study, they discover some of the world's most acclaimed music and are challenged to emulate and be inspired to create by what they hear. At this level, students will build on their knowledge of musical technique and convention and apply it to form their own skilled performances and compositions. As they become more secure in their own musicality, students will contribute significantly to ensemble projects that will provide opportunities for leadership, decision making and teamwork. The curriculum supports both further study in music and the skills needed for future careers in any discipline such as resilience, commitment, academic challenge, and confident communication.
--------------------	--