



MIDDLETON GRANGE SCHOOL

VISUAL ARTS TRIENNIAL REPORT 2018



Visual Arts : Created to Soar



Background

Learning Area: Year Level Classes and name of Teacher

Number of staff; 4; BH VN JH RS

Subject Disciplines	Levels offered	Number of classes	Teachers
Art	NCEA Level 1	2	VN
Painting	NCEA Level 2	1	VN
	3	1	VN
	Scholarship	1	VN
Photography	NCEA Level 2	2	BH
	3	1	BH
	Scholarship	1	BH
Design	NCEA Level 2	1	BH
	3	1	BH
	Scholarship	1	BH

Curriculum Area: Courses offered and the number of staff in the Curriculum Area

Courses are offered in a number of Visual Arts disciplines - Photography, Design and Painting. There are other disciplines of Printmaking, Sculpture and Art History, but we are currently unable to offer these subjects due to the absence of trained Art staff. Some pupils have chosen to sit these through the Correspondence School. Pupils often sit multiple Art disciplines at Years 12 & 13. This often enhances their overall learning but also can prove challenging for some pupils to manage, especially at Year 13 with the requirement to complete three panels per discipline.

Visual Arts : Created to Soar

Middle School	Levels offered	Number of classes	Teachers
Levels:			
Year10 Art	10	1	VN
Year 9 Art	9	1 Major = 3 trimesters 1 Minor = 1 trimester	RL
Year 8 Art	8	4 (x1 per trimester, with 1 trimester having x2 classes)	RS BH
Year 7 Art	7	4 (x1 per trimester, with 1 trimester having x2 classes)	JH RS
Learning centre	7-13	1	VV

Middle School courses cover a range of Art disciplines - Photography, Design, Painting, Sculpture, Printmaking and general Art principles and elements. They are designed on a 2-year course so that all 4 strands can be covered. (UC, PK, DI, CI). i.e. Year 7 covers PK and CI, and Year 8 covers DI and UC.

Understanding Visual Arts in Context (UC)	Developing Practical Knowledge in Visual Arts (PK)	Developing Ideas in Visual Arts (DI)	Communicating and Interpreting in Visual Arts (CI)
--	---	---	---



Visual Arts : Created to Soar

Units of work also change in the last term of school, particularly in Year 10. This flexibility allows for new units to be based around service for the school by producing work that can be displayed around the school that either Richard Vanderpyl has suggested or VN has observed would look great in an empty space. This also allows for good coverage of the disciplines, subject matter and strands. The Middle School programme is currently all up to date, so we will begin the process of adjusting and revising units of work to the repertoire of the levels being taught. This gives opportunity to keep the work offered to pupils fresh, relevant to the cohort and less predictable. The basic Art principles and elements are taught through all levels throughout Middle and Senior School although presented in a different manner and level of difficulty for each level. A good grounding in the basic tools of Art are familiar for those entering senior Art classes regardless of which discipline they choose.



Programmes in the Visual Arts

Art Level 1

Course Description

The work covered sets the foundation for future study in Year 12 and 13. It teaches pupils to analyse artworks and the methods used to create them. They learn to experiment with various media and to communicate visually. A crucial part of the course is the study of New Zealand and international artist models and their work. Both Maori and European cultures are studied and there is a strong underlying reflection of our creative God and manmade objects.



The course has been designed in-house and is based on the concept of “Containers and Containment.” This covers a literal translation such as jugs, tins and bottles through to wider conceptual meanings e.g.; the land containing the spirit of New Zealand, people containing the culture of New Zealand. The main disciplines taught throughout the year are drawing, painting and mixed media.

Pre-Requisites: Previous study in Art is directly linked to pupil success at this level. Pupils are encouraged to obtain an Art experience before taking this course, although, individual pupils with little or no experience may be considered at the CL’s discretion.

COURSE OUTLINE AND ASSESSMENT INFORMATION

This course aims to:

- Develop pupils' understanding of the role that Visual Arts play in society as a visual language for individuals, community organisations and worldwide.
- Provide pupils with knowledge of the principles, processes and methods of the Visual Arts and artists.

The Year 11 Art course consists of 2 Achievement Standards and contributes 16 credits towards the Level 1 National Certificate in Educational Achievement (NCEA).

The Achievement Standards offered during this year are:

A/S Number and order taught	Achievement Standard Title	Credits	Assessment Method
LV.1 A/S 1.2 90914	Use drawing methods and skills for recording information using wet and dry media.	4	Internal
A/S 1.4 90916	Produce a body of work informed by established practice, which develops ideas, using a range of media.	12	External

Part 1: consists of internally moderated achievement standard

A/S 1.2 90914

For this Achievement Standard, you will use drawing methods and skills for recording information using wet and dry media based on selected subject matter.

Part 2: consists of an externally moderated achievement standard in the form of a 2 panelled folio.

A/S 1.4 90916

Produce a body of work informed by established practice, which develops ideas, using a range of media.



Photo 12



Photography Level 2

Course Description:

Pupils are introduced to the camera as a tool to create artistic photographic images. They study picture making tools of Photography such as aperture, shutter speed, depth of field and composition. They are heavily influenced by current contemporary artist models and their work.

An optional in-house Star course in Photoshop (current industry standard software) is offered for pupils to become familiar with software to edit and manipulate images.

Pupils learn to see, speak and communicate through their photographs. Skills are honed to enable them to be able to control how an image is read by the viewer. They learn to evoke emotion, sympathy, outrage and even protest through their work.

Pupil's produce folio work that is based on their own theme for the year which allows them to practice skills required in the external folio, while completing the internal components of the course.

Pre-Requisites:

Previous study in Art is directly linked to pupil success at this level. While individual pupils can be accepted into this class without Art experience, it will be at the teacher's/CL discretion, but will be at a disadvantage. The popularity of this course demands that in choosing candidates for acceptance to this course, preference will be given to those who have previously studied Art in Middle School and particularly at Level 1 Art. Computer experience and knowledge is also an advantage.

COURSE OUTLINE AND ASSESSMENT INFORMATION

This course aims to:

Develop pupils' understanding of the role Photography plays as a visual language for individuals, community organisations and worldwide.

To provide pupils with knowledge of the principles, processes and methods of contemporary photographers and photography in the Visual Arts.

Visual Arts : Created to Soar

The Year 12 Photography course consists of 4 Achievement Standards and contributes 24 credits towards the Level 2 National Certificate in Educational Achievement (NCEA).

The Standard Achievements covered during this year are:

Number and order taught	Achievement Standard Title	Credits	Assessment Method
A/S 2.1 91307	Demonstrate understanding of methods and ideas from established Photography practice.	4	Internal
A/S 2.2 91312	Use drawing methods to apply knowledge of conventions appropriate to Photography .	4	Internal
A/S 2.3 91317	Develop ideas in a related series of drawing appropriate to established Photography practice.	4	Internal
A/S 2.4 91322	Produce a systematic body of work that shows understanding of art making conventions and ideas within Photography .	12	External

There are two parts to the submission for Year 12 Photography.

Part 1: consists of internally moderated achievement standards.

A/S 2.1 91307: Demonstrate understanding of methods and ideas from established **Photography** practice.

A/S 2.2 91312: Use drawing methods to apply knowledge of conventions appropriate to Photography.

A/S 2.3 91317: Develop ideas in a related series of drawing appropriate to established **Photography** practice.

Part 2: consists of an externally moderated achievement standard.

A/S 2.4 91322: Produce a systematic body of work that shows understanding of art making conventions and ideas within **Photography**.

Design @12



Design Level 2

Course Description:

During the year pupils are introduced to the demanding field of Design, its principles and elements which are foundational to overall excellent results. Working on a class wide theme for the year, e.g. Acclaim Circus Entertainment, pupils undertake research into relevant topics, current Design styles and contemporary trends.

Pupils complete an in-house Star course in Illustrator software which enables them to take initial ideas and concepts through to the slick computer generated quality of professionally produced printed work. Through this, pupils learn to critically analyse their own work including editing and communicating visual messages through their advertising and branding to the client and viewer. The pupils work to a number of briefs which demonstrate their ability and understanding of contemporary design outcomes in society.

Pre-Requisites:

Previous study in Art is directly linked to pupil success at this level. While individual pupils can be accepted into this class without Art experience, it will be at the teacher's/CL discretion, but will be at a disadvantage. The popularity of this course demands that in choosing candidates for acceptance to this course, preference will be given to those who have previously studied Art in Middle School and particularly at Level 1 Art. Computer experience and knowledge is also an advantage.

COURSE OUTLINE AND ASSESSMENT INFORMATION

This course aims to:

Develop pupils' understanding of the role Design plays as a visual language for individuals, community organisations and worldwide.

Provide pupils with knowledge of the principles, processes and methods of Designers and Design in the Visual Arts.

Visual Arts : Created to Soar

The Year 12 Design course consists of 4 Achievement Standards and contributes 24 credits towards the Level 2 National Certificate in Educational Achievement (NCEA).

The Standard Achievements covered during this year are;

Number and order taught	Achievement Standard Title	Credits	Assessment Method
A/S 2.1 91305	Demonstrate understanding of methods and ideas from established Design practice.	4	Internal
A/S 2.2 91310	Use drawing methods to apply knowledge of conventions appropriate to Design .	4	Internal
A/S 2.3 91315	Develop ideas in a related series of drawing appropriate to established Design practice.	4	Internal
A/S 2.4 91320	Produce a systematic body of work that shows understanding of art making conventions and ideas within Design .	12	External

There are two parts to the submission for Year 12 Design

Part 1: consists of internally moderated achievement standards.

A/S 2.1 91305: Demonstrate understanding of methods and ideas from established **Design** practice.

A/S 2.2 91310: Use drawing methods to apply knowledge of conventions appropriate to **Design**.

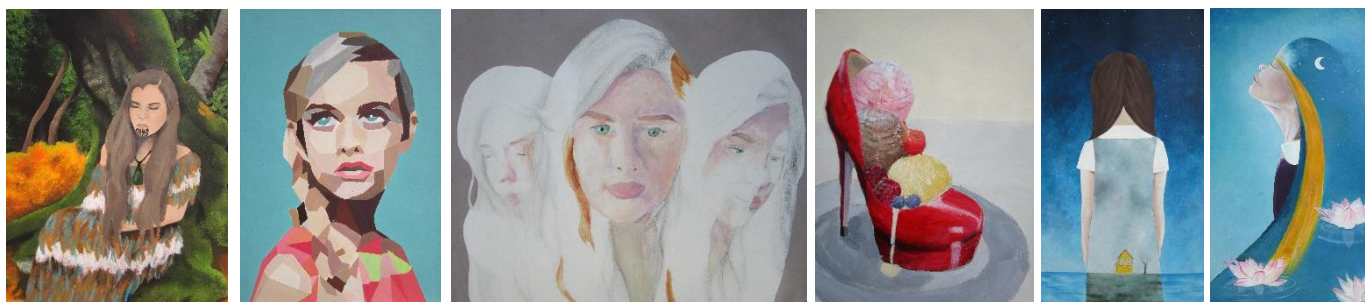
A/S 2.3 91315: Develop ideas in a related series of drawing appropriate to established **Design** practice.

Part 2: consists of an externally moderated achievement standard.

A/S 2.4 91320: Produce a systematic body of work that shows understanding of art making conventions and ideas within **Design**.



Painting 12



Painting Level 2

Course Description:

Pupils work on an individually chosen theme for the year. This forms the bulk of their work completed during the year. The internal component enables pupils to research and analyse contemporary Artist models and their work, while experimenting with media and techniques. The external folio demonstrates the pupil's ability, their layout and narrative concepts through the presentation of a two A1 panel submission. Development of ideas will be evident in the use of smaller sized paintings through to completely resolved final works. Pupils are encouraged to explore and master mix-media based on sound drawing and study of several relevant Artist models, their working methods and artworks.

Pre-Requisites:

Previous study in Art is directly linked to pupil success at this level. While pupils can come into this class without Art experience they will be at a disadvantage. The popularity of this course demands that in choosing candidates for acceptance to this course, preference will be given to those who have previously studied Art in Middle School and particularly at Level 1 Art.

COURSE OUTLINE AND ASSESSMENT INFORMATION

This course aims to:

Develop pupils' understanding of the role Painting plays as a visual language for individuals, community organisations and worldwide.

Provide pupils with knowledge of the principles, processes and methods of the Visual Arts and artists.

The Year 12 Painting course consists of 3 Achievement Standards and contributes 20 credits towards the Level 2 National Certificate in Educational Achievement (NCEA).

Visual Arts : Created to Soar

The Standard Achievements covered during this year are:

Number and order taught	Achievement Standard Title	Credits	Assessment Method
A/S 2.2 91311	Use drawing methods to apply knowledge of conventions appropriate to Painting .	4	Internal
A/S 2.3 91316	Develop ideas in a related series of drawing appropriate to established Painting practice.	4	Internal
A/S 2.4 91321	Produce a systematic body of work that shows understanding of art making conventions and ideas within Painting .	12	External

There are two parts to the submission for Year 12 Painting.

Part 1: consists of internally moderated achievement standards.

A/S 2.2 91311: Use drawing methods to apply knowledge of conventions appropriate to **Painting**.

A/S 2.3 91316: Develop ideas in a related series of drawing appropriate to established **Painting** practice.

Part 2: consists of an externally moderated achievement standard.

A/S 2.4 91321: Produce a systematic body of work that shows understanding of art making conventions and ideas within **Painting**.

Photo 13



Photography Level 3

Course Description:

Pupils apply rigorous study of established Artist models and their work in a variety of photographic genre applicable to their chosen theme for the year. Pupils study the use of tools to visually communicate through their images, to the viewer. During the year they learn to demonstrate mastery of camera control, manipulation of images, and control of picture making skills such as the rule of thirds, leading lines and tonal contrast. Throughout the year pupils use work prints through to final images that demonstrate successful picture making to convey information to the viewer. Pupils participate in an in-house Star Photoshop course where they learn skills to edit and manipulate images.

Pre-Requisites:

Previous study in Art is directly linked to pupil success at this level. While individual pupils can be accepted into this class without Art experience, it will be at the teacher's/CL discretion, but will be at a disadvantage. The popularity of this course demands that in choosing candidates for acceptance to this course, preference will be given to those who have previously studied Art in Middle School and particularly at Level 1 and Level 2 Art Design, Painting or Photography. Computer experience and knowledge is also an advantage.

COURSE OUTLINE AND ASSESSMENT INFORMATION

This course aims to:

Develop pupils' understanding of the role Photography plays as a visual language for individuals, community organisations and worldwide.

Provide pupils with knowledge of the principles, processes and methods of the Visual Arts and artists.

The Year 13 Photography course consists of 4 Achievement Standards and contributes 26 credits towards the Level 3 National Certificate in Educational Achievement (NCEA).

Visual Arts : Created to Soar

The Standard Achievements covered during this year are;

Number and order taught	Achievement Standard Title	Credits	Assessment Method
A/S 3.1 91442	Analyse methods and ideas from established Photography practice.	4	Internal
A/S 3.2 91447	Use drawing to demonstrate understanding of conventions appropriate to Photography .	4	Internal
A/S 3.3 91452	Systematically clarify ideas using drawing informed by established Photography practice	4	Internal
A/S 3.4 91457	Produce a systematic body of work that integrates conventions and regenerates ideas within Photography practice.	14	External

There are two parts to the submission for Year 13 Photography

Part 1: consists of internally moderated achievement standards.

A/S 3.1 91442: Analyse methods and ideas from established **Photography** practice.

A/S 3.2 91447: Use drawing to demonstrate understanding of conventions appropriate to **Photography**.

A/S 3.3 91451: Systematically clarify ideas using drawing informed by established **Photography** practice.

Part 2: consists of an externally moderated achievement standard.

A/S 3.4 91455: Produce a systematic body of work that integrates conventions and regenerates ideas within **Photography** practice.





Design Level 3

Course Description:

Design is one subject that underlies all disciplines of Art. Throughout the year, pupils study contemporary Design in current culture, from typography to advertising, packaging, service orientated briefs, commercial business and branding. Pupils learn industry standard software through an in-house Star course in Illustrator and Photoshop to produce a range of briefs under their chosen theme for the year. The internal components of the course help pupils to master the skills required to familiarise themselves with the design elements and principles of contemporary design required at this level.

The study of the 'movers and shakers' in the Design Art world and the effect of technology in the production of artworks and commercial art, encourages the making of work at a consistently high standard. The work on offer is very broad from magazine double spreads to packaging, billboards, uniforms and posters. Pupils are also graded on the overall layout and presentation of their work.

Pre-Requisites:

Previous study in Art is directly linked to pupil success at this level. While individual pupils can be accepted into this class without Art experience, it will be at the teacher's/CL discretion, but will be at a disadvantage. The popularity of this course demands that in choosing candidates for acceptance to this course, preference will be given to those who have previously studied Art in Middle School and particularly at Level 1 and Level 2 Art Design, Painting or Photography. Computer experience and knowledge is also an advantage.

COURSE OUTLINE AND ASSESSMENT INFORMATION

This course aims to:

Develop pupils' understanding of the role Design plays as a visual language for individuals, community organisations and worldwide.

Provide pupils with knowledge of the principles, processes and methods of the Visual Arts and artists.

Visual Arts : Created to Soar

The Year 13 Design course consists of 4 Achievement Standards and contributes 26 credits towards the Level 3 National Certificate in Educational Achievement (NCEA).

The Standard Achievements covered during this year are:

Number and order taught	Achievement Standard Title	Credits	Assessment Method
A/S 3.1 91440	Analyse methods and ideas from established Design practice.	4	Internal
A/S 3.2 91445	Use drawing to demonstrate understanding of conventions appropriate to Design .	4	Internal
A/S 3.3 91450	Systematically clarify ideas using drawing informed by established Design practice.	4	Internal
A/S 3.4 91455	Produce a systematic body of work that integrates conventions and regenerates ideas within Design practice.	14	External

There are two parts to the submission for Year 13 Design.

Part 1: consists of internally moderated achievement standards.

A/S 3.1 91442: Analyse methods and ideas from established **Design** practice.

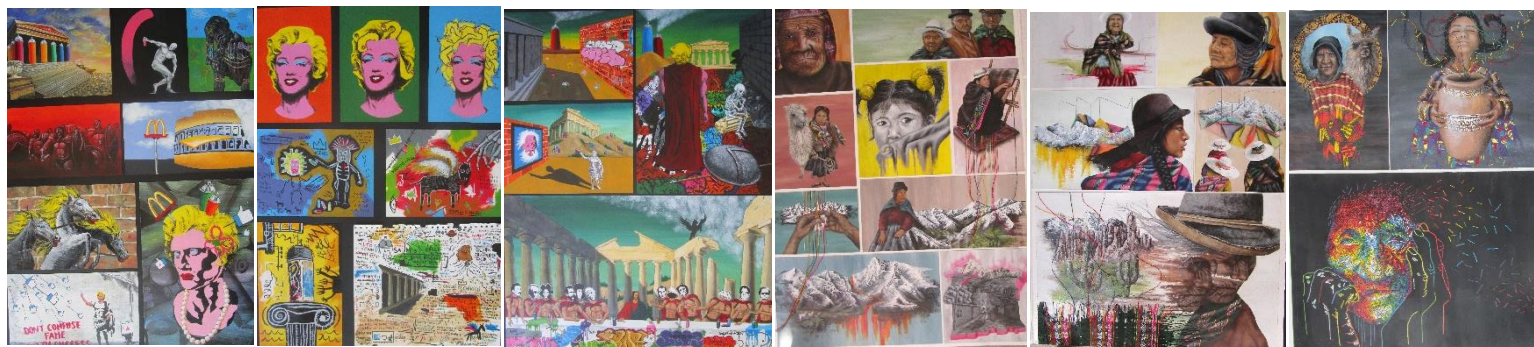
A/S 3.2 91447: Use drawing to demonstrate understanding of conventions appropriate to **Design**.

A/S 3.3 91451: Systematically clarify ideas using drawing informed by established **Design** practice.

Part 2: consists of an externally moderated achievement standard.

A/S 3.4 91455: Produce a systematic body of work that integrates conventions and regenerates ideas within **Design** practice.

Painting 13



Painting Level 3

Course Description:

Pupils work to an individual chosen theme for the year with the internal achievement standards providing the opportunity to learn from existing Artist models and their work. During the year, pupils work reflects time experimenting with media and techniques studied. Picture making skills are honed so that the artworks stand alone when graded and therefore have to have a strong narrative running through the three panels. Mastery in technique as well as visual communication should be evident in an original approach based on the Artist models studied. Research is evident in the imagery chosen, the planning, working drawings and final completed paintings.

Pre-Requisites:

Previous study in Art is directly linked to pupil success at this level. While pupils can come into this class without Art experience they will be at a disadvantage. The popularity of this course demands that in choosing candidates for acceptance to this course preference will be given to those who have previously studied Art Painting in Middle School and particularly Art at Level 1; 11 Art, or Level 2; 12 Painting, 12 Photography and/or 12 Design.

COURSE OUTLINE AND ASSESSMENT INFORMATION

This course aims to:

Develop pupils' understanding of the role Painting plays as a visual language for individuals, community organisations and worldwide.

Provide pupils with knowledge of the principles, processes and methods of the Visual Arts and artists.

The Year 13 Painting course consists of 3 Achievement Standards and contributes 22 credits towards the Level 3 National Certificate in Educational Achievement (NCEA).

Visual Arts : Created to Soar

The Standard Achievements covered during this year are;

Number and order taught	Achievement Standard Title	Credits	Assessment Method
A/S 3.2 91446	Use drawing to demonstrate understanding of conventions appropriate to Painting .	4	Internal
A/S 3.3 91451	Systematically clarify ideas using drawing informed by established Painting practice.	4	Internal
A/S 3.4 91456	Produce a systematic body of work that integrates conventions and regenerates ideas within Painting practice.	14	External

There are two parts to the submission for year 13 Painting

Part 1: consists of internally moderated achievement standards.

A/S 3.2 91446: Use drawing to demonstrate understanding of conventions appropriate to **Painting**.

A/S 3.3 91451: Systematically clarify ideas using drawing informed by established **Painting** practice.

Part 2: consists of an externally moderated achievement standard.

A/S 3.4 91456: Produce a systematic body of work that integrates conventions and regenerates ideas within **Painting** practice.



Visual Arts : Created to Soar

Scholarship

Scholarship is offered across all the disciplines offered and currently taught. Photography, Painting and Design (some pupils have chosen to sit Art History by Correspondence).

A workbook accompanies the Level 3 external folio of work consisting of 8 single-sided A3 sheets in which pupils demonstrate their exploration and experimentation of their theme, Artist models and media. Also included are A4 sized clear photos of the folio submission. Scholarship is submitted at the same time as folios. All disciplines of any one level are submitted on the same day. Pupils who take more than one discipline in any one level or who are sitting Scholarship as well as Level 3 should be aware of this.

Teaching and Learning Programmes

Outline how the Curriculum taught is compliant with the requirements of the New Zealand Curriculum.

Principles

Both staff and pupils are held to high expectations in both performance and behaviour. In our Department we follow the standard of *WRAP* in Senior College. This stands for Work ethic, Respect, Appearance and Punctuality. Posters of *WRAP* are displayed in the classrooms and are followed by pupils and staff in their daily interactions with each other. We also have 'Ka Pai Pupils' signs around the Art rooms which show the amount of endorsements the Senior College Art classes have had in previous years to create an environment where pupils strive to also attain an endorsement, and perhaps improve on previous year numbers.

At the beginning of the year, goals are set within the classes with individual teachers, subjects and pupils. In the Arts there are a lot of one on one times with pupils. Teachers actively encourage pupils to stretch themselves and their abilities so that they maximise the benefit of their time in the Department. Use of facilities outside of set class time is strongly encouraged. This is further encouraged with the occasional 'Late Night Monday' as well as 'Pizza Nights' where Senior pupils come in mufti and work on any internal assessments they are currently doing in class under the supervision of an Art Teacher.

Next steps are indicated in formative assessments and during reporting cycles.

Any academic concerns are discussed and dealt with firstly in the Department and where possible, advice from Form Teachers, Deans and Senior Leadership. During the reporting cycle both Teachers and pupils comment on the Key Competencies displayed by pupils. Staff all use a varied approach to any behaviour issues relying on the school systems to deal, when necessary, with disruptive pupils. Good relationships with the Learning Centre Staff have



Visual Arts : Created to Soar

seen individual programmes of work being created for some pupils and the number of standards attempted by at risk pupils lessened for better overall results. We also have an individual Art programme run for Learning Centre pupils who are not in mainstream classes. This is currently being run by VV.

Key Competencies

Managing self; Pupils are encouraged to manage themselves as they progress through the various levels of teaching. Department wide expectations of homework completion, work volume, completion of work, participation in class, and achievement levels are helpful in guiding pupils to respect our community. Room use is available to Senior College but is conditional upon respect for equipment and facilities which is noted on the back of their 'Art Pupil Pass Cards'.

Thinking; Pupils are given opportunities to think for themselves with the approach to work themes in Year 12 and 13, although this is done in consultation with staff to ensure work is appropriate and is a good response to the Achievement Standards being attempted. They are encouraged not to settle for the first answer but to work through ideas and concepts so that truly original work develops.

Relating to others; Pupils are encouraged to respect each other and staff in the manner in which they conduct themselves in class and in the department and to conduct themselves the same whether someone is there overseeing them or not. This is also as a reflection of their personal walk as a Christian and growth in character.

Using language, Symbols & Text; Pupils are encouraged to learn and use visual language when researching and viewing art works. Vocab lists are frequently included with units of work from Middle School up to Senior college. Pupils are encouraged to see and use their Art as a means of communication to others.

Participating & contributing; Pupils are encouraged to participate fully and contribute to all class activities, so they can give and receive information to build on theirs and others learning. Pupils learn to offer informed critiques of theirs and others work.

Essential skills:

In Visual Arts education, pupils develop visual literacy and aesthetic awareness as they manipulate and transform visual, tactile, and spatial ideas to solve problems. They explore experiences, stories, abstract concepts, social issues, and needs, both individually and collaboratively. They experiment with a variety of materials, using processes and conventions to develop their visual inquiries and create both static and timed-based artworks. They view artworks, bringing their own experiences, sharing their responses and generating multiple interpretations. Their meaning making is further informed by investigation of the contexts in which artworks are created, used and valued. As they develop their visual literacy, students are able to engage with a wider range of art experiences in increasingly complex and conscious ways.

The Visual Arts develop students' conceptual thinking within a range of practices across Drawing, Sculpture, Design, Painting, Printmaking and Photography. Theoretical investigations also inform practical inquiry. Opportunities to explore and communicate in the

Visual Arts : Created to Soar

Visual Arts continue to expand as technologies and multi-disciplinary practices evolve. An example of this would be where VN has co-taught with English teacher Mr Tim Lalahi, design principles with the Static Image unit. As well as the importance of Art in early childhood education with Child Care Teacher Mrs Joanna Bisseker.

How is the Special Character of the school and in particular, the Foundational Principles for Curricula, reflected and taught in this Curriculum Area/Learning Area? Unit plans include possible teaching points like create & communicate.

As a Department we are aware of God's call to artists when God creates an artist, he does so with the talents and abilities necessary to see His beauty and truth in the world and lead others to Him. We also believe that we have a role we play in the mission of God, and we try to encourage pupils to seek what that means for them and challenge them to show this throughout their work and to glorify God. *"Art most truly praises God when the heart of the artist seeks to glorify Him in their work. It is the orientation of the artist's heart and the extent to which the work reflects God's beauty and truth that matters"* -Brian Lundin.

RL encouraged us as a Department at the beginning of the year to focus on being more explicit with the FPCs in the way we teach and encouraging pupils to really challenge which theme they decide to pick for their panel this year and to veer away from popular themes in the past which have been at times quite dark and with a focus on mental illness. This can be dangerous when it is something that is meditated on for a whole year. So as Senior College Teachers, BH and I, VN, have challenged our senior pupils to really question whether their theme does glorify God, and does it uphold our School's Special character? If not, how can you manipulate your theme or idea, so it does?

At Middle School, we teach individual units which have been moderated in the last few years to be strongly based off Christian foundations. An example would be the Bugs Unit, where we use many different mediums to draw bugs, but by examining these bugs thoroughly, we are able to see that these bugs are small signposts to God's brilliant creativity. With their fascinating beauty, inconceivable design features, and limitless variety, they are a living testament to an all-wise, wonderful Creator.

We work more with one on one pupil focused learning with no class wide subjects at Senior college, this does, however, often provide teaching moments with individual topics and areas of interest. A few years ago, BH helped develop a policy for all books, CDs, videos used in the Department. In it we cover the use of copyright, appropriation and artist intent. It is under the heading of 'Receive Redeem Reject' where we teach pupils to view artworks and images under this heading. Reject; we out rightly reject the work as not being useable viewed in the Christian character of our school. Reuse; we can take the work as it is and use it in its current content. Redeem is where we look at the artwork and are able to redeem some parts of it by thinking of it in a Christian content. We go over this policy at the beginning of the year with all senior classes and modified version for Middle School. We have posters in the Department to remind pupils.

3. Assessment Practices

How is assessment information on pupil achievement obtained?

Formative assessments: These are done by the subject teachers as units of work progress to inform pupils of the standard of their work, volume and the appropriateness of subject matter being discussed. The standardized forms give next steps for progress comments and an estimation of the grade that the pupil is currently working at.

Summative assessments: This is the final grade given with comments for next steps for further work. Pupils have the right to appeal this grade if there is a difference in opinion on the grade. Another teacher in the department grades the work. Where there is a discrepancy the CL is asked to rule on the final grade. Teachers from other schools grade the work where they have a better understanding of the achievement standard on offer. This is currently being done for our Design course with the Head of Department from Riccarton High. This is mainly at Senior College level with achievement standards. There are further options with the Principal's nominee regarding pupils not meeting deadlines and asking for extensions.

Kamar; Grades are entered into both teachers own paper mark book and into Kamar system. This is assessable by CL.

How is this information used to monitor pupil progress through the Curriculum levels?

Grades entered in Kamar can be used to monitor progress as pupils move up through the Department. They also can give understanding on pupils' overall achievement across all subjects. Other helpful information such as pastoral, medical and behavioural can be accessed to inform teachers of other situations facing the pupils in their classes.

What means do you use to reflect on how pupils have performed in assessments?

Pass rates, improvements from formative assessments, KCs (recorded on reports) which measure things like participation/contribution, thinking, relating to others, managing self and language.

We measure against how others in the class have done in same assessment. We also compare work level from previous years if the pupil has been taught previously. Sometimes conversations are held with other Teachers in the Department who may have taught them. Finding out what strategies work, who to not sit beside them, what works as encouragement etc.

Visual Arts : Created to Soar

What means do you use to evaluate end of units/topics? Please provide a sample of the data which measures pupil progress, evaluation of the Curriculum programme and next steps.



Review:

Year 10: Term One Unit looking at the Visual Arts 'Practical Knowledge' strand with the main learning outcome for pupils to apply knowledge of elements and principles using conventions and a variety of techniques, tools, materials, processes and procedures.

End of Unit Evaluation

Unit Title:

Bugs
Mixed Media Bugs

Class	Year 10 Art
Teacher	VN
Date	May 2018

Teaching and Learning Activities and Strategies

Note activities that went well. Why? <ul style="list-style-type: none">Organizing the exemplar of bugs from a particular media (such as pencil) from best to worst in groups and comparing answers and discussing why they think that was more successful than the other."Walk and Gawk" to motivate pupils and to get them on their feet to get ideas from their peers are doing.	Note delivery strategies that were effective. <ul style="list-style-type: none">Demonstrations at the beginning of each technique being taught.Showing exemplar work from previous years.Connor showing the class a specific technique he learnt himself.
How could this unit be improved in terms of activities and/or delivery strategies? <ul style="list-style-type: none">Go over the assessment schedule with the annotated works to show what is a Merit or what is an Excellence etc.Depending on the class, I had quite few that worked much faster than the other pupils so only having one week on each technique rather than the suggested 2 weeks for some of the mediums.	

Visual Arts : Created to Soar

What resources worked well?

- Having a lot of bugs to choose from in the folder.
- Having plenty of exemplar work photocopied and laminated to show the pupils.

What resources could be useful?

- Perhaps organizing the bugs into categories so they can be placed around the class rather than everyone foraging from the one folder at the front of the classroom. So, you could say “wasps over here, beetles over there, dragonflies in that corner and moths/butterflies are in front of Becky”.
- Same with organizing the exemplars into their different mediums as well so it is easier to show exemplars instead of rummaging through a whole lot of different techniques.

Assessment Information

Note assessment procedures (diagnostic, formative, summative) used in the unit:

- Constant one to one formatives with students for advice.
- Marking the summative as the TIC of teaching that Unit.

Identification of Students

Use assessment information to identify students who:	Suggest ways to meet the needs of students identified:
are not achieving: <ul style="list-style-type: none">• Pupil A	<ul style="list-style-type: none">• more formative assessment to give official feedback before the deadline.
are at risk of not achieving: <ul style="list-style-type: none">• Pupil B• Pupil C	<ul style="list-style-type: none">• more formative assessment to give official feedback before the deadline.
have special needs: <ul style="list-style-type: none">• Pupil A	<ul style="list-style-type: none">• Communicate with learning centre to find out strategies that work for the pupils needs.
are achieving at a high level <ul style="list-style-type: none">• Pupil D• Pupil E• Pupil F• Pupil G• Pupil H	<ul style="list-style-type: none">• Give exemplars of Excellence and beyond excellence from previous years.• Give extension activities if they finish early. However, this rarely happens as these pupils are also perfectionists.• Continue challenging them with their work and giving them ideas to improve.
Notes	Notes
DATA	Comments
Number of pupils: Boys 5 Girls 19	
Against decile 9	

Visual Arts : Created to Soar

Maori 1	
Pacifica 1	
Excellence 9	
Merit 9	
Achieved 5	
Not Achieved 1	This pupil has a learning profile: Diagnosed moderate degree of Specific Learning Disability (SLD) due to neurological processing difficulties in visual perception, auditory perception (specifically auditory closure), working memory and sequencing. Negatively influences all areas of schooling, may present in class as dyslexia and dyscalculia.

4. Pupils at Risk of Not Achieving Academic Potential:

How does the Curriculum Area /Learning Area identify pupils at risk of not meeting their academic potential? (Include at risk of failure and Gifted and Talented pupils.)

Pupils at risk of not meeting their academic potential

Positive reinforcement of good work, doing one's best and perseverance are noted in class during one on one feedback with the pupils and in reports that go home to parents and caregivers. Encouragement and stickers are frequently used on formative assessments. Regular contact with home is preventative and allows the establishment of standards expected by pupils. Early formative assessment of the standard of work across the Department is routine. Emails are frequently used to notify parents of the year's work plan, due dates, late nights, pizza nights, missed assessments and study opportunities. Good working relationships with the Deans, Career Department and Learning Centre are most helpful to cover all bases with the pupils. Also using the LCP and school learning environment standards, are all good tools to establish work ethic and volume early in the year.

Fostering Strengths.

A programme is currently being run in the department involving the Year 13 volunteers from the 13 Painting class and Visual Art Team who are giving their after-school times to mentor gifted and talented pupils from Years 10 and 11 in the Middle School and Senior College.

Visual Arts : Created to Soar

Together the pupils work collaboratively on current tasks that they are working on, as well as trying out new techniques that will better prepare them for the following year if they decide to continue in Art. This is also open to pupils who have not tried Art before so that they can have a go in a non-assessed environment which will hopefully encourage them to take it in the future to keep the Art numbers up. It is proving to be very beneficial to both groups. The senior pupils boosted their own knowledge of what they had been taught by having to explain it to someone else and show them how and why the methods of painting and drawing were being used. They themselves were able to see the passion in the younger pupils which confirmed in themselves why they do and enjoy Art.

All units of work in Middle-school should have extension work that can be used to excel gifted pupils.



What early intervention strategies are put in place?

One on one is initiated by the teacher, seating plan, intervention with impositions for behaviour, work etc. are used and talking through expectations and the current work to ensure understanding is forthcoming. Encouragement when there is improvement and success happening.

Formative assessments which are regular and thorough give the Teachers immediate insight into progress of the pupil. For the pupil it gives them a measure of the standard of their work, the pace in which they are completing work and the next steps for improvement of their work and over all grades.

Deans are alerted that there may be some early warning symptoms appearing. Background and history is considered by the teacher through KAMAR and learning profiles from Learning Centre.

Home contact is initiated by email or phone to see if there are other factors impacting the pupil's ability to perform.

What other intervention and support strategies are put in place?

The introduction of the Created to Soar Cups, (for modelling of service, character and faithfulness in the Department) for each senior level, are building momentum. There has been good feedback from pupils and parents saying how they have impacted their lives. Especially as they are not awarded for academic results but rather for character. We are also looking at, as a Department, to display engraving boards in the stairwell with the names of pupils who have received the Created to Soar Cup.

Relationships are encouraged so that we can speak into their lives. Getting to know and be interested in them as people.

Class room work is encouraged throughout the Department where all pupils can come into the Art community to work and complete assignments. This allows mixing of a variety of ages and abilities in the same room. Younger pupils get to see work from senior pupils, which then encourages them to do Art in the future. Access is given for pupils to work in the department in non-scheduled class time e.g. before school, morning break, lunch, after school study periods, Pizza Nights and holidays, dependant on Teacher availability.

Regular display of work throughout the Department and through the school showing a range of levels and pupils work has gained favourable comments from pupil's visitors families friends and other staff. In 2018 a further investment of frames has allowed the upgrade of wall space by F201.

Pizza nights, Late night Mondays, and Top Art Boards Exhibition followed by a painting night were again a hit this year providing pupils with a space to work outside of class hours. These are open room times for the Art community to work together finishing work getting help where necessary and completing homework. Pupils from all levels attend these lunchtime sessions and mainly seniors on pizza nights and late nights.

2018 has seen the department go through some major changes with Kieren Brosnahan stepping down as Curriculum Leader and Natasha Vannoort stepping up. Kieren has been Head of Department for over 10 years and has led the department in the overall improvement of the standard of pupil work and the increase of popularity and numbers in the Art Department. She leaves a strong foundation of Excellence established in the department of both standard of work, history of Excellence in grades achieved, and breakthrough with Scholarship achievement and Endorsements during this time. Natasha brings in her own leadership skills and a pastoral heart of relationship for staff and pupils in her care. As a department we are excited to see her leadership develop and guide the department onto greater goals.

Visual Arts : Created to Soar

What evidence is there of success or otherwise? Please provide examples as appropriate.

A larger number of internationals took Photography and Design this year and, on the whole, have produced work of a good standard, some even showing strength.

We have had many endorsements in the Senior College, particularly at Level 3. In 2017 the year 13 Painting pupils gained 9 Excellence endorsements and 1 Merit endorsement.

Unfortunately, there were no Scholarships that year, however the year before there was 1 in Painting and 3 the year before as well as 1 in Design in 2016.

What links have been established with the Learning Centre or other agencies to support high levels of success for these pupils?

We run a very successful programme of work with a small number of Learning Centre pupils that changes every year, many of whom have been in our Department for many years. Up until recently, these pupils remained in a mainstream class with the help of Teacher Aids. However, this became problematic with not enough time being able to teach both the class timetabled for that lesson, as well as teach the separate programme for the Learning Centre pupils. Now the pupils are in a designated timetabled class where they get the undivided attention of the Art teacher where they have been stretched in their abilities while learning to persevere and overcome obstacles. Their confidence and language has improved as they have become familiar with the use of different tools, media and methods. They are always keen to take home their Art at the end of each unit. Through working in the same environment from year to year and with the same teachers, a strong trust and bond has been achieved. The benefit to these pupils is far reaching and goes much further than the Art they produce.



5. Māori, Pasifika, and International (ESOL)

How is progress for these groups of priority learners monitored?

What specific initiatives are identified for these groups of pupils?



Priority learners are identified at the beginning of the year by individual teachers through KAMAR. In keeping with the Practising Teacher Criteria, Teachers are appraised every year. As a Department we worked last year on making classrooms more bicultural with posters and information using Te Reo Maori, such as the Maori words for ‘paintbrushes’ and ‘paper’ and ‘colour’. Pupils were encouraged through units of work to become familiar with Maori words and use them in their art in a sensitive and appropriate manner. An example of this is in the Year 11 programme where the pupils need to incorporate a Maori or New Zealand word in their ‘Western-Frizzell’ painting as well as a Maori pattern. Where possible Maori Artist models are also used and displayed to pupils. We may widen this to include Pasifika icons also.

Contributing to the wider school, RL has lead a group of painters to paint Kowhaiwhai panels for the Whare. These were part of the original design of the Whare when it opened so it is great to see them come to fruition. It has been a great learning curve for those participating of giving to others of their best, using your talents to honour God and serving others. The panels show the Ngutu Kākā- Parrot beak pattern. The Kākā is closely related to the Kea and Kākāpō. They are renowned as being some of the most intelligent of all birds and other animals in the world. They are very good at imitating each other as we are called to be “imitators of Christ”. The panels also include the school colours of red, green, black and white in the design.

Attending Aidan Harrison’s PD as a department was a highlight in this area, especially the biblical concept of covenant as it applies to the treaty. We also had him as a guest speaker for the year12 Design class on the history of MGS and the surrounding area. The class was able to include this into their research.

In 12 Photography and Painting last year, while working with a pupil who identified as Maori, I had the opportunity to work alongside her and the wider whanau in discussions, interviews and emails over her attitude and work output. I targeted and encouraged her to do well in class and complete work outside of class hours, to keep up with the demanding course of having two Art disciplines. However, with perseverance, she completed the year gaining

an Excellence endorsement in the Painting course, and a Merit in her Photography External. It was also wonderful to see this pupil express her Maori culture and her personal journey within her panels, with a focus on being a young Maori woman in today's modern society.

6. Transitions from Primary to Middle School to Senior College

The 7th principle of the NZC is 'coherence'-the curriculum...makes links within and across learning areas providing for coherent transitions and opens up pathways to further learning.'

Describe the links your Curriculum Area/Learning Area has between the schools. Cover transfer of assessment information, curriculum planning and sharing of resources.

Please suggest some methods of improving communication within the curriculum area/learning area between the schools.

Currently we run a smooth transition from Middle school to Senior College. We write our units of work to ensure foundational teaching of basic Art principles. This was recently reviewed with the Year 10 programme, as this was the focus group within Curriculum areas over the past few years. In Art, we had a 2-year rotation programme, however, this was then reduced to the same one-year programme, deleting units that didn't best prepare pupils for Year 11. This included programmes that touched upon techniques that, if the pupils choose to continue in Art, they will be doing in more detail the following year. This enables greater transition into Senior classes and is not as great a 'jump'. With all our work, where possible, we endeavour to have the same format so that pupils become familiar with the process of learning in our Department. The International College often fits in short stay pupils with us, as they are able to work alongside other pupils, rather than observing work in class. Most internationals do really well in practical work where they can show what they have learnt. Their understanding of written work can still be problematic and at times it is better for their confidence to go straight into practical assessments.

Currently, we as a Department have realised that the transition from Primary to Middle School is a weakness and that we need to make this a future focus. Recently Rod Thompson brought over a talented Year 6 pupil and showed me her excellent watercolours that she had been working on. After this we discussed the possibility of bringing a Primary class over during Term 4 when the Senior pupils have left, and to run a programme here in the Senior College Art Department to help bridge the gap between Primary and Middle School Art and to help the transition for them to be less daunting when the time comes and more familiar. A programme will be created in the next few weeks to run past Rod Thompson and see if it can be included in the current programme they are doing. Should this be successful, we can perhaps make this an ongoing thing in future years.

7. Home and School Partnership

How are parents/caregivers/external agencies connected or involved in this area of the school?

Through parent teacher interviews, reporting cycles, emails, phone, and face to face by request. Use of Teacher trainees helps staff and pupils to learn and sharpen skills, especially when the Teacher trainee brings an expertise in another discipline such as Kim Wheeler (2018) with Watercolours and Laura Prickett who was with us for the year (2016) with Printmaking. We also had some PD with Pippa Judge who was a Teacher Aid and who helped teach our Art Department how to do Printmaking to help improve the teaching of the Print-making course that is run for the Year 9 Major. Tertiary study has been accepted on strength of portfolio in the pupil's Year 12 results and photos of the Year 13 panels so far, before grades are released in January. We work with the Careers Department as well as visiting ex pupils, who come and give their time and experience in the design industry, especially with pupils sitting Level 2 and Level 3 Design and Photography. We have strong ties established with pupils represented at Ara, UC and Massey. Feedback from these providers is that MGS pupils are well prepared for the work load and standard required at tertiary level. We have also recently been in contact with outside Art businesses who are providing art Scholarships for pupils who are doing Senior Art. This not only is a monetary opportunity but also an opportunity to sell their work on their online galleries.



8. Pupil Achievement Targets for the Year

State pupil achievement targets (show *one* example only) in this Curriculum Area/Learning Area.

Goal: To Achieve 60% Merit and Excellence Endorsements at Year 11 in Art (last year was 51%)

Rationale:

The school target for endorsements in both certificate and subject was released by Martin de Ruiter at the beginning of the year. This year it is 70%, with last year being 65%. I have

Visual Arts : Created to Soar

therefore decided to aim for a higher percentage this year with my Year 11 Art classes. I will aim for 60%, with last year's being 51% endorsement over both Year 11 classes.

Maintaining high grades;

To facilitate the maintaining of grades at this level;

- Exemplars have been updated of all grades and are being used in class and will continue to be used in the future.
- Excellence exemplars have been placed on the wall in the classroom of every task.
- Pupil understanding of process is clearer with exemplar panels and individual paintings that have been left behind by previous pupils are easily accessible.
- The Year 11 Art Teacher is learning from other pupils as they also experiment with different techniques and ideas and these are also used as exemplars.
- There is a slight competitiveness between classes and exemplars from one class is being shown to the other class. This helps keep both classes on track and gain an understanding of what the other class standard is and what standard they should be aiming for.
- 2017 positive team-teaching Year 12 cohort in Photography. This was beneficial to staff and pupils. This could be also trialled at year 11 if timetabling allows.

Is the Curriculum Area/Learning Area on track to meet or exceed this goal?

The Internal Standard 1.2 has been completed by both classes at this stage of the year. After moderation we saw that together, 63% received either a Merit or Excellence grade and can therefore go for endorsement, should they receive a similar grade in the 12 credits External. We are however still waiting on five pupils who got an extension on this internal, so this could increase the current percentage. Therefore, we are well on track with meeting the 60% goal. This standard now needs to continue being encouraged to the classes and reminding them that if they reach a Merit or Excellence in their internal, they are very much able to meet the endorsement criteria of 14 credits, should they receive a similar grade in their external panels. This is very pleasing to see, especially with last year's cohort who were at 57% at this early stage of the year, which then dropped to 51% after the pressures of the External panels.

In order to avoid this drop at the end of the year, I will continue to do formative assessments throughout the year and will notify parents and the Year 11 Dean, should the pupil not be up to date with his or her work, or should the pupil's work not be up to the same standard they produced in the Internal.

Outline the links to the school Strategic Goals for this calendar year.

1.3 the curriculum is innovative in meeting the needs of the akonga with a specific focus on e-learning

In our Department we had a brainstorm about how we could use IT in both the Middle School and Senior College to assist with the learning of all akonga. We are starting to implement programmes such as Teams for Scholarship classes, so all the pupils can connect with each other and have a platform to share ideas and their progress to date. BH is also working on creating more of an online presence for the Art Department by creating a website where family members can access the pupils work online.

We are also working on creating an online platform where pupils can access a catalogue of Artist models as well as incorporating a task where Middle School pupils interview local Artists in the community and upload it online. We have purchased **mgs.art.com** and plan to utilise it to promote the department.

Lastly, as a Department, we are putting together a catalogue of techniques that we can upload so that pupils can access these techniques at home when they are painting and revisit ones that have been shown in class.

9. The Future

What are the most important areas this Curriculum Area/Learning Area needs to concentrate on in the next one to three years?

The Design programme has recently seen some upsets in the moderation process, both internally and with the external panels. These external grades were appealed, and 2 pupil's grades were upgraded to a higher mark. We are therefore bringing in an external Moderator from another Christchurch school to moderate one internal assessment and the external panels so that we have another specialist in that area that can cast another eye over the grades being awarded by our Design Teacher. In the past moderation has been internally assessed. We feel the help from a school doing similar achievement standards will be beneficial to staff and pupils.

Another area we would like to concentrate on in the next few years is building up the number of males in the Department from Middle School right through to Senior College, along with achieving an equal success rate between males and females. VN has been currently conducting interviews with randomly selected boys in each Middle School class and getting feedback on what they like about Art and what they would like to see more of, in order to maintain their interest. We will also focus on making sure the units of work appeal equally to boys and girls and that both male and female Artist models are used. Behaviour with boys is a common issue in Middle School where Art is compulsory. By making sure systems are being put in place and used, boys should stay more focussed in class and realise that a high expectation of work is expected from everyone. Contact with parents and their Dean will help

Visual Arts : Created to Soar

this. It is not that boys are not as good as girls at Art, but rather, boys typically tend to not give their best and can become a distraction to others. If this was addressed immediately by the Middle School Teacher and high expectations are communicated, whether it's compulsory to do Art or not, then I believe there will be a dramatic shift with both the standard of work and perhaps the number of Middle School boys that continue it into the following years. A review of subject matter, topics and disciplines will be done towards the end of the year to help inform us.

Is there anything the Board needs to consider at a governance level to support staff in the Curriculum Area/Learning Area in this effort?

Appointment of a specialist Art Teacher.

This position would be part time with the view to making it full time over a number of years as the Department continues to grow. It would help to stretch pupils in Middle School to higher ability levels and allow them a good foundation for Senior College. It would allow for the Teacher to contribute to the Department in the discipline they specialise in, rather than in the past when it has been the Department investing time and effort into staff to teach them foundational art skills to enable them to teach the subject.

It would allow much more flexibility in the allocation of teaching hours as currently BH and VN are locked into teaching senior classes as we are the only Teachers qualified at this level. It would open up the ability to team teach across levels where there are more than one class in a cohort. This worked successfully last year when there was a rise in numbers in the Year 13 Photography classes.

Overall comment:

These are exciting times in the Art department. With continued growth of numbers in both Middle School and Senior College, we see the future as being very bright. This department has long been acknowledged for the calibre of talent shown in pupils and through their work. We continue to desire to share this around the wider MGS community. Strong ties have been established with Ara, UC and Massey, with many pupils going on with future studies and successful careers in the Visual Arts. It is encouraging to us as teachers the number of pupils who return to MGS and our department, to see what pupils are currently doing and to show us their work. They are willing to share their experiences with current pupils for the greater gain and see it as an act of service to "their school". We continue to work on our own craft and skills as teachers to help keep us up to date with current practises in Art. We are displaying joint teacher projects in the corridors, so pupils can relate to us on this level as well as being their teachers.

With new technologies on the horizon and the changing face of teaching, there will be challenges ahead for staff and pupils. We have worked hard to establish wise decision-making in our pupils and have seen growth in this area. This allows us to invest in these new technologies (such as 3D printers, digital software, drawing tablets etc.) to expand the approaches to expressing the narrative in the Visual Arts with PD for staff and workshops for

Visual Arts : Created to Soar

pupils. Alongside of this, there has been the work on the Christian principles underlying our choices of materials, references, and subject matter. We are establishing a presence in the framework of NCEA that allows us to be guided by our belief in the one true God and Him being an integral part of our being and the ultimate creator. We are indeed made in his image.

Glossary:

CL: Curriculum Leader

Disciplines: The different types of Art areas taught in schools; Painting, Photography, Design, Printmaking and Sculpture. Each is a subject in its own rite, and can be studied exclusively in years 12 & 13. Due to teacher specialisation we currently only offer Painting, Photography, and Design.

Feeder schools; Schools whose pupils come into Mgs particularly at years 7 &9.

Illustrator; Software used mainly in Design. Vector based used mainly for text and creating images

Media; Type of materials used to create artworks such as ink, oils, paint, dye, photos etc.

One on one; Can include discussions over work, computer demonstrations, drawing, writing, showing encouragement, and use of Artist models exemplars.

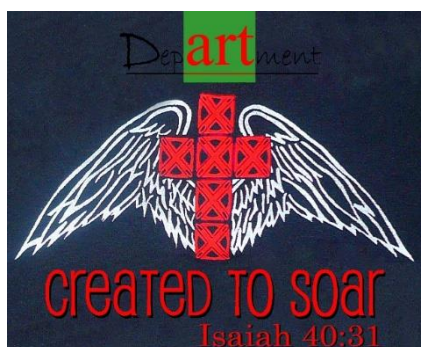
Photoshop; Software used mainly in Photography and other disciplines to edit images. Pixel based and used mainly for photographs

Scholarship; Pupils have to enter a level 3 portfolio to be eligible for scholarship in Art.

Shooting; To take/shoot a number of photographs

Specialist teacher; A teacher qualified in one or more Art disciplines specialising in area of expertise relating to the Arts such as Photography, Design, Printmaking, Painting, Sculpture.

Submission; A folio made up of either 2 or 3 A1 boards covered in work. This is also known as the external folio.



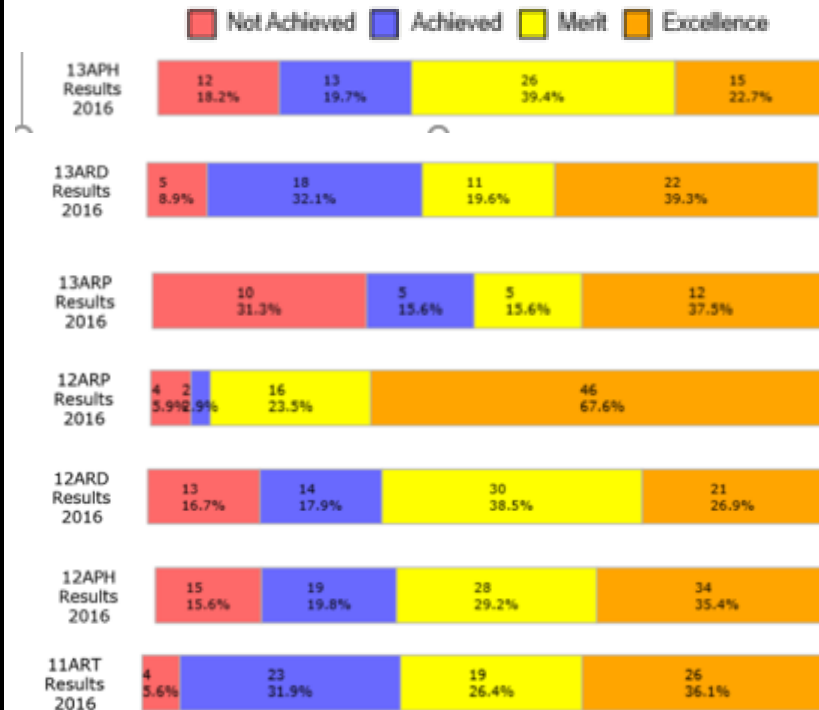
Middleton Grange School 2017 Pupil Achievement Plan for VISUAL ARTS

Pupil Achievement Target: *[make pupil outcomes explicit within your CA target/goal]*

- Scholarship classes; to further understand requirements of assessment portfolios entered. Aim to achieve 2 scholarships in each discipline.
- Work on the Yr 11 Art course for internationals. Establish areas of concern. Get help from international college with translations.
- Work on the Year 13 Photography course to gain more Excellences and 2 scholarships

Baseline data – 2016 Results

2 scholarships 1 x Design 1 x Painting



Strategic Goal/s underpinning Pupil Achievement Target (SCHOOL AND CURRICULUM AREA)

Annual Goal 1 Curriculum

Visual Arts : Created to Soar

1.3 the curriculum is innovative in meeting the needs of the akonga with a specific focus on Year 10			
Key Improvement Strategies			
When	What	Who	Indicators of Progress
All Year	Scholarship classes; to further understand requirements of assessment portfolios entered. Create handouts that walk the pupils through what they should cover. Starting in Term1.	BH BU	Continued success in the scholarship assessment. Aim: for 2 scholarships which is ambitious, in all disciplines at yr13 Design, Painting, and Photography.
All Year	Work on the Yr 11 Art course for internationals due to the high number of them taking the course this year. Create handouts that walk the pupils through the development process which is a weakness. Get help from international college with translations of terms and phrases for internationals.	BU	Internal unit 1.2 and external 1.3 handouts for problem areas to help with understanding. Aim: to have less Internationals pulling out of the externals and gaining better grades in the internal assessments. Overall improvement in their grades for internals and externals.
All year	Work on the Year 13 Photography course to gain more Excellences and 2 scholarships	BH	Excellence grades gained across 2 classes 2x scholarships in Photography Review of the NZQA examiners report from 2016 when it is released and identify points of difference and work not covered by our pupils. Review the unit and ensure the areas which would lead to excellence are well covered and so we can give clear direction to pupils about what is necessary to get 'Excellence'.
			Pupil voice may provide further development ideas for 2018.
Monitoring: How are we going? Where are the gaps? What needs to change? This is a commentary during the year on how the plan is working.			

Visual Arts : Created to Soar

Type into this section progress updates during the year. The final comment in this box is the ACTUAL result and any analysis of variance – which is any case should not be a surprise based on the monitoring during the year.

June Term 2; 13 Photography BH Have tried to emphasise the importance of locking in theme early on in the year for panels so that all work goes towards it. To date there has only been a couple who have changed their theme and both in a minor way with general ideas the same. I pupil has deliberately not purchased a camera which has caused many problems of him not having work to do in class. 3 x boys have not handed in any assessment work for the internals and have gained no credits. They have been on the at risk list from the start of the year as they had no previous experience. On speaking with my coach she suggested that we should have a prerequisite for entering course to avoid this.

July Term 3: Senior painting classes are going well with still quite a few wanting to at this stage sit Scholarship. The first panel is completed for most of them which is very pleasing to see at this time of the year as we enter into the busiest time. Year 11 had a very successful mid-year exhibition, with many teachers, peers and parents showing up to celebrate a huge achievement. Lots of good feed-back written on post cards for the pupils but also verbal about the high standard of work being produced. BU Photography class is going well with many excellence grades for the past 2 internals. There have been a few boys who have not passed both and have contacted home, international college, and the Deans. Same two boys failed to hand in recent internal which is very disappointing despite constant one to ones and reminders throughout the week.

November Term 4; 13 Pho Same group of boys have not passed any assessments. Two decided to leave the course rather than complete a folio which was really beyond their capabilities at this stage of the year due to lack of previous work. The remaining boy stayed in the class but had a number of absences. He kept saying that he was going to complete a panel submission but this did not happen. This year saw a number of entries in double panels submissions which proved too much for some pupils with the due date being all at the same time. We have put in place prerequisites in all senior classes except Painting (due to low numbers). Overall classes there has been a noticeable level of excellence then a drop to achieved with few Merits. Of note is the high standard in 13 Painting and the increased levels and use of Photoshop in both Photography and Design. We seem to have a drop in the Yr11 standard of some finishing skills and a small number of incomplete folios. However, it should be noted the high amount of internationals taking this level of Art, a lack of experience in Art and sometimes a lack of English comprehension. To continue to gain our 100% pass rate at this level these areas may require attention.

This year we have had the highest submission rate at year 13 across all disciplines with 64 folios being sent away and approximately 10 scholarship entries. This has been a department focus for the last 2 years. Although a larger number began the year with the intention of sitting scholarship and enrolled they found the commitment too much.

We have been looking into the benefits of removing some internal credits to lighten the assessing currently being done in the department. This would still enable pupils to gain 16 credits at level 2 (currently 24) and 18 at level 3 (currently 26) It would allow pupils to spend further time on their panels and hopefully gain higher grades.

For middle school, the Yr 8 programme (Aboriginal art) seems to be pitched at their level with enough challenge for the abler pupils, as well as being within the bounds of those that struggle. The gaps might be a lesson or two on mixing paint colours to attain the various warm tones needed for the work. A worksheet would

Visual Arts : Created to Soar

be useful with the basic colour mixes for a guide. Coming up with original symbols to represent themselves and their interests has been a challenge but has turned out quite successful. This unit will be reviewed and adjusted next year for a fresh change in the programme.

The tables in F101 are slightly too narrow for the length of paper and while we can put them together, the space is tight. One of the challenges for this group is the wide range of abilities. The less able tend to rush their work, so the challenge is to keep them interested and involved. The time frame is right for those who are being careful and wanting fuller patterns.

With the year 7 Art, the classes seem to enjoy the portraiture challenge & love the change with the colour in the name border. B&W face continues to be great improvement, so just focus on shades of grey for 3D shading. Both year 7 and 8 provide good challenge, differentiation, individualisation, extension, skill development in authentic contexts of interest for the pupils. It has been a success this year with having JH and VV teaching year 7 and 8 and both have said they really enjoy these classes with some outstanding Artwork coming out of these pupils.

With the year 9 and 10 programme, RL has been taking both of these classes this year for the first time. Overall, the pupils have been coping well with the work that is expected of them. It is pitched well to their level. Perhaps having a small unit on drawing skills at the beginning of each year would be helpful. As they do a portrait at year 7, but at year 8 much of the skill is not utilised until year 9 minor. The year 9 major is basic contour lines. So by ensuring there is more drawing here would help better prepare them for later years. Also, by purposefully building in the FPC to lessons, or having more artist's models is important in help pupils learn the skills. RL has done some of this already to these units. Year 10s keeping to deadlines was challenging. They seem to not be keen on doing work in their own time, and took quite a while in class to complete work. If they do this in year 11 they are going to struggle. RL has mentioned that she will be much firmer in this area. There were times when RL felt she did not have sufficient resources, or the P.D had been late, which caused her to not know what she was doing for the first time around. She also experienced some communication break down with a colleague which meant that she could not ask the previous teacher who had taught this how to proceed. However, what has been helpful is the way BU met with RL regularly and tried to help her to the best of her ability. The P.D on printing was incredibly useful.

Resourcing: Time with IC staff relief BU. Department meeting time to make handouts, research etc.

Abbreviations: eg: CL, Curriculum Leader; IC international college BH, K Brosnahan, BU, N Boon; JH, D Johns; PD, Professional Development; PLP, Professional Learning Plan; TIC, Teacher In Charge