

Tranche 1 – Phase 2 – Overview and Key Features



FEEDBACK SUMMARY – Arts Level 1

RESPONSES: 3 REPRESENTING: 10 PEOPLE

Course Rationale

The course rationale is appropriate and clearly describes:

- the intended audience,
- why the chosen content is important for students and outlines the broad scope of learning to be expected
- the particular skills knowledge and understandings students will develop

Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1	1		1	

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
<p>Key themes:</p> <p>There is a difference of opinion around the rationale. While some responses are positive, one respondent (representing 4 people) believes it lacks structure and an overarching statement, implies disengagement and does not align to learning outcomes.</p>	<p>Response:</p> <p>The course writer will make sure that the concerns of the respondents are addressed. A stronger overarching vision statement can be crafted and the relationship to studies at level 2 be made clearer. The reference to the reengagement of learners can be changed. The relationship to the learning outcomes and module descriptors can be made clearer and we will ensure alignment is strong.</p> <p>Ways Forward: The course writer will work with Critical Friends, Sponsor Schools, and the Learning Area Group (LAG) to ensure the points noted are addressed in the next stage of course writing.</p>

Pathways In

The pathways in are appropriate and clearly describes all relevant pathways.

Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1	2			

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
<p>Key themes:</p> <p>Agreement with pathways, and statement to include students with no prior experience.</p>	<p>Response:</p> <p>The course writer can add to the pathways section that students can do Arts Level I with no prior arts experience</p> <p>Ways Forward:</p> <p>The course writer can check in with the Critical Friends, Sponsor Schools, and the LAG to ensure that the pathways are appropriate.</p>

Learning Outcomes

- Learning outcomes describe observable and measurable behaviours so that valid judgements can be made about whether students have achieved the learning outcomes and at what level.
- Clear learning outcomes are important because they communicate to students what they are expected to do as a result of successfully completing a course or module.

In consideration of the learning outcomes identified in this paper do they clearly describe what students will be able to do on successful completion of a course (or module of work)?

Yes	No
2	1

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
<p>Key themes:</p> <p>The addition of 'social and emotional capabilities' is positive.</p> <p>Ensure the language is appropriate to the Visual Arts</p> <p>Make the language clearer when talking about the 'fundamental elements of an arts discipline' use language around 'conventions and introductory elements specific to disciplines'.</p>	<p>Response:</p> <p>The course writer will include any relevant general capabilities and weave these into the learning outcomes. The course writer will ensure that the language is art discipline appropriate and clear.</p> <p>Ways Forward:</p> <p>The course writer will ensure that the Learning Outcomes incorporate the above points and work with Critical Friends, Sponsor Schools, and the LAG to ensure the changes are made.</p>

Course Structure

- All course structures for Tranche 1 courses are aligned to the Integrated Policy Model.
- All courses will be 150 hours in length, and divided equally into three weighted modules of 50 hours each.

Do you agree with the proposed organisation of modules identified in this paper?

Yes	No
3	

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
<p>Key themes:</p> <p>The order of the modules is appropriate but further work is needed about</p> <ul style="list-style-type: none"> • Interdisciplinary arts offerings • The module titles • Use of visual arts terminology. 	<p>Response:</p> <p>The course writer will use the overall structural order of the modules and will work on:</p> <ul style="list-style-type: none"> • How to clearly explain interdisciplinary approach • Module titles that are appropriate, relevant, and clear • The terminology alignment with the different arts disciplines

Ways Forward:
 The course writer will affirm the above responses with Critical friends, Sponsor Schools and LAG and incorporate the changes.

Delivery Sequence

Do you agree with the course delivery sequence proposed in this paper?

Yes	No
2	1

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
<p>Key themes:</p> <p>The delivery sequence seems mostly aligned with the artistic process and the development of skills.</p> <p>Concerns are around:</p> <ul style="list-style-type: none"> • The interdisciplinary offering • The possible micro credentialling of modules and its implications. 	<p>Response:</p> <p>The course writer can continue with the overall delivery sequence but needs to address issues around how to write an interdisciplinary offering. In relation to micro credentialling, the modules will not be credentialled yet, but in the future this may change.</p> <p>Ways Forward:</p> <p>The course writer will work with Critical Friends, Sponsor Schools, and my LAG to make sure the delivery sequence is relevant and appropriate.</p>

Module Content

Please note that the descriptions of module content may vary from course to course for example:

- some *will* identify specific themes, concepts and topics to organise course content.
- some *may* enable teacher/learner choice of themes, concepts and topics.

Do you agree with the module content proposed in this this paper?

Yes	No
2	1

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
<p>Key themes:</p> <p>Some aspects to address:</p> <ul style="list-style-type: none"> • Change 'elements of arts discipline' to 'conventions and elements of arts disciplines' • Investigate use of 'project' • Use 'explore a range of materials and techniques' rather than reference to 'traditional and non-traditional' • Use visual arts terminology 	<p>Response:</p> <p>The course writer will address the concerns of the respondents and can make the recommended changes to language and content.</p> <p>Ways Forward:</p> <p>The course writer will work with Critical Friends, Sponsor Schools, and the LAG to ensure the content of the modules is appropriate, targeted and relevant.</p>

Relationship to Possible Future Provision

Tranche 1 courses are placed in a specific curriculum focus area, which shapes the nature of the learning and the course design. There are 5 focus areas:

- Discipline based
- Personal Futures
- Professional Studies
- Transdisciplinary
- Work-based learning

Do you agree with the suggested Focus Area for this course?

Yes	No
3	

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
<p>Key themes:</p> <p>There is agreement with the focus area placement.</p> <p>Some further aspects to consider are:</p> <ul style="list-style-type: none"> • Inclusion of Musical Theatre • Interdisciplinary offerings • Practical delivery of the course 	<p>Response:</p> <p>The course writer is affirmed that Discipline-based Studies is the right focus are for Arts Level I.</p> <p>Ways Forward:</p> <p>The course writer will work with Critical Friends, Sponsor Schools, and the LAG to look at the proposed aspects including Musical Theatre (this could be an identified Interdisciplinary offering) and how the course will look/be organised in the classroom (the practical considerations that can be addressed in the writing of the course).</p>