

Long Term Departmental Planning Overview

 Subject: **Art and Design**
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 others 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 they 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 KS3

At KS3 students learn how to create and appreciate art by learning the key formal elements in Y7. This helps them progress through the key stages. Students also study the work of artists, designers, craftspeople and architects in order for them to develop their appreciation of the subject through discussion, writing and research skills. In Y8 they develop and refine their knowledge, understanding and skills further in portraiture and through cultural exploration, increasing levels of challenge from Y7. In Y9 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 an architecture 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. Students do this through reading and analysis.

Learning at KS4

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 Y10 and Y11 with a 10-hour practical exam taking place in Spring of Y11.

Learning at KS5

We offer A Level Art, Craft 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. Redding tasks
5. Evaluating work as it progresses
6. 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
7. Demonstrating an understanding of their own work and how that may link to the work of others

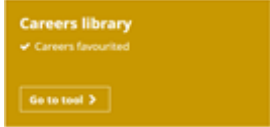
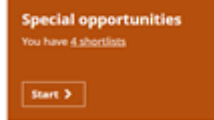
In order to ensure students are equipped with the specific disciplinary literacy knowledge pertinent to Art and Design, teachers ensure the implementation of our curriculum has a shared pedagogy. Key definitions are routinely embedded into lessons, command words are explicitly discussed and deconstructed 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. We also run a community arts club once a week where we do a wide variety of activities including making the set for the school production. 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. We also have: **visits to galleries and exhibitions, hosting our own exhibitions, workshops with visiting artists, planning experiences linked with Careers or post-16/18 education and employment support taught curriculum in all key stages, all of this adds to our Cultural Capital offer.**

Year	Curriculum Title	HT1	HT2	HT3	Curriculum Title	HT4	HT5	HT6
7	<p>Formal Elements</p> <p>Drawing</p>	<p>Students will develop knowledge 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.</p> <p>Health and Safety Line. Tone. Shape/ Form.</p> <p>Retrieval focus: Detail</p>	<p>Students will develop knowledge 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.</p> <p>Texture. Colour. Pattern.</p> <p>Retrieval focus: HT1: Line and Tone</p>	<p>Students will develop knowledge in Line and Texture by using a range of materials so that they can embed knowledge of the formal elements.</p> <p>Mark making. Look at the work of Lucy Arnold.</p> <p>Retrieval focus: HT1: Line and tone HT2: Texture, colour, pattern</p>	<p>Drawing</p> <p>Colour Theory</p>	<p>Students will develop knowledge in colour, shape, line, pattern and form by using a range of materials so that they can understand colour theory.</p> <p>Colour Colour theory. Look at the work of Robert Delaunay.</p> <p>Retrieval focus: HT1: Shape/form HT3: Colour</p>	<p>Students will develop knowledge in Line, Tone, Shape/Form and Colour by using a range of materials so that they can understand colour theory.</p> <p>Colour theory. Colour mixing. Painting.</p> <p>Retrieval focus: HT1: Detail HT2: Tone HT3: Colour, pattern</p>	<p>Students will develop knowledge in Line, Tone, Shape/Form, Colour, Pattern and Texture by using a range of materials so that they can create experimental drawings, prints and paintings.</p> <p>Look at the work of Althea McNish. Experimental drawing. Mono print. Pointillism</p> <p>Retrieval focus: HT2: Texture HT5: Colour</p>
	<p>Critical Analysis/ Reading Students will:</p>	<p>Write about their own work using subject specific words.</p>	<p>Analyse the work of others using subject specific words.</p>	<p>Critically analyse their own work verbally using subject specific words.</p>	<p>Critical Analysis Students will:</p>	<p>Review their own work in written form and suggest areas for improvement using subject specific words.</p>	<p>Analyse their own work verbally and suggest areas for improvement using subject specific words.</p>	<p>Analyse the work of others and compare to their own work in written form using subject specific words.</p>

		<p>Health and Safety Food & Drink. Observational drawing. Look at the work of Wayne Thiebaud. Acrylic painting.</p> <p>Retrieval focus: Y8 HT1: Drawing from observation</p> <p>Review their own work and be able to speak aloud about it to peers using subject specific words.</p>	<p>Look at the work of Roy Lichtenstein. Mono print</p> <p>Retrieval focus: Y8 HT2: Pattern and colour Y8 HT5: Analysis</p> <p>Analyse the work of others and compare and contrast to their own work in written form using subject specific words.</p>	<p>Photoshop</p> <p>Retrieval focus: HT2: Pattern, shape, line and colour.</p> <p>Analyse their own work and suggest areas for improvement in written form using subject specific words.</p>		<p>Architecture. Observational drawing. Look at the work of Martine Rupert.</p> <p>Retrieval focus: Y9 HT1: Drawing from observation Y8 HT5: Analysis</p> <p>Critical reflection on work as it progresses, demonstrating understanding and meaning using subject specific words.</p>	<p>Look at the work of Antoni Guadi.</p> <p>Retrieval focus: HT2: Pattern, shape, line and colour. Y8 HT5: Analysis</p> <p>Critical reflection on work as it progresses, demonstrating understanding and meaning using subject specific words.</p>	<p>Observational drawing, 3D, mixed media, painting.</p> <p>Retrieval focus: Y9 HT1: Painting Y8 HT5: Analysis</p> <p>Critical reflection on work as it progresses, demonstrating understanding and meaning using subject specific words.</p>
	Curriculum Title	HT1	HT2	HT3	HT4	HT5	HT6	
10	<p>GCSE Coursework</p> <p>Sealife</p>	<p>Students will build on the skills and knowledge learned in KS3.</p> <p>AO3 Primary/secondary research.</p>	<p>Students will build on the skills and knowledge learned in KS3.</p> <p>AO3 Primary/secondary research. AO1 Artist research.</p>	<p>Students will build on the skills and knowledge learned in KS3.</p> <p>AO3 Primary/secondary research. AO1 Artist research.</p>	<p>Students will build on the skills and knowledge learned in KS3.</p> <p>AO2 Experimental work</p>	<p>Students will build on the skills and knowledge learned in KS3.</p> <p>AO2 Experimental work</p>	<p>Students will build on the skills and knowledge learned in KS3.</p> <p>AO4 Design ideas/development.</p>	

12	<p>A LEVEL Component 1: Personal Investigation (60% final grade). An in-depth portfolio of practical work made over the first year showing your personal response to a starting point, including a written element of 1000–2000 words. Internally set and marked/ externally moderated.</p> <p>Learners must demonstrate their ability to: AO1 Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. AO2 Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops. AO3 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. AO4 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</p>
13	<p>A LEVEL Component 1: Personal Investigation (60% final grade). An in-depth portfolio of practical work made over the first year showing your personal response to a starting point, including a written element of 1000–2000 words. Internally set and marked/ externally moderated.</p> <p>Learners must demonstrate their ability to: AO1 Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. AO2 Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops. AO3 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. AO4 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</p> <p>A LEVEL Component 2: Externally set task (40% final grade). Response to an externally set task, choosing from a range of starting points. Create an outcome under a timed period of 15 hours. Externally set/ internally marked/ externally moderated.</p>

Careers / Gatsby benchmark links (Art)				
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>https://www.unifrog.org/student/careers/keywords</p>	<p>https://www.unifrog.org/student/webinars</p> <p>T:\Careers & Enterprise\Career talks\National Careers Week Talks 2021\Recordings – On the Tdrive</p>	<p>https://www.altrinchamcollege.com/careers/websites</p> <p>https://www.prospects.ac.uk/employer-profiles?sector=7870</p> <p>https://www.prospects.ac.uk/job-profiles/browse-sector/creative-arts-and-design</p> <p>Unifrog – Student side</p>	<p>Gallery, museum, factory.</p> <p>Unifrog – student side</p>  <p>Over 2000 Virtual WEX opportunities as well as</p>	<p>Link to GCSE Art/Art Textiles Link to 6th Form Art/Art Textiles</p> <p>https://www.unifrog.org/student/subject/s/keywords</p> <p>https://www.unifrog.org/student/subject/s/keywords</p> <p>https://gmhigher.ac.uk/resources/</p> <p>https://www.unifrog.org/student/opportunity/subjects</p>

<https://www.unifrog.org/student/webinars>

Unifrog – log in – student side – careers library – keyword search ART

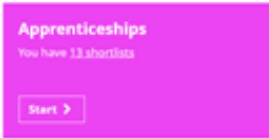
Unifrog – log in – student side – subjects library – keyword search ART

(choosing the best career to link to your lesson)

Illustrator
Technician
Designer
Curator
Maker
Producer



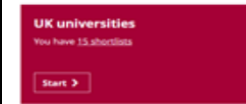
Research over 1000 career profiles by subject area which includes a full range of up-to-date national and regional LMI.



Research all live apprenticeship and traineeship opportunities including a range of LMI covering jobs available, average salary and employment rate.

numerous residential and summer schools. Students can search Virtual WEX opportunities by subject area.

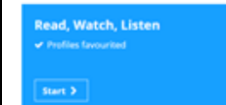
Unifrog – student side



Undergraduate courses in the UK as well as every FE course including sixth forms.



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.



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.