

Intent:	
	<p>Art at Altrincham College is a fundamental part, not only of the education of every child, but also their personal well-being and development. Our aim is for every Art classroom to be a sanctuary and escape where all young people and staff are welcome to speak and work creatively without the risk of negative criticism or any worry of 'failure'.</p> <p>Our Art and Design department provides an exciting, safe and supportive environment in which students of all ages, abilities and cultural backgrounds have the opportunity to communicate creatively by expressing themselves and influencing the ways others think, feel and act by the work they produce. Art is all around us and in all its forms provides us with the material upon which society is built.</p> <p>Altrincham College students therefore experience a broad, balanced and aspirational curriculum which equips them for their next steps and ultimately adult life. The knowledge our subjects embed allows students to make connections with other areas, developing their understanding and their artistic skills through curiosity and enquiry. Spiritual, moral, social and cultural aspects are inherent to art and are explored in imaginative ways across all year groups. We believe this reflects our diverse community of students and staff at our school and supports our vision for a safe learning environment for all.</p> <p>Our Art educational offer allows students to work with traditional and new media, developing confidence, skills, imagination and creativity, whilst establishing good practice as they move through the key stages to further study or employment. Students are encouraged to critically analyse and assess their own and each other's work. Through research students are guided to think and act as artists independently, working intelligently towards individual personal responses based on sound knowledge and understanding.</p> <p>Using Rosenshine's review quadrants by Tom Sherrington, we support students in all aspects of assessment with past examples of student work, demonstrations and action planning to enable students to work towards high-level outcomes. At the end of their course of study, students will have a sound grasp of key terminology for the critical and analytical side of the arts and be able to share their viewpoints both verbally and in written form.</p>
Implementation:	
	<p><b>Learning at Key Stage 3</b></p> <p>At KS3, students learn how to create and appreciate art by learning the key formal elements in Year 7. This helps them progress through the key stages. Students also study the work of artists, designers and craftspeople in order for them to develop their appreciation of the subject through discussion, writing and research skills. In Y7 they will be able to compare their work with that of others. Through Year 8 they develop and refine their knowledge, understanding and skills further in portraiture and through cultural exploration, increasing levels of challenge from Y7. In Year 9, students continue to explore the formal elements at a more sophisticated level as they undertake a food and drink project, they then develop their work into a Natural Forms project. This gives them the tools they need to transition into KS4 should they wish, having experienced a rounded KS3 curriculum.</p>

All KS3 students are encouraged to develop their creativity whilst increasing the execution and quality of their work as it progresses. They are encouraged to develop their research and understanding of artists and designers, expressing their own opinions and ideas in a way that can inspire their own and the work of others.

#### **Learning at Key Stage 4**

At KS4 students can opt for GCSE Art, Craft and Design. It is a very popular subject at GCSE. Students' knowledge and understanding of the formal elements is developed further as they are encouraged to confidently take a very personal approach to their work, at the same time being willing to experiment with many different materials and processes. We are proud that examiners say we "do not have a house style" as this exemplifies our belief that students should be free to develop their own work, with a sound knowledge and understanding of the subject and extensive skill base, without fear of 'being wrong'. This is explored in Year 10 and Year 11 with a 10-hour practical exam taking place in Spring of Year 11.

#### **Learning at Key Stage 5**

We offer the BTEC National Extended Certificate in Art and Design because it prepares students for life after Sixth Form by facilitating opportunities for them to develop their knowledge and practical skills in mature, personal ways. We know that these unique responses require flair and creativity, as well as a sound artistic knowledge base which HE, FE and employers' value. There are many opportunities for students to flourish further by experimenting with new, more complex techniques and processes whilst bolstering in-depth knowledge of existing and traditional forms of Art, Craft and Design. Students learn further outside of the exam specification through experiences linked with careers or life at college/university.

We aim to improve students' confidence, competence and motivation and explore different career opportunities that accommodate the needs of employers and allow progression to university.

#### **Literacy within Art and Design as a discipline**

We develop disciplinary literacy in Art and Design to foster a deeper conceptual understanding of the subject in its entirety. The subject specific literacy demands placed upon students in Art and Design ensure they use subject-specific key words and terminology in context when talking or writing about their own and others' work. This can be seen in:

1. Writing annotations in sketchbooks
2. Critical analysis
3. KS3 Literacy diaries
4. Evaluating work as it progresses
5. Explaining in verbal and written form how their work has been influenced by artists and why they prefer the work of one artist to another, referring to specific media and processes e.g. moods and feelings and the choice of materials and processes to express this
6. Demonstrating an understanding of their own work and how that may link to the work of others

In order to ensure students are equipped with the specific disciplinary literacy knowledge pertinent to Art and Design, teachers ensure the implementation of our curriculum has a shared pedagogy. Key definitions are routinely embedded into lessons, command words are explicitly discussed and deconstructed for understanding, with teachers using open-ended questions and encouragement of tier 2 & 3 vocabulary.

	<p><b><u>Extra-Curricular Activities</u></b></p> <p>The Art Department has an open-door policy for all students to access all facilities and for one-to-one discussion and support. Times at the end of school can also be arranged for individual or group learning. This enables us to encourage all pupils of all abilities to work and socialise with each other and help and inspire each other in a less formal environment after school. <b>Visits to galleries and exhibitions, hosting our own exhibitions, planning experiences linked with Careers or post-16/18 education and employment support the taught curriculum in all key stages and add to our cultural capital offer.</b></p>
--	---

	<p><b><u>Extra-Curricular Activities</u></b></p> <p>The Art Department has an open-door policy for all students to access all facilities and for one-to-one discussion and support. Times at the end of school can also be arranged for individual or group learning. This enables us to encourage all pupils of all abilities to work and socialise with each other and help and inspire each other in a less formal environment after school. <b>Visits to galleries and exhibitions, hosting our own exhibitions, planning experiences linked with Careers or post-16/18 education and employment support the taught curriculum in all key stages and add to our cultural capital offer.</b></p>
--	---



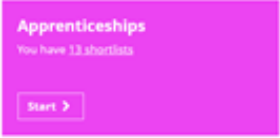
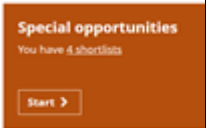
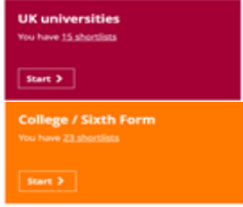

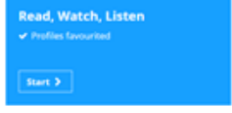
Long Term Departmental Planning Overview			Subject:	Art				
Year	Curriculum Title	HT1 topics	HT2 topics	HT3 topics	Curriculum Title	HT4 topics	HT5 topics	HT6 topics
7	<b>Formal Elements</b>  <b>Drawing</b>	Students will <b>develop knowledge</b> in Line, Tone, Shape/Form, Colour, Pattern and Texture by using a range of materials so that they can build knowledge of the formal elements.  Health and Safety Line. Tone. Shape/ Form.	Students will <b>develop knowledge</b> in Line, Tone, Shape/Form, Colour, Pattern and Texture by using a range of materials so that they can build knowledge of the formal elements.  Texture. Colour. Pattern.	Students will <b>develop knowledge</b> in Line and Texture by using a range of materials so that they can experiment with a variety of marks to create line and texture.  Mark making. Look at the work of Van Gogh.	<b>Drawing</b>  <b>Colour Theory</b>	Students will <b>develop knowledge</b> in shape and form by using a range of materials so that they can draw 3D objects from observation.  Observational drawing.	Students will <b>develop knowledge</b> in Line, Tone, Shape/Form, Colour, Pattern and Texture by using a range of materials so that they can understand colour theory.  Colour theory. Colour mixing. Pointillism. Painting.	Students will <b>develop knowledge</b> in Line, Tone, Shape/Form, Colour, Pattern and Texture by using a range of materials so that they can work in 3D and understand perspective.  Look at the work of Hundertwasser. Perspective. 3D piece (cardboard)
	<b>Critical Analysis</b> Students will:	Write about their own work using	Retrieve focus: HT1: Line and Tone  Analyse the work of others using subject specific words.	Retrieve focus: HT1: Line and tone HT2: Texture, colour, pattern  Critically analyse their own work verbally using		Retrieve focus: HT1: Shape/form	Retrieve focus: HT1: Health and Safety HT2: Colour  Analyse their own work verbally and suggest areas for improvement using subject specific words.	Retrieve focus: HT2: Pattern and texture HT5: Colour  Analyse the work of others and compare to their own work in





10	<b><u>GCSE Coursework</u></b> <b>Response to a given theme.</b>  <b>Autobiographical</b>	Students will build on the skills and knowledge learned in KS3.  AO3 Primary/secondary research.	Students will build on the skills and knowledge learned in KS3.  AO3 Primary/secondary research. AO1 Artist research.	Students will build on the skills and knowledge learned in KS3.  AO2 Experimental work.	Students will build on the skills and knowledge learned in KS3.  AO4 Design ideas/development. Final piece.	<b><u>GCSE Coursework</u></b> <b>Response to a given theme.</b>  <b>Under the Sea</b>	Students will build on the skills and knowledge learned in KS3.  AO3 Primary/secondary research.	Students will build on the skills and knowledge learned in KS3.  AO3 Primary/secondary research. AO1 Artist research.
	Curriculum Title	HT1	HT2	Curriculum Title	HT3	HT4	HT5	HT6
11	<b><u>GCSE Coursework</u></b> <b>Response to a given theme.</b>  <b>Under the Sea</b>	Students will build on the skills and knowledge learned in KS3.  AO2 Experimental work.	Students will build on the skills and knowledge learned in KS3.  AO4 Design ideas/development. Final piece.  Mock exam	<b><u>GCSE Exam</u></b> <b>Externally set exam</b>  In January of year 11 students will receive their Exam titles They will be able to use lesson time to prepare for the exam. The exam will take place over 2 days	Students will develop their understanding of the GCSE assessment criteria and respond to their chosen exam question.  AO3 Primary/secondary research. AO1 Artist research.	Students will develop their understanding of the GCSE assessment criteria and respond to their chosen exam question.  AO2 Experimental work. AO4 Design ideas/development. Final piece.		

						10-hour exam		
12	<b><u>Unit 12 (Internally set-practical work)</u></b> Focus on the following objectives: A: Explore 2D, 3D and digital materials, techniques and processes used to produce fine art work B: Apply fine art materials, techniques and processes to produce work for a brief C: Review and reflect on own use of fine art materials, techniques and process.				<b><u>Unit 2 (Externally set written task)</u></b> Focus on and be assessed on the following: <ol style="list-style-type: none"> <li>1. Be able to apply an effective investigation process to inform understanding of creative practitioners.</li> <li>2. Demonstrate the ability to visually analyse the work of creative practitioners.</li> <li>3. Demonstrate understanding of how contextual factors influence creative practitioner's work</li> <li>4. Communicate independent judgments demonstrating understanding of the work of creative practitioners.</li> </ol>			
13	<b><u>Unit 3 (Internally set-practical work)</u></b> Focus on the following objectives: A: Understand the stages and activities within the creative process B: Experiment with the stages and activities within the creative process to develop own working practice C: Apply stages and activities within the creative process to develop own art and design work D: Review how use of the creative process developed own art and design practice.				<b><u>Unit 1 (Externally set practical work)</u></b> Focus and be assessed on the following: <ol style="list-style-type: none"> <li>1. Understand how recording is used to communicate visually in the work of others</li> <li>2. Demonstrate understanding of visual communication through exploration and application of different methods of recording</li> <li>3. Demonstrate ability to record to communicate intentions</li> <li>4. Evaluate visual recording and communication skills</li> </ol>			

Links to careers / jobs	Careers talk (possible contacts)	Career & labour market information	Workplace visit	Encounter with further / higher education
<p>Unifrog – student side</p>  <p>find careers linked to your subject area using the search tool</p> <p><a href="https://www.unifrog.org/student/careers/keywords">https://www.unifrog.org/student/careers/keywords</a></p> <p><a href="https://www.unifrog.org/student/webinars">https://www.unifrog.org/student/webinars</a></p> <p>Unifrog – log in – student side – careers library – keyword search ART</p> <p>Unifrog – log in – student side – subjects library – keyword search ART</p> <p>(choosing the best career to link to your lesson)</p> <p>Illustrator Technician Designer Curator Maker Producer</p>	<p><a href="https://www.unifrog.org/student/webinars">https://www.unifrog.org/student/webinars</a></p> <p>T:\Careers &amp; Enterprise\SCareer talks\National Careers Week Talks 2021\Recordings – On the Tdrive</p>	<p><a href="https://www.altrinchamcollege.com/careers/websites">https://www.altrinchamcollege.com/careers/websites</a></p> <p><a href="https://www.prospects.ac.uk/employer-profiles?sector=7870">https://www.prospects.ac.uk/employer-profiles?sector=7870</a></p> <p><a href="https://www.prospects.ac.uk/job-profiles/browse-sector/creative-arts-and-design">https://www.prospects.ac.uk/job-profiles/browse-sector/creative-arts-and-design</a></p> <p>Unifrog – Student side</p>  <p>Research over 1000 career profiles by subject area which includes a full range of up-to-date national and regional LMI.</p>  <p>Research all live apprenticeship and traineeship opportunities including a range of LMI covering jobs available, average salary and employment rate.</p>	<p>Gallery, museum, factory.</p> <p>Unifrog – student side</p>  <p>Over 2000 Virtual WEX opportunities as well as numerous residential and summer schools. Students can search Virtual WEX opportunities by subject area.</p>	<p>Link to GCSE Art/Art Textiles Link to 6<sup>th</sup> Form Art/Art Textiles</p> <p><a href="https://www.unifrog.org/student/subjects/keywords">https://www.unifrog.org/student/subjects/keywords</a></p> <p><a href="https://www.unifrog.org/student/subjects/keywords">https://www.unifrog.org/student/subjects/keywords</a> <a href="https://gmhigher.ac.uk/resources/">https://gmhigher.ac.uk/resources/</a></p> <p><a href="https://www.unifrog.org/student/opportunity/subjects">https://www.unifrog.org/student/opportunity/subjects</a></p> <p>Unifrog – student side</p>  <p>Undergraduate courses in the UK as well as every FE course including sixth forms.</p>  <p>Find a suitable MOOC linked to your subject for KS4 and KS5 – give students a taste for what it's like to study a module at university.</p>  <p>Select suitable subject specific resources from - Read, Watch &amp; Listen tool allows students to access 1000s</p>



				of wider reading materials, from journals and articles to podcasts and ted talks - subject specific.
--	--	--	--	--