



Tollbar MAT
Family of Academies



Tollbar Academy

Art and Design

Intent

In this department, we aim to create the very best artists, designers. We challenge students to think, act and speak like those working in the field would. We do this by teaching students to become visually literate so they are able to read, interpret and find meaning in signs, symbols, codes and conventions, exploring and re-shaping them in their own work.

Visual literacy skills are necessary and important for children to learn - especially in today's globally accessible, media and technology-driven world. With an increasing amount of imagery and technology available to our students, this skill is becoming more and more important. Today's extensive internet and media use means that visuals are frequently warped or misrepresented - meaning a higher degree of visual literacy is needed to effectively translate our ever-changing environment. We aim for students to leave with an "educated perception" of certain images (e.g. using a piece of artwork and discussing how certain techniques evoke specific emotions or effects) to teach learners to be sceptical and informed viewers of all visual media, including advertising. By ensuring our children are visually literate, we're arming them with the life skill that assists them to make reasonable and intelligent sense of what they see around them - in every capacity.

Our subject naturally lends itself to collaboration, the sharing of ideas and peer critiques in which students are guided to use a positive, specific and helpful framework in which to discuss their own work and that of others. Being mindful and mannerly ensures the safety and enjoyment of all students in a studio environment. The Art and Design staff have a passion for their subject and this infectious enthusiasm infiltrates through each learning experience planned.

We encourage conversation, discussion, critique and debate about pupils' own work and about the work of artists and designers. This embeds and extends our students' knowledge of artistic concepts and principles along with the appropriate language for discussing works of art. When teaching design principles, students are expected to think, respond and create as a professional would.

We build the Cultural Capital of our students by providing students with a means to engage with and understand the world around them and their relationship with it. Embedded in our curriculum is the exploration of the work of other artists and designers from a vast spectrum of backgrounds, genders, ethnicities and beliefs. As there is a predominately White British population within our area, cultural awareness is developed and fostered through exposure and discussion as students begin to learn about how the world and its artefacts are represented and about the ideologies running through them. They learn through creating, investigating, making



and doing. This journey gives our students a voice with which to express their thoughts, feelings about and responses to the world around them. Students are given the opportunity to engage with practitioners and examples of historical art and design from a range of cultural contexts. Purposeful exploration, making and doing foster artistic and design awareness, understanding and skills. With a high population in North East Lincolnshire of socio-economic deprivation, it is vital to provide awareness and opportunities to our students that will raise aspirations and awareness of the opportunities available to them. We provide learning contexts that promote the understanding of the creative design industries, their role in the economy and how they can lead to exciting and attainable career opportunities.

Our curriculum goes beyond what is taught in lessons, for whilst we want students to achieve the very best results possible, we believe our curriculum goes beyond what is examinable. As a department we offer students extra-curricular clubs in Photography and Art to invite students to further develop their skills and knowledge in these areas. Inspiration for such activities is sought from current exhibits, trends within the field and experimentation with advanced materials. We expose students to both local and national artists and they participate in school workshops and STEM days, as well as out of school workshops and exhibitions such as those held at the Hepworth Gallery, The University of Warwick, and Lincoln University. We run workshops to give GCSE students the opportunity to experience working in the sixth form, which are run by year 12 and 13 students. Our students participate yearly in local Rotary Competitions and national wildlife awareness competitions. During the summer term we run gifted and talented clubs to supplement coursework for high attaining students and a variety of KS3 art clubs run throughout the year.

Further rationale behind our curriculum design includes building opportunities for students to experiment with 2D, 3D, printed, photographic and digital processes. By completing a 3-year GCSE, students have sufficient time and opportunity to develop their proficiency and confidence with these materials over the course of their studies. At the heart of our curriculum design are increasing levels of challenge, risk taking and unpredictable outcomes that require a deep level of understanding and the ability to think creatively to overcome obstacles.

Implementation

Collaborative curriculum planning lies at the heart of what we do in the department. We are committed to creating and updating resource material and content within our department.

In Art and Design we implement our curriculum through teaching methods that promote an understanding of not simply what, but why we are learning and how this learning might impact and enhance the student's overall learning experience. We provide contexts that are relevant and take in to account the particular interests of learners to enhance their experience of the subject and deepen their understanding and ability to apply key concepts and ideas to a multitude of everyday situations.

As a knowledge engaged curriculum we believe that knowledge underpins and enables the application of skills; both are entwined. As a department, we define the powerful knowledge our students need and help them recall it by scaffolding our curriculum in such a way that students continually revisit skills and build upon them each year, tackling increasingly challenging concepts. As each step in a learning journey develops, it incorporates a deeper understanding of prior learning, as well as more choice and freedom. Student progress is documented through



folders, sketchbooks and assessment folders, along with checklists for key concepts and ideas. Their progress in key areas of the design process is plotted on a progress tracker to enable students to visualise and understand the progress they are making, and the place that they wish to end up.

Our curriculum in Art, Craft and Design, forms a backbone to our success as a department. Our curriculum provides students with an enriched experience in which to work with the broadest range of materials and contexts. Working with different materials, processes, tools and technologies sparks pupils' curiosity, provides intrinsic motivation, pride in their work and their developing skills. Engaging with different design contexts and materials creates highly engaged and motivated learners as they become able to explore the wider world and their place within it.

Providing stretch and challenge encourages students to strive for their best, developing increased confidence with each creative obstacle they overcome. We aim to provide an environment in which students are happy to take risks, ask themselves questions about their creative journey and respond positively to both staff and their peers. Students learn problem solving skills by experimenting, making mistakes, evaluating and making plans for future success. This skill is transferrable across all subjects and areas of their life. By being given the opportunity to experiment and try a variety of disciplines and materials, it is our goal that students will find their strength and talent within the field of art and will develop confidence and self-awareness.

Key Stage 3

Our curriculum at Key Stage 3 is designed to build upon Key Stage 2. Therefore, we start off KS3 with a broad approach which allows all students to have access and understanding of the basic principles of art and design. In year 7 students have two lessons of art and design each week. The students attend one Art and Design lesson and one 3D Design lesson. This enables students to be exposed to a wide variety of materials, concepts and art styles. With the addition of 3D Design to the KS3 curriculum, we have found a rise in passion and enthusiasm, especially from our male cohort.

Curriculum Delivery

At Key Stage 3, our classes contain a wide range of abilities. Lessons are therefore highly differentiated and often rely heavily on differentiated outcome and input, and sometimes by task.

SMSC (Spiritual, Moral, Social and Cultural) and British Values are embedded into the curriculum. Students have the freedom to take risks and explore in a safe environment. They learn to communicate and develop ideas, meaning and feelings and have the opportunity for independent thought and personal responses. Students learn to reflect on experiences through visual, tactile and others sensory means. They learn to use materials safely and appropriately, and to be understanding and respectful of others' work, opinions and abilities. Students have the opportunity to work collaboratively, share ideas, engage in class critique and discussions, and become aware of artists, art periods, art styles and develop visual communication.

Students investigate and learn to respect the artwork of others, be open to British and other values and beliefs, and to respect and celebrate the diversity of artwork.

Careers and Personal Development links are made throughout the lessons to careers and opportunities associated with Art, Craft and Design. Art, Craft and Design is good preparation for careers that require fine motor skills, presentation skills, aesthetics and creative thinking. Students are exposed to these careers throughout lessons via methods such as research, discussions, worksheets, videos and activities.

Key Stage 4

During the transitional stage between the KS3 and KS4 art programs, we hope to challenge students' independence by encouraging students to make personal choices when developing ideas. After developing artistic skills, media skills and technical drawing skills through teacher-led instruction, students are then asked to stretch their abilities by creating their own personal responses. We do this by first copying and analysing other artists' work, before moving beyond to a sequenced set of stages. These include researching images from a variety of styles and then assimilating artists' styles into their own. Students will develop designs before producing a unique personal response that shows their strength in materials, and their unique perspective on their chosen topic.

Students address and are assessed on four main areas of enquiry which are linked to and extend on the assessment criteria in KS3. Artist research and analysis (AO1), artistic competency in a variety of media (AO3), development of ideas based on prior research (AO2), and personal response both written and visual (AO4). These four inter-related assessment objectives are used to build the knowledge and skills required for artist appreciation and practice.

The GCSE scheme aims to build on the complexity of art and materials, and skills and knowledge, while beginning to challenge and expand on students' ability to work independently and identify their own artistic style and voice.

Curriculum Delivery

Coursework – 60%

Externally set assignment – 40%

At Key Stage 4 we offer both Art and Design. Groups are mixed ability with some setting and are highly differentiated. All lessons are 50 minutes in length and there are 3 lessons per week.

SMSC (Spiritual, Moral, Social and Cultural) and British Values are embedded into the curriculum and delivered through a variety of techniques and processes. We feel that Art and Design is an essential element in a balanced education, allowing personal expression, personal development, creativity and the opportunity to move through all levels of learning from concept to outcome, to create personal responses that show progression over time. Students gain confidence and a real appreciation of each other's work and an awareness of the subject in the

wider world. In this curriculum area, we are aware that Art is one of the subjects where students maintain the ability to make personal creations whilst applying an ongoing evaluation of their aesthetic value, thus giving the students a healthy channel for their creative talents.

The Art, Craft and Design scheme of work is designed to build basic drawing, painting, colour theory, and material handling skills. Although differentiation is both built into the scheme of work and the techniques that teachers use to deliver the scheme, effort will also be made to accommodate all students through the consideration of materials and process. Differentiation of each project is done by task, input, outcome, or a combination of the above. Electronic tools such as computers, keyboards, and light boards are available to assist students with drawing and writing. Teachers are able to adjust materials used to suit specific students and groups of students. For example, the use of Photoshop can assist students with drawing and colour theory while giving them an opportunity to develop valuable technical skills.

Careers and Personal Development provision is taught in each project. Students are introduced to current practising artists that work in a variety of different disciplines of Art and Design industries. They learn about their processes, inspirations, education and current practice. Cross curricular links are made evident to allow students to link and apply their knowledge outside of the classroom. Students are able to make personal choices about their art in order to direct or tailor their experiences towards a career, pathway or subject that they are interested in. Some students choose to focus on 3D art to link with their skills in Technology and Architecture. Other students may choose to focus on Photography and Graphic Design in order to appeal to their skills in digital media and advertising.

Teacher assessment points (PPs) show emphasis on holistic judgements and allow for greater accuracy when classifying students' attainment and progress over time.

Key Stage 5

This course encourages individuality and original creative expression. Students will study contemporary and historical Art, Craft & Design practices within a stimulating and challenging studio environment. Students will learn how to undertake complex and ambitious creative tasks covering a broad range of creative skills including Composition & Collage, Practical Experimentation, Sketchbook Presentation, Large Scale drawing, Design Process, Independent Study Skills, Illustration, Mixed Media, Printmaking, Fine Art, Textiles/Stitch, Graphics etc.

Students are assessed on the same four assessment objectives as in the GCSE course, but in a much more in-depth and advanced way. This enables students to revisit, apply and extend prior knowledge of the design process to create well-developed, personal outcomes.

The A-Level course offers the chance to develop drawing, painting, sculptural, ceramic, mixed media, surface preparation, 3D, photography, and design skills. Students research areas of art and design that interest them and are expected to develop their own ideas into high quality finished work with support from their teachers.



Studying Art and Design encourages students to express their individuality, originality and personal expression. The course is designed to allow the study of contemporary and historical art and design practices within a stimulating and challenging studio environment.

Students will be taught how to undertake personalised creative tasks offering the possibility of exploring a broad range of media techniques and processes that are of interest to them.

During the course, students will develop a broad-based portfolio of work suitable for progression into higher education.

Art and Design students will also enjoy a programme of career and progression visits. Employers are desperately looking for imaginative people with appropriate art and design skills. A career in art and design offers individuals the opportunity to creatively challenge, inform and inspire others, as well as enabling them to have a direct influence on their living and working environment.

Successful completion of the course is an excellent platform for progression to a Foundation Course or University degree in Art and Design, and an essential step towards a career in a range of specialist areas including; Graphics, Fine Art, Illustration, Jewellery, Printmaking, Textiles/Surface Pattern, Photography, Fashion, Interior Design, Ceramic Design, Product Design, Crafts, Animation, Architecture and many others.

The course has a strong “skills” focus, developing not only the practical subject-specific creative skills, but also the employability skills essential for progression into the Creative or other industries e.g. problem solving, idea generation, literacy skills, visual literacy, presentation and communication skills, time management, team working and independent thinking skills.

The curriculum is designed to be challenging in order to build resilience and stretch students to achieve their full creative potential and enjoy their studies; fostering a lifelong love of learning.

Curriculum Delivery

Coursework – 60%

Externally set assignment – 40%

All lessons are 50 minutes in length and there are 6 lessons per week.

There is no externally assessed work in the first year of the new specification Art course. This is a time for learning new skills and experiencing the opportunity of working with a wide and exciting range of materials, using different approaches and equipment. Students are supported by their teachers, who will be preparing them for the challenge of the Personal Investigation. During the year, we will be working through research, observation and experimentation to broaden the breadth of understanding of this subject. There will be trips and visits and we will study the art work of other artists, both historical and contemporary. During this time, students will develop skills in experimenting, analysing, selecting and decision making. The work that they produce will be used to supplement their personal investigation to make up their coursework grade.



In the second year, students will produce a Personal Investigation, which is practical by nature, leading to a finished piece or pieces and supported by a compulsory written element that links the work of other artists to the project. In this unit, students are in charge and with our support will produce a portfolio of work that reflects their strengths and interests. They will be encouraged to work in a variety of ways, exploring fully their chosen subject. They will need to draw on processes, techniques and skills learned and practised in Year 12 and GCSE.

The Externally Set Assignment: Similar to the last unit, but working from a series of starting points - students will produce a portfolio of work that leads to a final piece, produced in a 15-hour controlled test. This work will be personal and can be produced using techniques and materials that chosen by the student. By this stage, students are becoming independent learners, who work alongside the teachers in the department to realise their ambitions and progress to Higher Education or the world of work

Impact

At Tollbar Academy, the impact of our Art curriculum is such that:

- Pupils feel that the Art and Design curriculum is suitably challenging, enjoyable and that they know how to progress in the subject and feel supported by teaching staff.
- Our students are motivated and independent learners who often work in the art rooms outside of lessons to put extra effort and time in their work right from Y7 to Y13.
- At both GCSE & A-level, Art and Design subjects continue to be popular with many students progressing to further study in a related field.
- It equips students to be risk takers, evaluators and reflective and engaged learners.
- Students have knowledge of art and culture, and will have developed preferences and made choices which will have a positive life-long impact.
- All students are able to be successful by finding a skill, material or topic which highlights their capabilities, regardless of additional needs and ability.
- The impact of our curriculum can be measured through quality, well-conceived outcomes. Students will be able to self-analyse and critically evaluate their own and others' work.