



## **Staff**

Art and Design, Photography is taught by the following members of staff:

Miss S Tracey	Subject Leader Art Textiles & Photography
Mrs C Carroll-Wright	Teacher / Assistant Headteacher
Mr S Halfpenny	Teacher of Photography

## **Department Vision**

### **Art and Design Photography Curriculum**

Within in the Art and Design department we strive to nurture and foster an environment where students can discover their own creative talents within a safe and respectful atmosphere where creativity can flourish. We encourage students to explore all aspects of art, craft and design through an exciting and engaging curriculum that has been carefully planned, allowing students the chance to explore and investigate a wide range of artists, craftspeople, techniques and materials.

As an enthusiastic and engaging team, the Art department is fully aware of developing not only artistic and creative thinkers but individuals who are respectful of their peers and the different genres within art, craft and design. Students are encouraged to discuss their own art work as well as existing practitioners, developing independent thinkers who can successfully articulate opinions. We wish for all students to share the same passion for the subject as we do and to allow enthusiasm, confidence and curiosity to grow.

## **KEY STAGE 3 – YEAR 9**

The Key Stage 3 Curriculum aims to build on the foundations of skill from the middle schools. A transition project is set from May so the Year 8 students have the opportunity to focus their remaining weeks at the middle schools to a project that has been set by Biddulph High School. This allows for an exciting and engaging project which students can showcase when beginning Year 9. The curriculum and projects at Key Stage 3 will allow students to build skill in drawing and recording, experimenting and layering techniques, discussing art work of their own and practitioners, responding to artists and beginning to independently develop ideas. This will prepare students for GCSE Art and Design in terms of OCR's assessment objectives but should also build confidence, resilience, practical skill and develop students' vocabulary.

## **KEY STAGE 4 – YEAR 10**

The curriculum at Key Stage 4 aims for successful entry for OCR's GCSE Art and Design: Fine Art endorsement along with providing the necessary skills required if they wish to study at A-Level. The curriculum aims to go far beyond the GCSE specification requires and thoroughly stretches students' ability to independently develop projects. GCSE students are given the opportunity to showcase their skill and ideas through personalised projects that are tailored at an individual level. Drawing and recording, experimenting with media, referencing contextual sources and realising an outcome is expected of all students. They should aim to develop their visual literacy alongside practical skills as to enable them to successfully reference and discuss their own work and the work of others.

## **KEY STAGE 5 – SIXTH FORM**

The curriculum at Key Stage 5 aims to prepare students in Year 12 for Component 1, the Personal Investigation, of AQA A Level Art and Design: Art, Craft and Design. Through skills workshops, set projects and 1:1 tutorials students are able to tailor their projects and outcomes to a specialism of their choice. This gives our students the chance to build portfolios that showcases their skillset when considering art, craft or design courses at a higher level. As students' progress into Year 13 Component 1 is stretched and students challenged through the focus of contextual research, drawing and recording, exploring and manipulating media and realising a formal intention.

Practical work is supported by a written element that discusses and outlines the personal investigation in a thorough yet analytical manner building sophisticated vocabulary. Component 2, Externally Set Task, is carried out in Year 13 giving students the opportunity to respond to a title provided by the exam board culminating in 15 hours of supervised time.

## **Design & Technology/Art & Photography Feedback Policy**

### **Rationale:**

- Teachers can spend more time on what matters – planning high quality lessons so that students can learn effectively;
- Students own the feedback – believe that they can do better - want it, engage with it and use it to improve their own performance.

### **There are four types of feedback that students would expect to receive:**

- Teacher feedback
- Verbal feedback
- Peer/self-assessment
- Light touch checks

### **Teacher feedback in line with the department assessment calendar**

- An assessment based on practical skills for Product Design, Art, Textiles & Graphics once per half term as outlined on the assessment calendar. This can be based on set tasks, project work or 'moderation' style overview;
- An assessment based on practical skills/topics just taught as well as previous topics (cumulative knowledge) for Food & Nutrition once per half term.
- Teacher should give detailed feedback, which could include:
  - Individual comments on each pupil's work;
  - Pre-created feedback (e.g. a bank of common feedback comments);
  - Whole class feedback;
  - Exam style questions (Food & Nutrition).
- Students are responsible for improvement and responding to teacher feedback.
- Subject specific tasks for homework, at least once per half term, on any topic taught previously, that is outcome based for practical subjects and exam style questions for Food & Nutrition

- Teacher should give detailed feedback, which could include:
  - Individual comments on each pupil's work
  - Pre-created feedback (e.g. a bank of common feedback comments)
  - Whole class feedback

### **Verbal Feedback**

- Teacher can give 1:1 feedback whilst pupils are “on task” every lesson on work currently being completed by teachers, TA's or technician support:
  - Comments on what/ how to improve;
  - Small group re-caps or further extension explanations;
  - Correcting literacy in written work.
- Questioning throughout lesson
  - To the whole class - Random names rather than hands up;
  - 1 to 1 as circulating the room.

### **Peer and/or Self Feedback**

- Knowledge Organiser homework, fortnightly, on current and previous topics (cumulative knowledge) focusing on subject specific vocabulary with an in class, weekly, low-stakes test.
  - Low stakes test is self or peer marked in green pen and score given;
  - Student responsible for identifying areas of weakness they need to work on.
- Make use of peer/self-assessment so students are able to confidently identify areas of good practice (various strategies can be used to provide peer/self-assessment).

### **Light-touch checks by teacher**

- Homework is checked, by the teacher for both quality and quantity of practice;
- Sketchbooks and portfolio work are checked by the teacher, termly, to get an overview of pupil work. This can be sorting into three groups – underachieving regularly /on track /over achieving regularly – to inform teaching and identify intervention needs;
- Ensure students understand the importance of verbal feedback as in practical subjects this is crucial to improving outcomes.

## **Sixth Form**

1. KS5 students should each have their own feedback folder.
  - This is to include verbal feedback log so all teaching staff responsible for those groups are aware of prior feedback, formal assessment sheets and witness statements where appropriate.
2. Full assessments should follow the assessment calendar and homework should be set weekly.
3. Make use of peer/self-assessment so students are able to confidently identify areas of good practice (various strategies can be used to provide peer/self-assessment).

## **Opportunities and Visits**

- Year 10 Creative Careers Day at Staffordshire University;
- Year 12 Creative Careers Day at Staffordshire University;
- Opportunities with the National Saturday Club through Higher Horizons, Staffordshire University;
- Annual Art and Photography Exhibition;
- Links and opportunities to work on creative projects in the local community;
- Possible visits to Unit 12, a working studio in Staffordshire;
- Possible visits to the NEC Spring Fair & NEC Sewing for Pleasure.

## **Career Links**

- Creative Careers Day at Staffordshire University provides an insight into Art and Design careers and various specialisms within Art for both Year 10 and Year 12;
- National Saturday Club provides opportunities to complete projects and gain new skills through masterclasses with leading figures from UK industry;
- Scheme of Work allows students in all key stages the opportunity to explore artists, craftspeople and designers from varying specialisms in Art & Design.

“Working together to achieve our personal best”