

#### Intent:

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'.

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.

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.

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.

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.

# Implementation:

# **Learning at Key Stage 3**

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.

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 is 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.

## **Extra-Curricular Activities**

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. 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.

Lo	ong Term D	epartmental	Subject:	Art				
	Planning	Overview						
Yea	Curriculum Title	HT1 topics	HT2 topics	HT3 topics	Curriculum Title	HT4 topics	HT5 topics	HT6 topics
7	Formal	Students will	Students will	Students will		Students will	Students will <b>develop</b>	Students will <b>develop</b>
/	Elements	develop	develop knowledge	develop	Drawing	develop	knowledge in Line,	knowledge in Line,
	Elements	knowledge in	in Line, Tone,	knowledge in Line	Colour	knowledge in	Tone, Shape/Form,	Tone, Shape/Form,
	Drawing	Line, Tone,	Shape/Form, Colour,	and Texture by	Theory	shape and form by	Colour, Pattern and	Colour, Pattern and
	Diawing	Shape/Form,	Pattern and Texture	using a range of	Theory	using a range of	Texture by using a	Texture by using a
		Colour, Pattern	by using a range of	materials so that		materials so that	range of materials so	range of materials so
		and Texture by	materials so that	they can		they can draw 3D	that they can	that they can work in
		using a range of	they can build	experiment with a		objects from	understand colour	3D and understand
		materials so that	knowledge of the	variety of marks to		observation.	theory.	perspective.
		they can build	formal elements.	create line and		observation.	theory.	perspective.
		knowledge of the	Torrital elements.	texture.				
		formal elements.	Texture.	texture.			Colour theory.	Look at the work of
		Torritar cicinicitis.	Colour.	Mark making.		Observational	Colour mixing.	Hundertwasser.
		Health and Safety	Pattern.	Look at the work of		drawing.	Pointillism.	Perspective.
		Line.	T determ.	Van Gogh.		arawing.	Painting.	3D piece (cardboard)
		Tone.						02 p.000 (00. 0.00 a. 0.)
		Shape/ Form.						
			Retrieval focus:				Retrieval focus:	Retrieval focus:
			HT1: Line and Tone	Retrieval focus:		Retrieval focus:	HT1: Health and Safety	HT2: Pattern and
		Retrieval focus:		HT1: Line and tone		HT1: Shape/form	HT2: Colour	texture
		Detail		HT2: Texture,		, ,		HT5: Colour
				colour, pattern				
	Critical		Analyse the		Critical		Analyse their own	
	Analysis		work of others using	Critically analyse	Analysis	Review their own	work verbally and	Analyse the work of
	Students	Write about their	subject specific	their own work	Students	work in written	suggest areas for	others and compare to
	will:	own work using	words.	verbally using	will:	form and suggest areas for	improvement using subject specific words.	their own work in

		subject specific words.		subject specific words.		improvement using subject specific words.		written form using subject specific words.
8	Portraits	Students will secure knowledge in Line, Tone, Texture and Shape/Form, Pattern and	Students will secure knowledge in Line, Tone, Texture and Shape/Form, Pattern and Colour by using a range of materials so that they can	Students will secure knowledge in Line, Tone, Texture and Shape/Form, Pattern and Colour by using a range of	Culture	Students will secure knowledge in Line, Texture, Tone, Shape/Form, Pattern and Colour by using a range of materials so that	Students will secure knowledge in Line, Texture, Tone, Shape/Form, Pattern and Colour by using a range of materials so that they can	Students will secure knowledge in Line, Texture, Tone, Shape/Form and Colour by using a range of materials so that they can
		Colour by using a range of materials so that they can draw a portrait independently.  Health and Safety Self-portrait.	work in the style of an artist.  Look at the work of Picasso. Cubism.	materials so that they can confidently create a 3D portrait.  3D piece (cardboard)		they can independently draw from observation.  Mexican Day of the Dead. Observational	understand the process of print.  Look at the artist Sylvia Ji. Print.	confidently create a ceramics piece.  3D piece (Ceramics)
		Retrieval focus: Y7 HT1: Line and Tone Y7 HT4: Drawing from observation	Retrieval focus: Y7 HT2: Pattern and colour Y7 HT6: Analysis	Retrieval focus: Y7 HT1: Line and Tone. HT6: 3D work		Drawing.  Retrieval focus: HT2: Pattern and colour HT4: Drawing from observation	Retrieval focus: Y7 HT2: Pattern, colour and texture Y7 HT6: Analysis  Confidently analyse	Retrieval focus: HT1: Health and Safety HT3: 3D work
	Critical Analysis Students will:	Review their own work and be able to speak aloud about it to peers using subject specific words.	Analyse the work of others and compare and contrast to their own work in written form using subject specific words.	Critically analyse their own work and suggest areas for improvement in written form using subject specific words.	Critical Analysis Students will:	Talk about their own and others work verbally with confidence using subject specific words.	the work of others and compare and contrast to their own work in written form using subject specific words.	Critically reflect on their own work in detail in written form using subject specific words.

9	Food/Drink	Students will	Students will master	Students will	Natural	Students will	Students will master	Students will master
		master	knowledge in Line,	master knowledge	forms	master knowledge	knowledge in Line,	knowledge in Line,
		knowledge in	Texture, Tone,	in Line, Texture,		in Line, Tone,	Tone, Shape/Form,	Texture, Tone,
		Line, Texture,	Shape/Form, Pattern	Tone, Shape/Form,		Shape/Form,	Colour, Pattern and	Shape/Form, Pattern
		Tone,	and Colour by using	Pattern and Colour		Colour, Pattern and	Texture by using a	and Colour by using a
		Shape/Form,	a range of materials	by using a range of		Texture by using a	range of materials so	range of materials so
		Pattern and	so that they can	materials so that		range of materials	that they can build	that they can develop
		Colour by using a	create a successful	they can use		so that they can	knowledge of the	work into a final piece.
		range of materials	mono print in the	Photoshop		build knowledge of	formal elements.	
		so that they can	style of an artist.	independently and		the formal		
		draw objects		work in the style of		elements.		
		from observation.		an artist.				
			Look at the work of					Observational
			Roy Lichtenstein.	Photoshop			Texture.	drawing, 3D, mixed
			Mono print			Line.	Colour.	media, painting.
		Health and Safety				Tone.	Pattern.	
		Food/drink				Shape/ Form.		
		observational						
		drawing.						
		Look at the work						5
		of Wayne	Retrieval focus:	5			D	Retrieval focus:
		Theibaud.	Y8 HT2: Pattern and	Retrieval focus:		Detrieval feeses	Retrieval focus:	Y9 HT1: Painting
		Acrylic painting.	colour	HT2: Pattern,		Retrieval focus:	HT2: Pattern, shape, line and colour.	
		Retrieval focus:	Y8 HT5: Analysis	shape, line and colour.		Y9 HT1: Drawing from observation	line and colour.	
	Critical	Y8 HT1: Drawing	Analyse the work of	colour.		Irom observation		Critical reflection on
	Analysis	from observation	others and compare		Critical		Critical reflection on	work as it progresses,
	Students	Holli observation	and contrast to their	Analyse their own	Analysis	Critical reflection	work as it progresses,	demonstrating
	will:		own work in written	work and suggest	Students	on work as it	demonstrating	understanding and
	Will.	Review their own	form using subject	areas for	will:	progresses,	understanding and	meaning using subject
		work and be able	specific words.	improvement in	•••	demonstrating	meaning using subject	specific words.
		to speak aloud	Specific Words.	written form using		understanding and	specific words.	specific words.
		about it to peers		subject specific		meaning using		
		using subject		words.		subject specific		
		specific words.				words.		
	Curriculum	HT1 topics	HT2 topics	HT3 topics	HT4 topics	Curriculum Title	HT5 topics	HT6 topics
	Title	'	,		· ·		'	,

10	GCSE Coursewor k Response to a given theme.	Students will build on the skills and knowledge learned in KS3.	Students will build on the skills and knowledge learned in KS3.	Students will build on the skills and knowledge learned in KS3.	Students will build on the skills and knowledge learned in KS3.	GCSE Coursework Response to a given theme. Under the Sea	Students will build on the skills and knowledge learned in KS3.	Students will build on the skills and knowledge learned in KS3.
	Autobiogra phical	AO3 Primary/secondar y research.	AO3 Primary/secondary research. AO1 Artist research.	AO2 Experimental work.	AO4 Design ideas/develo pment. Final piece.		AO3 Primary/secondary research.	AO3 Primary/secondary research. AO1 Artist research.
	Curriculum Title	HT1	HT2	Curriculum Title	HT3	HT4	HT5	HT6
11	GCSE Coursework Response to a given theme. Under the Sea	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	Externally set exam  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 understandin g 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.		

12		10-hour exam				
12	Unit 12 (Internally set-practical work)  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.	<ul> <li>Unit 2 (Externally set written task)</li> <li>Focus on and be assessed on the following: <ol> <li>Be able to apply an effective investigation process to inform understanding of creative practitioners.</li> <li>Demonstrate the ability to visually analyse the work of creative practitioners.</li> <li>Demonstrate understanding of how contextual factors influence creative practitioner's work</li> <li>Communicate independent judgments demonstrating understanding of the work of creative practitioners.</li> </ol> </li></ul>				
13	Unit 3 (Internally set-practical work) 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.  ers / Gatsby benchmark links	<ul> <li>Unit 1 (Externally set practical work)</li> <li>Focus and be assessed on the following:         <ol> <li>Understand how recording is used to communicate visually in the work of others</li> <li>Demonstrate understanding of visual communication through exploration and application of different methods of recording</li> <li>Demonstrate ability to record to communicate intentions</li> <li>Evaluate visual recording and communication skills</li> </ol> </li> </ul>				

Links to careers / jobs	Careers talk (possible contacts)	Career & labour market information	Workplace visit	Encounter with further / higher education
Unifrog – student side		https://www.altrinchamcollege.com/careers/websites https://www.prospects.ac.uk/employ		Link to GCSE Art/Art Textiles Link to 6 <sup>th</sup> Form Art/Art Textiles  https://www.unifrog.org/student/subj
Careers library Careers forounted  Go to tool >  find careers linked to your subject		https://www.prospects.ac.uk/employ er-profiles?sector=7870 https://www.prospects.ac.uk/job- profiles/browse-sector/creative-arts- and-design	Gallery, museum, factory.	ects/keywords  https://www.unifrog.org/student/subj ects/keywords  https://gmhigher.ac.uk/resources/
area using the search tool <a href="https://www.unifrog.org/student/c">https://www.unifrog.org/student/c</a> <a href="https://www.unifrog.org/student/c">areers/keywords</a>		Unifrog – Student side  Careers library  ✓ Careers forounited	Unifrog – student side	https://www.unifrog.org/student/opp ortunity/subjects
https://www.unifrog.org/student/webinars	https://www.unifrog.org/student/webinars	Research over 1000 career profiles by subject area which includes a full	Special opportunities You have 4 shortlats  Start 3	Unifrog – student side  UK universities  You have 15 shartlins
Unifrog – log in – student side – careers library – keyword search ART	T:\Careers & Enterprise\\$Career talks\\$National Careers Week	range of up-to-date national and regional LMI.  Apprenticeships	Over 2000 Virtual WEX opportunities as well as	College / Sixth Form You have 23 shortists Start 3
Unifrog – log in – student side – subjects library – keyword search ART	Talks 2021\\$\$Recordings – On the Tdrive	Research all live apprenticeship and	numerous residential and summer schools.	Undergraduate courses in the UK as well as every FE course including sixth forms.
(choosing the best career to link to your lesson)		traineeship opportunities including a range of LMI covering jobs available, average salary and employment rate.	Students can search Virtual WEX	Find a suitable MOOC linked to your
Illustrator Technician Designer			opportunities b y subject area.	subject for KS4 and KS5 – give students a taste for what it's like to study a module at university.
Curator Maker Producer				Read, Watch, Listen  > Profiles Issue tell  Select suitable subject specific
				resources from - Read, Watch & Listen tool allows students to access 1000s

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