

VISUAL ARTS Department Handbook



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Visual Arts Curriculum

Our entire curriculum regardless of specialism is underpinned by a very simple process:

Research
Analyse
Respond
Personalise

By teaching and repeating this process until it becomes habit we are able to apply it to a range of contexts. The more pupils feel secure in the process the more they can develop their creativity and independence, while also sharing their opinions and ideas about the works they are studying

Our curriculum is engaging and diverse, covering units such as identity, conflict and an art in industry unit focusing on movie props. Pupils will study a range of artistic techniques, styles and artists chosen for their ability to spark interest and encourage discussion. Far removed from the classic trap of only studying 'dead white men' we look at artists from a diverse range of backgrounds, with a diverse range of ideals. We also adapt regularly to ensure our offering is up to date and relevant.

Learn the rules like a pro, so you can break them like an artist. — *Pablo Picasso*

Visual Arts

Visual arts **INTENT:**

Art, craft and design embody some of the highest forms of human creativity. At Park we believe that high quality art and design should engage, inspire and challenge pupils; equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they will be able to think critically and develop an understanding of art and design. All pupils will have the opportunity to produce creative work by exploring their ideas and recording their experiences in a variety of ways using a range of materials, processes and techniques. Pupils will have the opportunity become proficient in drawing, painting, clay and other art, craft and design techniques whilst also developing their use of art vocabulary when evaluating and analysing creative works. Pupils will also develop their subject knowledge and understanding through the identification of key artists, craft makers and designers that have been key in the historical and cultural development of the subject.

Visual Arts **IMPLEMENTATION:**

At KS3 pupils are taught to develop their creativity and ideas through a critical understanding of artists and designers, which combined with mastery of key technical skills can then be used to inform their own work. All units are underpinned by the same essential structure of research, analysis, response and personal interpretation which is built upon in each successive unit. Pupil projects in Year 7 are focused art appreciation and engagement, through units looking at Identity, Cultural art and Movie props for a YA novel adaptation of the novel Lockwood and Co. These are further developed in Year 8 through studies of Scarpace, Mexican Day of the Dead and Grayson Perry. Then in year 9 skills are further honed by an exploration of natural forms then mixed media portraits.

Visual Arts

Visual Arts IMPLEMENTATION: continued

KS3-4 curriculum projects are designed to ensure that all pupils have experience of the history of art, craft, design including periods, styles and major movements and that throughout all key stages' pupils are given the opportunity to use a range of techniques and media to record their observations as a basis for exploring their ideas. Pupils are expected to experiment with a varied range of media, which can include painting, drawing, mixed media techniques, collage, clay, photography, digital manipulation packages and textiles and to revisit them to allow for mastery of the skill. They will also analyse and evaluate their own work and the work of others in order to understand how to adapt and refine, to ensure the most competent visual image is presented, or the best application for their work has been selected.

Visual Arts IMPACT:

- Pupils have a competent handle on art as a visual language and are able to apply this language in a purposeful way.
- Pupils have a love of art, with an appreciation for the work of others evidenced by the way they create their own work and how they articulate their thoughts using appropriate subject specific language. (Orally and written)
- Pupils leave with a broader cultural capital, a deeper understanding and appreciation for the world around them.
- Pupils are able to tackle creative problems using the creative process to produce a successful solution.
- Pupils are able to work independently, organise themselves, use equipment confidently and problem solve to achieve positive results.
- Pupils are able to critique their work, the work of others confidently and work independently to improve and extend work based on feedback and guidance notes.

How to successfully work with the Visual arts curriculum:

Curriculum

Curriculum Provision

- Identifies how everything is connected over the duration of the students learning journey
- Identifies and develops prior learning
- Identifies key assessment points both internally and externally
- Identifies enrichment/intervention opportunities

Mid-term Plans

- SOW - Identifies key skills and knowledge to be developed at each key stage.
- Student work and assessment evidence of skills developed and knowledge explored throughout the scheme using a range of teaching and learning strategies.

Short-term plans

- Powerpoint presentations used to sign-post project journey.
- Key vocabulary, practical skill, teacher modelling would be provided to aid the learner in their exploration of the project theme and support the practical work being developed and mastered.
- Resources and guidance delivered through this method.

Success Criteria

- Direct correlation between curriculum provision and SOW content relating to the precise knowledge and skills needed to be a successful visual artist.
- Skills and knowledge tracked from Year 7 to Year 11 to ensure seamless progression from one year to another without loss of skill set or breadth of knowledge.
- Focus on depth of learning and mastery of skills.

Assessment

- Assessment integral to gaining accurate view of pupils continued progress.
- Assessment points plotted in at departmental level and whole school.
- Assessment points also allow for timely intervention where necessary.
- Book sampling and cross moderation allows for consistency of both formative and summative assessment to be quality assured.

Key Stage 3 Curriculum at a glance

YEAR 9

NATURAL FORMS

Key Techniques

Realistic drawing
Ink and bleach
Pastel transfer

Key Outcomes

Shell studies
Insect drawing
Book page

SHRINES

Key Techniques

Manipulation
Research
Assemblage

Key Outcomes

Manipulated portrait
Research page
Shrine

YEAR 8

SCARPACE

Key Techniques

Lifelike drawing
Oil pastel
Paint blending

Key Outcomes

Fish drawing
Large oil pastel
Artist page

MY DOG SIGHS

Key Techniques

Realistic drawing
3D Modelling
Character design

Key Outcomes

Eye drawing
Creature design
Can pigeon

GREYSON PERRY

Key Techniques

In depth Analysis
Drawing
3D modelling

Key Outcomes

Analysis
Vase design
Decorated vase

YEAR 7

IDENTITY

Key Techniques

Research
Grid method drawing
3D modelling

Key Outcomes

Cave painting
Green man
Self portrait

CONFLICT

Key Techniques

Realistic drawing
Oil pastel section
Stylising

Key Outcomes

Holocaust butterfly
Guernica section
Shepard Fairey banner

MOVIE PROPS

Key Techniques

Figurative drawing
Costume design
Typography

Key Outcomes

Costume design
Potion label
3d ghost

Key Stage 4 Curriculum at a glance

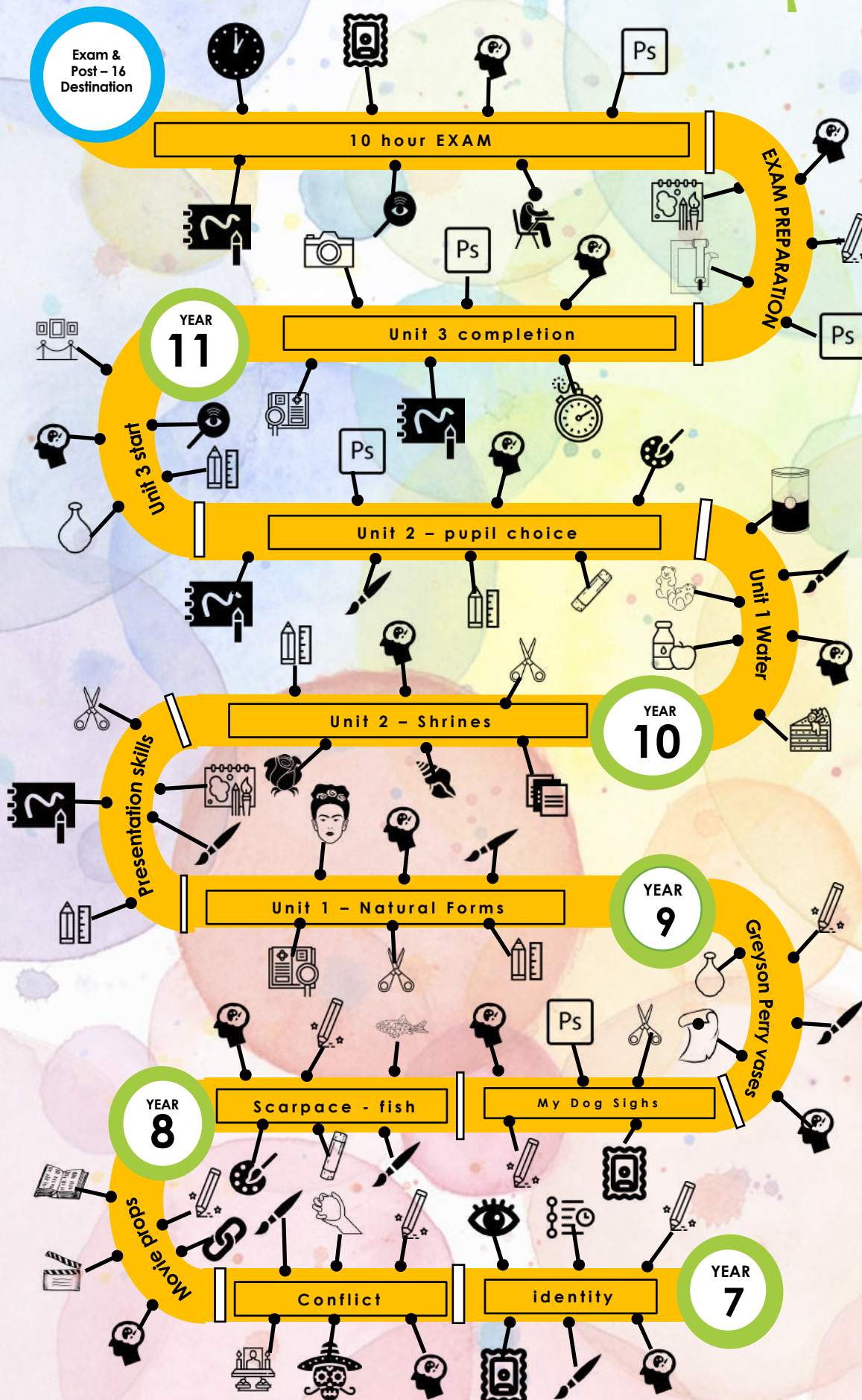
The structure of the GCSE course means that our Key stage 4 curriculum can be almost entirely bespoke. A minimum of 2 units need to be studied to create the coursework portfolio. Pupils start the course with a set unit but units are then chosen based on the interests and preferences of the class. The exam unit then involves approximately 3 moths preparation in class before a 10 hour controlled assessment usually in April.

	Art and design	Photography	Textiles
Starter unit	Water	Colour	Water
Optional units	Fantastic and Strange Pop art food Identity Surrealism landscapes	Derelict landscapes Pattern and repetition Concealment Surrealism Collections Structures	Fantastic and strange Story telling Insects Concealment

The coursework portfolio is worth 60% of the final marks and the exam unit is worth 40%. We aim to complete portfolios by December of year 11 the allow for total focus on exam preparation

ART Learning Journey

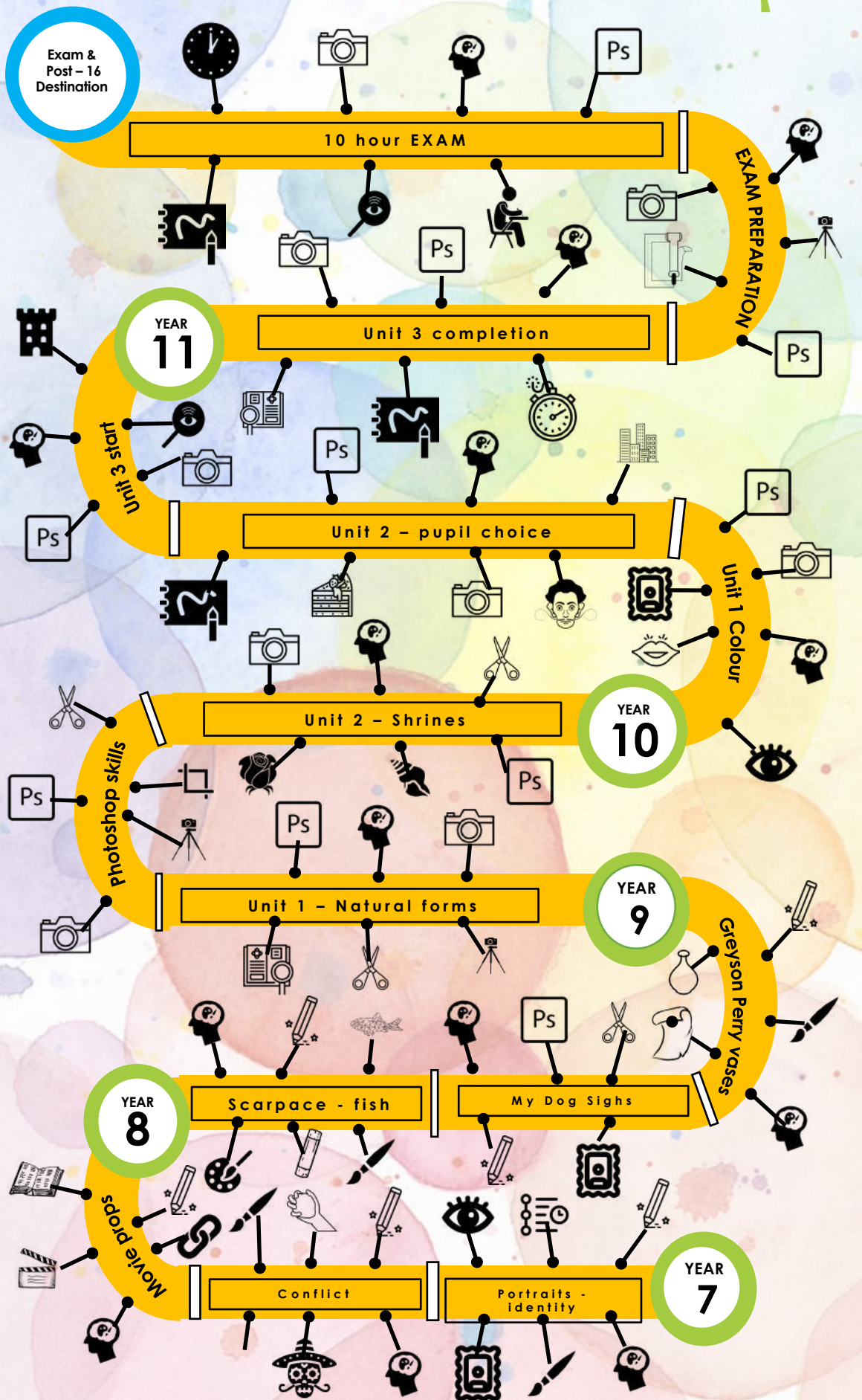
Curriculum intent: Art, craft and design embody some of the highest forms of human creativity. At Park we believe that high quality art and design should engage, inspire and challenge pupils; equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design



Much more than just a school

PHOTOGRAPHY Learning Journey

Curriculum intent: In photography we encourage pupils to research effectively, read critically, explore creativity and respond visually to a wide range of texts by contemporary and historical artists. Photography is about process and a fundamental part of what we deliver is about the process of taking and manipulating photographs which is underpinned by the process of creating a fully realised sketch book..



Much more than just a school

Whole school 'Love To Teach' Model

<input type="checkbox"/> Love to Teach
Welcome Me!
<ul style="list-style-type: none"> Meet and greet me at the door Know my name Welcome me with a smile, positive eye contact and body language Make sure I have what I need to learn (pen, resources, personalised items such as overlay) Make sure your room is welcoming- clean, tidy, attractive and useful displays Support consistency by following school routines Have clear routines re seating and start and ends to lessons Use restorative practice to resolve any problems (including scripted conversations as appropriate) Always give me a fresh start Model Ps and Qs and expect them from me. For example: please, thank you, do not accept 'what?' as response Use the consequences calmly, consistently and in line with school policy Recognise my efforts- praise, rewards
Inspire me!
<ul style="list-style-type: none"> Show me you love your subject and teaching Be an expert and use your knowledge to help me learn Let me know your brand Model a positive mind-set- if we work hard and smart we can do it Involve me in constructing my learning- co- construction Connect the learning to something meaningful for me- WILFM, connect, links to real life Know precisely what I need to do to be successful Show me what excellence looks like (WAGOLL)
Challenge Me!
<ul style="list-style-type: none"> Challenge my thinking about topics, the world, others Challenge me to think for myself and justify my views Challenge me to think, speak and write like an expert Expect me to read a range of texts confidently Help me become independent Make me accountable for my learning Expect me to make meaningful contributions to the class and to challenge others Pitch my work above my projection and help me get there Teach me that problems are good things and that I can solve them
Invest in me!
<ul style="list-style-type: none"> Give me 'Great Teaching' (quality first teaching) Listen to me Know me- interests/ hobbies, home life, ambitions Give me time (in lessons, in corridor, on duty, after school) Don't make assumptions about me Make an effort to restore any cracks in our relationship Adapt your teaching methods to ensure I can thrive in your lessons Plan thoroughly to ensure I can make good progress Find out what motivates me- find my flame! Give me regular feedback on my learning Give me opportunities to close any gaps in my learning before moving on If I'm absent, help me catch up If I am on alternative provision, don't forget about me Believe in me
Model Passion for Park

What a Visual Arts lesson looks like

In Key stage 3 you should expect to see:

- * A 'Do Now' task related to the lesson
- * Clear objectives
- * A clear concise explanation of the task/objective
- * Good quality modelling of the task and expectations
- * Regular verbal and written feedback
- * Opportunities to respond to feedback and build skills
- * Opportunities to use a range of materials/techniques
- * Opportunities to respond to artists personally
- * Take 5 used to assess learning
- * Regular, relevant homework

In Key stage 4 you should also expect to see:

- * Opportunities for independent exploration of artists and ideas
- * Opportunities for pupils to make own decisions about which media to use
- * The rigorous use of RAG trackers to ensure pupils can track their own progress and work independently
- * Good quality verbal feedback and regular individual one to ones to review work
- * Study club and intervention support to those who need/want it

How do they write?

- Analytically
- Using subject specific vocabulary
- Refine (evaluate) based on informed opinion
- Linking to themes/artists/stimulus
- Making connections
- Personal response

How do they tackle problems?

- Positive attitude towards challenge
- Awareness of art/photographic processes (Formulaic/Structures)
- Relish challenge not fear it
- Confidently
- Enthusiastically
- Objectively

How do they behave?

- Responsible
- Inquisitive
- Pro-active
- Resilient
- Interested/enthusiastic
- Creative
- Skilled
- Non-judgmental
- Open minded

WHAT A VISUAL ARTS STUDENT LOOKS LIKE



Keywords:

Visual Elements
Composition
Genre
Technique
Observation
Primary
Secondary

Events

University/College shows
London Fashion Week
Turner Prize
National Portrait – Photographer of the Year
Behind the scenes – Harry Potter

How do they think?

- Creative in their thought process
- Logically/divergently
- Selective
- Experimental in their approach
- Able to interpret sources/stimulus
- Understand - Interpret - Transform

Which experts/genres/individuals/events are they influenced by?

- 20th/21st Century practitioners
- Contemporary practitioners
- Art in different contexts
- Cultural awareness

Their sketch books will:

- Be looked after and respected
- Show effort has been made
- Show progress

Contexts -
Applications
Cinematography
Theatrical
Architectural
Design
Editorial

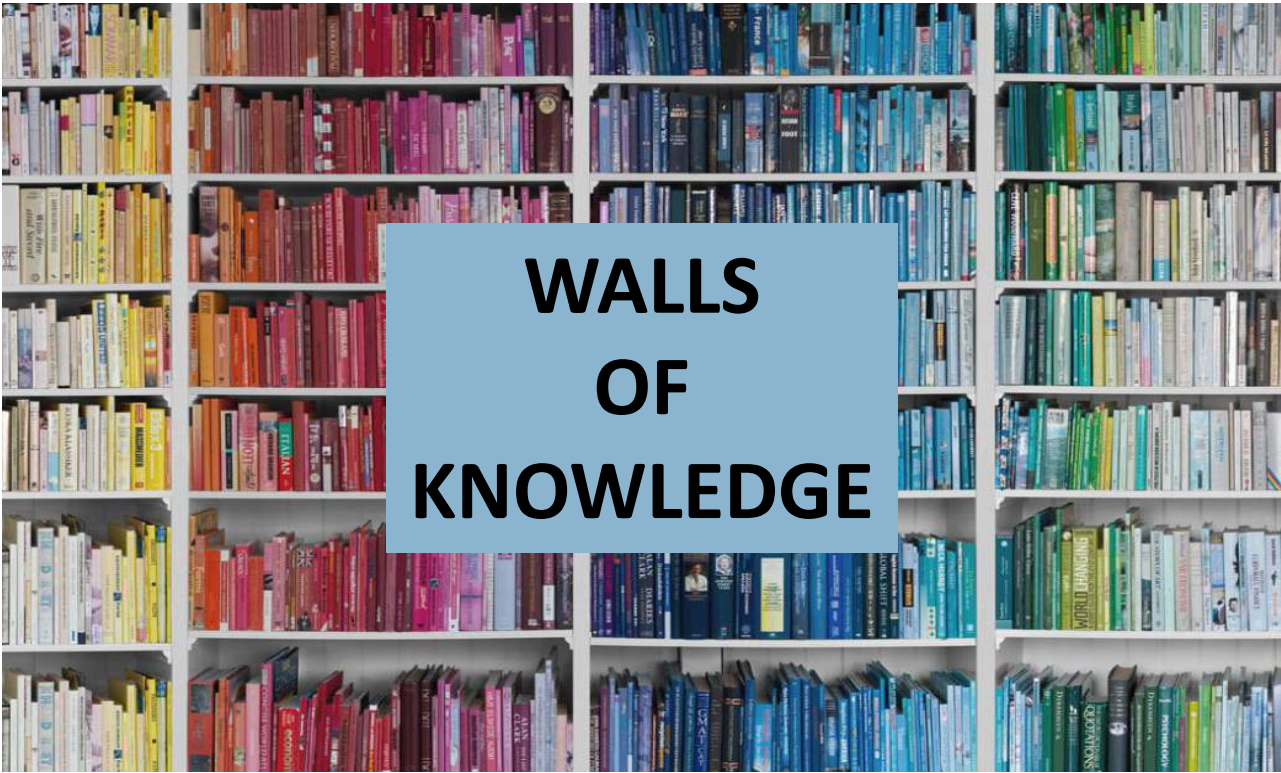
How do they speak?

- Confidently
- I think...
I consider...
I know...
I believe...
On reflection...
My development....
My inspiration...
My interpretation..
My experimentation has led to.
I have formulated ideas by....

Great Learners in Visual Arts



The Great Learners model is a fundamental part of teaching and learning at Park. Pupils naturally follow this model in visual arts lessons as it sits alongside the artistic process we use throughout the key stages. There is a school emphasis on the practise element of the cycle to ensure pupils are practising and embedding skills before moving on. In visual arts this means an emphasis on honing skills and a focus on quality over quantity.



WALLS OF KNOWLEDGE

Visual Arts Competencies

These underpin assessment at KS3 and provide the basis for the unit specific assessment grids

WT4 (for WT3 change moderate to some)

		AO1		AO2		AO3		AO4
		Research and Context		Experimenting and Refining		Practical Application		Personal Response
4	R1	Moderate ability to develop ideas linked to a theme or given starting point.	E1	Moderate demonstration your ability to refine ideas through experimenting with materials, techniques and processes to show your developmental journey.	PA1	Moderate ability to skilfully record observations and thoughts through drawing, annotation and any other appropriate media. This could include; <ul style="list-style-type: none"> • Mind maps • Design sheets • Working drawings • Digital presentations • Thumbnail sketches • Annotations • Photographic contact sheets 	PR1	A moderate ability to competently present a personal and meaningful response that should reflect the knowledge, understanding and skills developed throughout the project journey.
	R2	Moderate ability to personally research a range of sources linked your theme or starting point. This could include; <ul style="list-style-type: none"> • Who • What • When • How 	E2	Moderate ability to refine your ideas using materials and techniques appropriate to your intentions by; <ul style="list-style-type: none"> • Considering new sources • Testing, sampling and practicing. • Consider styles, genres or specific purpose. 	PA2	Moderate ability to skilfully show evidence of drawing. This could take the form of; Primary observations Secondary observations (photos, books, internet) Imagination Recording can also be in the form of photographs on a camera, tablets or other computer generated imagery.	PR2	A moderate ability to realise your intentions making clear connections with the variety of sources you have been influenced and inspired by either through visuals or written work.
	R3	Moderate ability to present research on chosen artists using visual and written analysis. To include; <ul style="list-style-type: none"> • Artist names • Key artistic features • Artist copies using appropriate materials. • Considered layouts 	E3	Moderate ability to effectively make purposeful decisions in relation to your intentions, for example; <ul style="list-style-type: none"> • Selecting or rejecting appropriate materials, techniques or processes. • Identifying areas of personal strength in order to develop personal work/ideas. 	PA3	Moderate ability to record in written forms. Which could consist of; <ul style="list-style-type: none"> • Short comments to support visual evidence. • Footnotes to explain decisions • Evaluations • Response to a brief. 	PR3	A moderate ability to realise intentions whether they be in the form of a fully resolved end product or a series of personal responses that might lead to further developmental work.

Visual Arts Competencies

ARE 5

		AO1		AO2		AO3		AO4
		Research and Context		Experimenting and Refining		Practical Application		Personal Response
5	R1	Consistent ability to develop ideas linked to a theme or given starting point. Consistent ability to accurately annotate and analyse using correct vocabulary.	E1	Consistent demonstrate your ability to refine ideas through experimenting with materials, techniques and processes to show your developmental journey.	PA1	Consistent ability to skilfully record observations and thoughts through drawing, annotation and any other appropriate media. This could include; <ul style="list-style-type: none"> • Mind maps • Design sheets • Working drawings • Digital presentations • Thumbnail sketches • Annotations • Photographic contact sheets 	PR1	A consistent ability to competently present a personal and meaningful response that should reflect the knowledge, understanding and skills developed throughout the project journey.
	R2	Consistent ability to personally research a range of sources linked your theme or starting point. This could include; <ul style="list-style-type: none"> • Who • What • When • How 	E2	Consistent ability to refine your ideas using materials and techniques appropriate to your intentions by; <ul style="list-style-type: none"> • Considering new sources • Testing, sampling and practicing. • Consider styles, genres or specific purpose. 	PA2	Consistent ability to skilfully show evidence of drawing. This could take the form of; Primary observations Secondary observations (photos, books, internet) Imagination Recording can also be in the form of photographs on a camera, tablets or other computer generated imagery.	PR2	A consistent ability to realise your intentions making clear connections with the variety of sources you have been influenced and inspired by either through visuals or written work.
	R3	Consistent ability to present research on chosen artists using visual and written analysis. To include; <ul style="list-style-type: none"> • Artist names • Key artistic features • Artist copies using appropriate materials. • Considered layouts 	E3	Consistent ability to effectively make purposeful decisions in relation to your intentions, for example; <ul style="list-style-type: none"> • Selecting or rejecting appropriate materials, techniques or processes. • Identifying areas of personal strength in order to develop personal work/ideas. 	PA3	Consistent ability to record in written forms. Which could consist of; <ul style="list-style-type: none"> • Short comments to support visual evidence. • Footnotes to explain decisions • Evaluations • Response to a brief. 	PR3	A consistent ability to realise intentions whether they be in the form of a fully resolved end product or a series of personal responses that might lead to further developmental work.

Visual Arts Competencies

AGD 6

		AO1		AO2		AO3		AO4
		Research and Context		Experimenting and Refining		Practical Application		Personal Response
6	R1	Highly developed ability to develop ideas linked to a theme or given starting point.	E1	Highly developed demonstration of your ability to refine ideas through experimenting with materials, techniques and processes to show your developmental journey.	PA1	Highly developed ability to skilfully record observations and thoughts through drawing, annotation and any other appropriate media. This could include; <ul style="list-style-type: none"> • Mind maps • Design sheets • Working drawings • Digital presentations • Thumbnail sketches • Annotations • Photographic contact sheets 	PR1	A highly developed ability to realise intentions whether they be in the form of a fully resolved end product or a series of personal responses that might lead to further developmental work.
	R2	Highly developed ability to personally research a range of sources linked your theme or starting point. This could include; <ul style="list-style-type: none"> • Who • What • When • How 	E2	Highly developed to refine your ideas using materials and techniques appropriate to your intentions by; <ul style="list-style-type: none"> • Considering new sources • Testing, sampling and practicing. • Consider styles, genres or specific purpose. 	PA2	Highly developed ability to skilfully show evidence of drawing. This could take the form of; Primary observations Secondary observations (photos, books, internet) Imagination Recording can also be in the form of photographs on a camera, tablets or other computer generated imagery.	PR2	A highly developed ability to realise intentions whether they be in the form of a fully resolved end product or a series of personal responses that might lead to further developmental work.
	R3	Highly developed ability to present research on chosen artists using visual and written analysis. To include; <ul style="list-style-type: none"> • Artist names • Key artistic features • Artist copies using appropriate materials. • Considered layouts 	E3	Highly developed ability to effectively make purposeful decisions in relation to your intentions, for example; <ul style="list-style-type: none"> • Selecting or rejecting appropriate materials, techniques or processes. • Identifying areas of personal strength in order to develop personal work/ideas 	PA3	Highly developed ability to record in written forms. Which could consist of; <ul style="list-style-type: none"> • Short comments to support visual evidence. • Footnotes to explain decisions • Evaluations • Response to a brief. 	PR3	A highly developed ability to realise intentions whether they be in the form of a fully resolved end product or a series of personal responses that might lead to further developmental work.

Visual Arts Bigger Picture – KS3

Scarpace BIGGER PICTURE

Key outcomes	Key skills
Fish drawing	Drawing in proportion, tonal shading, texture
Artist page	Analytical writing, presentation
Scarpace fish painting	Painting skills, colour mixing and blending, colour theory, print making
Oil pastel fish	Blending with oil pastels, colour theory

KEY WORDS:

Graduation
Contour
Contemporary
Abstract
Contrasting
Complimentary
Primary
Secondary
Hot/ cold colours
Harmonious
Technique

UNIT OVERVIEW: SKILLS AND OUTCOMES

Jason Scarpace is best known for his abstract fish art. He holds a BS in Education (Art and Education), and after several years of teaching in both private and public schools, he retired to continue his creative journey and drive toward the creation of unique works of abstract art, he currently works as an artist painting murals, selling paintings and exhibiting his work around the world.



- * Sketch the initial outline LIGHTLY
- * Copy the picture carefully ensuring your drawing is in PROPORTION
- * Work carefully to avoid smudging
- * Add TONE carefully to create areas of LIGHT and DARK



- * Apply the pastel with control
- * Blend colours that are harmonious
- * Blend using the lightest pastel to graduate colours
- * Use contrasting colours either hot or cold or complimentary

Visual arts bigger pictures provide a visual overview of the unit content including key outcomes, key skills, artists studied and key words. These are stuck into books at the start of a unit and are used in conjunction with the success criteria sheets which are used to assess the units and set targets for improvements

Visual Arts Success Criteria- KS3

SCARPACE FISH SUCCESS CRITERIA

What I will be doing over the next term to make sure I **MASTER** techniques?

Continuation targets:

Drawing

General

TASK	Evidence				Pupil Comment	Teacher comment
	Working Towards 3	Working Towards 4	Age Related Expectation 5	At Greater Depth 6		
	I have...	I have...	I have...	I have...		
Classwork Fish Drawing	*Drawn basic shapes for my fish with some shading	*Drawn mostly accurate shapes and proportions. *There is shading with 3 tones	*Accurate shapes and proportions * There is graduation of tone with four or more tones *Some directional shading for 3D effect	* Skillful drawing with accurate shapes and proportions *There is graduation of a wide range of tones that add depth to the drawing *Directional shading using contour lines for 3D effect * Fine textured detail added		
Classwork Artist page	*Written basic information on the artist *Attempted to apply similar colours to Scarpace with paint *Arranged image and text to make an artist page	*Written about the artist clearly to show knowledge and purpose *Applied colours with some control. There is some blending with paint *Arranged image and text to make an attractive page	*Written fluently about the artist and can express opinions clearly *Can apply colours with control and blend competently *Arranged image and text in an attractive and balanced way	*Written in a fluent and analytical way, can express opinions with clear reasoning *Can apply colours and blend skilfully, have painted in fine detail *Have arranged thoughtfully to create an attractive, well balanced page.		
Classwork Oil Pastel fish	*Applied oil pastel colours	*Applied oil pastels using a basic knowledge of colour theory *There is some colour blending	*Selected colours thoughtfully using their knowledge of colour theory *Has blended to oil pastel to show graduation from dark to light	*Selected colours thoughtfully using their knowledge of colour theory, to create an outcome that is visually effective *Applied oil pastel blending that shows high contrast and depth from dark to light		

Targets for improvement:

Drawing

General

Visual arts success criteria provide specific criteria for each unit and are used by highlighting the relevant sections in order to provide a best fit grade. They are stuck in books and also provide a space for recording targets which will be carried on to the next unit to encourage a mastery of skills.

Visual Arts Assessment – KS4

RAG trackers are used extensively to track pupil progress while also encouraging pupil independence. RAG lists contain pupil name and target, then all the tasks they will be required to do during the course of the unit. When pupils complete the task to the required level they are marked **green**, **amber** means it has been started or it is not yet to the required standard and **red** means missing or not attempted. These trackers are shared in class to allow pupils to independently work through tasks.

		Man made	Natural	Edward W	Contacts	Edits	shoot plan	clive	Analysis	Shoot plan	Analysis	Own pics	Edits
Pupil name	4												
Pupil name	5												
Pupil name	6												
Pupil name	4												
Pupil name	8												
Pupil name	6												
Pupil name	4												
Pupil name	4												
Pupil name	3												
Pupil name	6												
Pupil name	5												

KS4 work is marked using the exam board criteria. A grade is applied at the end of each unit to assess progress, but work is marked holistically at the end of the course to give an overall grade which is a mark out of 96. Coursework is worth 60% of the final mark, the exam 40%

Marks	Assessment objective 1	Assessment objective 2	Assessment objective 3	Assessment objective 4
24 Convincingly	An exceptional ability to effectively develop ideas through creative and purposeful investigations.	An exceptional ability to thoughtfully refine ideas with discrimination.	An exceptional ability to skillfully and rigorously record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	An exceptional ability to competently present a personal and meaningful response and realise intentions with confidence and conviction.
23 Clearly	An exceptional ability to engage with and demonstrate critical understanding of sources.	An exceptional ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	A highly developed ability to skillfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	A highly developed ability to demonstrate understanding of visual language.
22 Adequately	A highly developed ability to effectively develop ideas through creative and purposeful investigations.	A highly developed ability to thoughtfully refine ideas.	A highly developed ability to skillfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	A highly developed ability to competently present a personal and meaningful response and realise intentions with confidence and conviction.
21 Just	A highly developed ability to demonstrate critical understanding of sources.	A highly developed ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	A highly developed ability to skillfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	A highly developed ability to demonstrate understanding of visual language.
20 Convincingly	A consistent ability to effectively develop ideas through purposeful investigations.	A consistent ability to thoughtfully refine ideas.	A consistent ability to skillfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	A consistent ability to competently present a personal and meaningful response and realise intentions.
19 Clearly	A consistent ability to demonstrate critical understanding of sources.	A consistent ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	A consistent ability to skillfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	A consistent ability to demonstrate understanding of visual language.
18 Adequately				
17 Just				
16 Convincingly				
15 Clearly				
14 Adequately				
13 Just				

Visual Arts assessment policy

Art and Design assessment policy

Our Art department assessment policy aims to ensure we have a right balance of curriculum coverage and assessment to maximise learning and reflection for student progress. The following model applies as a way of testing knowledge regularly, developing skills and keeping students informed on how they are progressing.

Key stage 3 (7 and 8)

Visual assessments	Low stakes and Multiple choice testing
<ul style="list-style-type: none">•Students visual work to be marked at least once per half term with full diagnostic feedback using the competency grids by the class teacher.•Teacher marking used to mark 'in progress' work to allow for student green pen responses. In Visual arts this will be improvements made using whatever medium the work is in for instance pen/pencil/pint•WT/ARE and AGD will be used to mark completed work by all class teachers in KS3.	<ul style="list-style-type: none">•Final 5 strategy - take place each lesson to check key vocabulary and definitions.•Re-visit depending on student performance during class led activity•Once a term – focus on subject specific vocab and skills revision•Pupils given a list of topics to revise•Follow-up activities - class led and individual

Key stage 4 (9,10,11)

Coursework assessments	Exam prep + exam
<ul style="list-style-type: none">•Assignments will be tracked using detailed RAG lists which will be updated during one to ones with pupils on a fortnightly basis.•RAG lists will be shared with pupils during lessons and printed and added to log books at least once per half term.•Pupils will receive frequent, personal verbal feedback in lessons on all aspects of their work.•Written feedback will be either in logbooks or on post-it notes in sketchbooks, responses to this feedback will go into sketchbooks or in logbooks.•Completed coursework will be marked using the GCSE criteria and the breakdown of marks will be shared with pupils.	<ul style="list-style-type: none">•Exam prep will be tracked using a detailed RAG list which will updated at least fortnightly during one to ones with pupils.•RAG list will be shared every lesson and printed when necessary.•Work will be assessed using a GCSE grading grid at the mid-point and predicted grades shared with pupils during a one to one conversation.•Pupils will receive constant verbal feedback.•Work after the 10 hour exam period will be graded using the GCSE criteria.

Student Role in feedback: Students are required to respond to all types of assessment directly into their sketch books in order to improve work. Previous work must kept and annotated to show how and why it has been changed/redone etc to show clear progress to the examiners. Alongside this, self marking should be an integral part of the assessment process, with pupils having opportunity to evaluate their work, then use this feedback to address their goals. It is important for teachers to monitor the written elements within sketch books for general points of accuracy, when handwriting into sketch books pupils should be encouraged to draft in log books first.

Summative assessment: Making a judgement in regards to KS4 attainment needs to be predominately based on RAG lists and the quality of work in sketch books and what the grade will be if that standard continues throughout the project. In the run up to each assessment point a sample of books will be shared as a department to establish which grades will be awarded to ensure consistency. After each assessment point, data analysis will be shared at a whole department level where interventions will be discussed and then actioned to address areas of weakness. It is then for teachers to decide upon necessary actions to address underachievement in their class, on both a whole class and individual intervention basis.

Photography assessment policy

Photography assessment policy

Our photography assessment policy aims to ensure we have a right balance of curriculum coverage and assessment to maximise learning and reflection for student progress. The following model applies as a way of testing knowledge regularly, developing skills and keeping students informed on how they are progressing.

Coursework assessments	Exam prep + exam
<ul style="list-style-type: none">• Assignments will be tracked using detailed RAG lists which will be updated during regular one to ones with pupils• RAG lists will be shared with pupils during lessons and printed and added to log books at least once per half term.• Pupils will receive frequent verbal feedback in lessons on all aspects of their work• Written feedback where necessary will be either in log books or on post it notes in books, responses to this feedback will go straight into sketch books• Completed coursework will be marked using GCSE criteria and the breakdown of marks will be shared with pupils.	<ul style="list-style-type: none">• Exam prep will be tracked using a detailed RAG list which will be updated regularly RAG list will be shared every lesson and printed when necessary• Work will be assessed using GCSE grading grid at the mid point and predicted grade shared with pupil during a one to one conversation• Pupils will receive frequent verbal feedback• Work after the 10 hour exam period will be graded using GCSE criteria

Student Role in feedback: Students are required to respond to all types of assessment directly into their sketch books in order to improve work. Previous work must kept and annotated to show how and why it has been changed/redone etc to show clear progress to the examiners. Alongside this, self marking should be an integral part of the assessment process, with pupils having opportunity to evaluate their work, then use this feedback to address their goals. It is important for teachers to monitor the written elements within sketch books for general points of accuracy, when handwriting into sketch books pupils should be encouraged to draft in log books first.

Summative assessment: Making a judgement in regards to KS4 attainment needs to be predominately based on RAG lists and the quality of work in sketch books and what the grade will be if that standard continues throughout the project. In the run up to each assessment point a sample of books will be shared as a department to establish which grades will be awarded to ensure consistency. After each assessment point, data analysis will be shared at a whole department level where interventions will be discussed and then actioned to address areas of weakness. It is then for teachers to decide upon necessary actions to address underachievement in their class, on both a whole class and individual intervention basis.

Visual Arts Homework

Principles

We expect to develop all of our students as confident independent learners, who demonstrate autonomy, but also resilience when solving problems for themselves. Students who think for themselves and are willing to work hard will develop the attributes they require to be successful lifelong learners.

Homework is used to:

- Consolidate learning from the classroom through further independent application, practice or revision
- Prepare students for new learning through independent research
- Allow students to develop their learning in different ways
- Encourage students to explore an area in greater depth and develop a thirst for learning

Teachers will:

- Set homework weekly where classes are seen, otherwise fortnightly with expectation of students complete tasks comparative with weekly homework.
- Set clear and realistic deadlines
- Ensure the quality of homework is relevant and challenging
- Ensure students are able to access support if it is required
- Provide prompt, quality feedback

Key Stage 3 Homework:

- Homework for year 7, 8 and 9 will be in the form of a booklet which is also supported by For The Love Of activities which encourage engagement and enjoyment
- Homework will be set fortnightly due to timetabling but the expectation will be for pupils to complete a weekly task



Key Stage 4 Homework:

- Homework for year 10 and 11 will usually involve independent research on the theme currently being studied and skills building by practising skills they need to improve.

Period 6 Intervention:

- Period 6 interventions will be provide for pupils who have been identified as needing extra support or time by their teachers. This will take the form of small group sessions with the opportunity for 1:1 intervention for those that need it.

Visual Arts Distance Learning

Principles

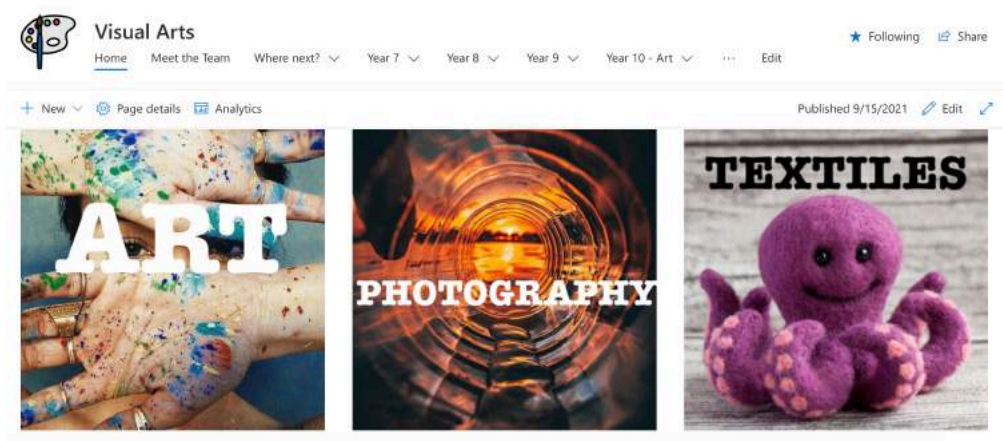
Distance learning allows pupils who cannot attend school for whatever reason, to still access learning and be given support and feedback to ensure progress

Teachers will:

- Ensure 'read this first' sheets have been uploaded to the student shared area to provide unit overviews
- Ensure all up to date schemes of work are available on the student shared area
- Ensure all resources/homework booklets/For the Love of Sheets are uploaded to the student area
- Set work for students through Teams and PARS
- Email students to sign post and explain work
- Provide support via email or teams meetings
- Provide feedback via email or teams meeting

In the case of any whole school shut down/lockdowns, timetables will be taught through live teams lessons where possible.

<https://pcshantssch.sharepoint.com/sites/Art>



Visual Arts QR Codes

The following codes will take you directly to the appropriate place on the student shared area:

Art:



Year 7



Year 8



Year 9



Year 10



Year 11

Photography and textiles:



Year 10 photo



Year 11 photo



Year 10 Textiles