



Arts Department Handbook 2018 - 2019

Head of Department:
Adam Case

Shirebrook Academy Arts Vision

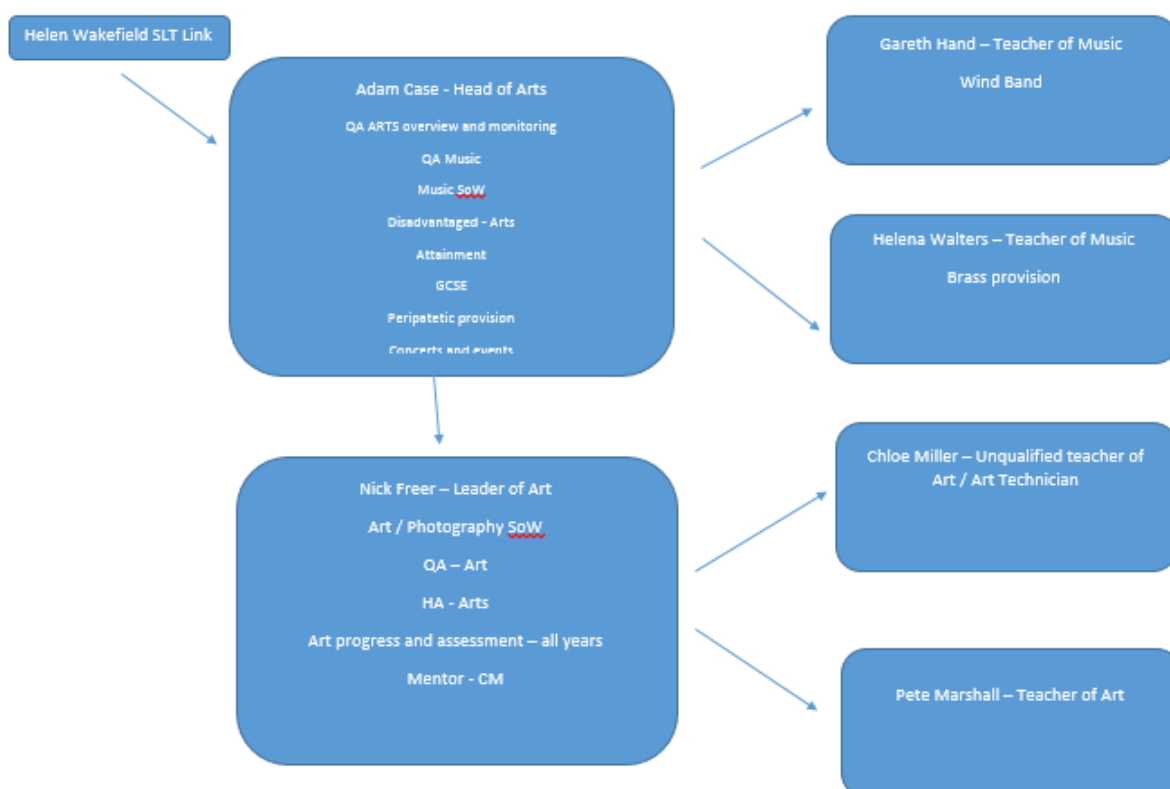
The Arts Department at Shirebrook Academy is committed to providing its students with an inspiring, creative curriculum that promotes self-expression, personal development and creative experimentation. Through these endeavours we believe that our students gain the wider qualities of confidence, self-awareness, resilience and determination.

All student in years 7 to 9 receive one lesson of art and one lesson of music weekly, through these lessons students will gain a broad spectrum of skills and understanding that not only prepare them for further study but also allows all to have a real experience and appreciation of the arts in the wider context. In years 10 and 11 students can opt to further their arts education by studying for a GCSE in Art, Music and/or Photography.

Alongside their timetabled lessons students have the opportunity to undertake a varied offer of extra-curricular opportunities that includes lunchtime clubs, workshops, concerts, performances, instrumental lessons, gallery visits and cultural excursions. In addition, we are committed to partnerships with various outside agencies including The Harley Foundation, The Hepworth Gallery, The Chatsworth Estate, The Rotary Club, Shirebrook Brass Band and Bolsover District Council amongst others.

Arts Department Staff

Adam Case	Head of Department	Music
Nick Freer	Leader of Art	Art
Gareth Hand	Teacher of Music	Music
Peter Marshall	Teacher of Art (0.4FTE)	Art
Chloe Miller	Teacher of Art (unqualified)/ Art technician	Art
Helena Walters	Teacher of Music (0.4FTE)	Music



Appraisal and Coaching Map

All staff will participate in a coaching conversation Monday period
1 bi-weekly.

Appraiser and coach

Adam Case	Helen Wakefield
Nick Freer	Adam Case
Peter Marshall	Nick Freer
Chloe Miller	Nick Freer
Helena Walters	Adam Case
Gareth Hand	Adam Case

Visiting Instrumental Teachers

Roy Walters	Brass
Simon Redfern	Guitar
Nigel Rawse	Drum kit
Angela Hill	Strings
Emily Fox	Woodwind

Timetables

	AC <i>Mr Adam Cate</i>	CM <i>Miss Chloé Moor</i>	GH <i>Mr Gareth Hand</i>	HW <i>Mrs Helen Waters</i>	KWO <i>Miss Katie Walker</i>	NF <i>Mr Nick Frewer</i>	PM <i>Mr Peter Marshall</i>
Mon.1	[COACH] CM, GH, HW, PM	[COACH] AC, GH, HW, PM	[COACH] AC, CM, HW, PM	[COACH] AC, CM, GH, PM		11E/Ar1 AR1	[COACH] AC, CM, GH, HW
Mon.2	7AD/Mu MU1	7GH/Ar T2	[PPA]	7LWO/Mu MU2		11E/Ar1 AR1	7JT/Ar AR2
Mon.3		[TECH]	11H/Mu1 HW, MU1, MU2	11H/Mu1 GH, MU1, MU2		11H/Ph1 PM, AR1, AR2	11H/Ph1 NF, AR1, AR2
Mon.4	10D/Mu1 GH, MU1	[TECH]	10D/Mu1 AC, MU1	7EE2/Dr ENB		[PPA]	88WE/Ar AR2
Mon.5	[OC]	[TECH]	10B/Mu1 HW, MU1	10B/Mu1 GH, MU1	7E/Te2 PL, T3	10B/Ar1 PM, AR1, AR2	10B/Ar1 NF, AR1, AR2
Mon.6		[TECH]	10B/Mu1 MU1	99WE/Mu MU2	7E/Te2 PL, T3	10B/Ar1 PM, AR1, AR2	10B/Ar1 NF, AR1, AR2
Tue.1	10AC/Dr E4	[MEET] NF	7GH/Dr AR2	[PPA]		[MEET] CM	[PPA]
Tue.2	[MEET] GH	[TECH]	[MEET] AC	7JT/Mu MU2		10A/Ph1 PM, AR1, AR2	10A/Ph1 NF, AR1, AR2
Tue.3	[NON-CORE] CA, JE, LN, LWO, T	[TECH]	[PPA]	[SUP/COV]	8W/Te3 T1	[ISO]	7AD/Ar AR2
Tue.4	[MEET] WA	11G/Ph1 PM, AR2	[SUP/COV]	[SUP/COV]	9W/Te3 T1	[ISO]	11G/Ph1 CM, AR2
Tue.5	10B/Mu1 MU2	99EE/Ar AR2		88EE/Mu MU1		10B/Ar1 AR1	[SUP/COV]
Tue.6		7NSM/Ar AR2		7GH/Mu MU2			11E/Ar1 AR1
Wed.1	11H/Mu1 GH, MU1	7LWO/Ar AR2	11H/Mu1 AC, MU1	[BLANK]		11H/Ph1 AR1	[BLANK]
Wed.2	11H/Mu1 GH, MU1	[TECH]	11H/Mu1 AC, MU1	[BLANK]		11H/Ph1 AR1	[BLANK]
Wed.3	88EE/Mu MU2	[TECH]	88WE/Mu MU1	[BLANK]			[BLANK]
Wed.4	[PPA]	[TECH]		[BLANK]		99WE/Ar AR1	[BLANK]
Wed.5	88W1/Mu MU2	88W2/Ar AR2	7NSM/Mu MU1	[BLANK]	7MY/Ar M6	10C/Ph1 AR1	[BLANK]
Wed.6		[TECH]	99W1/Mu MU2	[BLANK]			[BLANK]
Thu.1	10D/Mu1 GH, MU1, MU2	[PPA]	10D/Mu1 AC, MU1, MU2	[BLANK]		[OC]	[BLANK]
Thu.2	10D/Mu1 MU1	88E1/Ar AR2	88E1/Mu MU2	[BLANK]	88EE/Ar M6	88E2/Ar AR1	[BLANK]
Thu.3	88E2/Mu MU1	99W2/Ar AR2	99E1/Mu MU2	[BLANK]	8W/Te2 T3	11G/Ph1 AR1	[BLANK]
Thu.4	[PPA]	[TECH]	[SUP/COV]	[BLANK]	8W/Te2 T3	11G/Ph1 AR1	[BLANK]
Thu.5	[SW]	[TECH]	7MY/Mu MU2	[BLANK]	7W/Te2 T3A	10A/Ph1 AR1	[BLANK]
Thu.6	[SW]	[TECH]	88W2/Mu MU2	[BLANK]	7W/Te2 T3A	10A/Ph1 AR1	[BLANK]
Fri.1	7AD/Hu MU2	[PPA]	7LWO/Hu H2	[BLANK]	[COACH] CA, JD, KW, SD	88W1/Ar AR1	[BLANK]
Fri.2	7AD/Hu MU2	88E2/Ar AR2	7LWO/Hu H2	[BLANK]	9W/Te3 CA, T1	88E1/Ar AR1	[BLANK]
Fri.3	7AD/Hu MU2	[TECH]	7LWO/Hu H2	[BLANK]		[PPA]	[BLANK]
Fri.4	7AD/Hu MU2	[TECH]	7LWO/Hu H2	[BLANK]		[OC]	[BLANK]
Fri.5	[MEET]	10C/Ph1 NF, AR1	[PPA]	[BLANK]		10C/Ph1 CM, AR1	[BLANK]
Fri.6	99W2/Mu MU2	99W1/Ar AR2	99E2/Mu MU1	[BLANK]		10C/Ph1 AR1	[BLANK]

Arts Safe House Rota

	1	2	3	4	5	6
MONDAY	NF AR1	AC MU1	HW MU2	AC MU1	PM AR2	NF AR1
TUESDAY	AC E4	NF AR1	PM AR2	PM AR2	AC MU2	HW MU2
WEDNESDAY	AC MU1	AC MU1	GH MU1	NF AR1	AC MU2	GH MU2
THURSDAY	AC MU1	AC MU1	NF AR1	NF AR1	GH MU2	NF AR1
FRIDAY	AC MU2	AC MU2	AC MU2	AC MU2	NF AR1	AC MU2

Examination Groups

	Board	Spec code	No. y10	No. y11
GCSE Art	Eduqas	601/8087/0	12	23
GCSE Music	Eduqas	601/8131/X	14	14
GCSE Photography	Eduqas	601/8087/0	42	29

GCSE Art / Photography

Unit 1: Portfolio – 60%

Unit 2: Externally set assignment – 40%

All internally assessed and externally moderated

GCSE Music

30% Composition – Internally assessed, externally moderated

30% Performance - Internally assessed, externally moderated

40% Listening Examination – externally assessed

Arts Marking and Independent Learning Policy

How is feedback given?

In y9-7 art lessons feedback on student work is provided verbally and through written commentary within sketchbooks. All feedback provided is in-line with the Shirebrook Standard descriptors and will be focused on improving art skills and allowing students to progress towards and beyond their target.

In y7-9 music lessons students are provided with regular informal verbal feedback which is recorded in the progress tracking document within their booklets, this is linked to the Shirebrook Standard criteria and will be focussed on allowing student to progress to meet or exceed their targets. At the end of each body of work students' performance or composition work is formally assessed against the Shirebrook Standard criteria with their working-at level recorded. One set piece of written work per half-term is also marked within booklets in-line with the Academy's marking policy.

In y10-11 all students receive focussed and regular feedback in-line with the exam board criteria and their target grade. Progress is tracked though the use of Arts Progress and Monitoring books and is monitored weekly where possible. Students work is assessed against

- How do students track their progress and set targets?

In art lessons, students use ks3 Assessment for Learning documents at key points within a body of work which contains self, peer and teacher feedback. Once complete this document allows student to set SMART targets in line with their target grade.

In music lessons students set SMART targets on the front of their booklets at the beginning of each unit; after each practical lesson, students' record progress towards targets and set rehearsal targets for the following week.

- RAISE time

In art lessons students respond to peer and teacher feedback and improve their work accordingly. Specific RAISE time is built into each unit at key points. In music, students use their weekly targets to improve work and progress towards their target grade. This is used as the basis for verbal teacher feedback during practical lessons.

In y10-11 students use

- Literacy

All students are expected to follow the Academy's literacy conventions when writing into their booklets or sketchbooks. When conducting and recording research students spelling, punctuation and grammar are marked in-line with the Shirebrook Academy literacy policy.

- Frequency

Art sketchbooks will be marked twice per half-term, once at the midway-point using Assessment for Learning documentation, and one at the end where written feedback and formal grade will be provided.

In music lessons, students will be provided with informal verbal feedback at regular intervals throughout each unit and a formal assessment will be completed every half-term.

At data collection points the most recent recorded grades will be used.

- Work Scrutiny and standardisation

Work scrutiny and student voice is carried out by the Head of Department of Leader of Art on a half-termly basis, positive and developmental feedback is provided to individual staff and outcomes are recorded in the department folder. TaG group meetings are also used to assess accuracy of assessment.

- Data and tacking

It is the responsibility of all teaching staff to maintain an accurate and regular mark book which contains student data and assessment outcomes. Where appropriate staff also track BLP of individual students. It is the expectation that at the minimum all teachers record the Shirebrook Standard outcome for all students in y7-9 every half-term.

Key Dates

21.09.18 Chatsworth Gallery Visit

October TBC Articulation

22/23.11.18 London Residential

12.12.18 Christmas Concert

14.12.18 Carols In The Market

Jan – TBC GCSE Art Photography City Gallery Visit

14.05.19 Art, Photo and Textiles Visit

22.06.19 Family Fun Day

24.06.19 Arts Week

19.07.19 Shirebrook's Got Talent