

“THAT THEY HAVE LIFE, AND HAVE IT IN ALL ITS FULLNESS”

(JOHN 10:10)

School mission

Is to create a stimulating, secure and caring environment within which all members of our community develop their potential to the full in the light of the Christian gospel.

DEPARTMENTAL ETHOS

To provide every student with the chance to progress and then pursue excellence within Art and design.

To do this, the Department should facilitate every student with the means to develop their talents fully, through the quality delivery of fully trained and motivated staff, of a broad and balanced curriculum and extra-curricular activities.

The students should be given the opportunity to display these achievements in a variety of stages increasing their feelings of self-worth.

THE IMPORTANCE OF ART AND DESIGN

In art, craft and design, students explore visual, tactile and other sensory experiences to communicate ideas and feelings. They work with traditional and new media, developing confidence, competence, imagination and creativity. They learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made. In art, craft and design, students reflect critically on their own and other people's work, judging quality, value and meaning. They learn to think and act as artists, craftspeople and designers, working creatively and intelligently. They develop an appreciation of art, craft and design, and its role in the creative and cultural industries that enrich their lives.

DEPARTMENTAL OBJECTIVES

- To promote the Department and the faculty as a centre of learning dedicated to quality and excellence.
- To optimize opportunities and resource.
- To encourage students to develop their own special skills and talents.
- To promote individual learning and thinking.
- To promote a variety of teaching and learning methods where tradition and innovation are interwoven and supported by modern technology.
- To work in partnership with other faculties, the SENCO team, SMT, governors and other outside agencies.
- To help young people to value themselves and achievements.

- To facilitate the professional development of the departmental staff.
- To prepare students for life and work in an increasingly complex and changing technological society.

## AIMS OF THE ART DEPARTMENT

The aims of the art department are:

### STUDENTS

1. To enable all students to explore and make their ideas using a variety of materials.
2. To introduce students to different cultures/artists/designers and craftspeople.
3. To enhance the students' self-esteem.
4. To promote positive attitudes towards art and design.
5. To develop each individual's artistic skills and creativity.
6. To promote social interaction, teamwork and communication.
7. To allow students to recognize their own creative potential.

### LEARNING EXPERIENCES

1. To prepare students for life and work, especially as regards to Art in the curriculum and as an after school activity.
2. To stimulate creative, aesthetic and social interests, which will extend into adult life and so enable students to contribute to the society in which they live.
3. To promote creative, spiritual and moral developments through a comprehensive programme of Art and Design.

### STAFF

1. To develop their professional skills through discussion, courses, INSET and shared experiences.
2. To develop their sensibilities to the needs of students.
3. To develop a sense of belonging, foster a spirit of co-operation and team building.
4. To enable staff to explore and develop their own knowledge and understanding of new skills, techniques and materials.

How are these achieved?

1. Through the National Curriculum for Art and Design at Key stage 3. It offers a board and balanced curriculum.

The general requirements of the National Curriculum are:

A Creativity

B Competence

C Cultural understanding

D Critical understanding

E Exploring and creating

F Understanding and evaluating

G Range and content

H Curriculum opportunities

2. Through the AQA Art, Craft and Design syllabus and Graphic Communication (From June 2017 onwards)

3. Through extra-curricular activities.

4. Through regular departmental meeting, both formal and informal.

5. Through the Departmental development plan and the SEF document.

## POLICY ON ASSESSMENT

### Key Principles

- Integral to teaching and learning
- A continuous process, built into the schemes of work

Assessment should:

Underpin the framework of the curriculum by

- Using a variety of strategies, e.g. deBono, peer assessment formal written feedback, etc
- Being consistent, valid and reliable

- Being based on explicit criteria shared by teachers and students, expressed in terms that students understand

Support Effective teaching by:

- Looking forward (formative and diagnostic)
- Looking backwards (Evaluative and summative)

Support Effective learning by:

- Being positive and showing what students know, understand and can do.
- Celebrating their success.
- Helping students to recognise and articulate their achievements and strengths.
- Helping students to recognise weaknesses so that they can make decisions, plan future action and targets.
- Helping students to develop the skills for self-assessment, self-evaluation and self-management.
- Preparing students for adulthood.

Here are some questions which a teacher should ask.

1. What do I want my students to achieve?
2. Do they know what I want them to achieve?
3. What opportunities have I given them for them to achieve?
4. How do I recognise that they have achieved?
5. How do I record what they have achieved?
6. What do we (teachers and students) do next?

## RECORDING AND ASSESSMENT

- It is departmental policy to use ICT to record and track assessment. Teachers must record assessment on Sims.
- Informal verbal feedback should be used regularly, so students are aware of how they are progressing.
- Year 7 students complete 4 introductory drawing tasks which make up a baseline level. This level is recorded on Sims and in the front of Year 7's sketchbooks. From this baseline level

and sub-level the teacher will set a KS3 target which should be 2 levels higher than the baseline. See the assessment sheet at the end of this policy.

- It is also departmental policy to record the level at the start of Year 8 and year 9 in the front of sketchbooks along with their KS3 target.
- See the assessment sheet at the end of this policy.
- It is departmental policy to give formal written feedback for all homework at KS3 and most pieces of classwork. Again, these levels will be recorded in student sketchbooks and on Sims
- At the end of each term, students complete a formal student assessment sheet where they review their progress, use WWW (what went well), EBI (even better if). They also set targets for the next term – how to improve.
- Teachers also complete a formal written feedback using WWW and EBI and where necessary set a teacher target. See assessment sheet attached.
- Teacher assessment takes into account evidence of achievement in a range of contexts and in a range of activities.
- At the end of KS3, we have to report an end of Key Stage level based on attainment targets.
- At KS4, assessment follows the AQA assessment criteria.
- Year 10 and Year 11 have regular informal tutorials to discuss progress and to develop ideas.
- They also receive a half-way formal assessment for their project work which is graded and advice and guidance is provided for progression.
- At the end of each major project, students will receive a formal written feedback sheet with grades and written advice. Students then have the opportunity to improve coursework, either at home or in an after-school club.