

Tranche 1 – Phase 2 – Overview and Key Features



FEEDBACK SUMMARY – Visual Arts Levels 2-3

RESPONSES: 3 REPRESENTING: 7 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

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
<p>Key themes:</p> <p>Concerns raised by respondents are:</p> <ul style="list-style-type: none"> • Keeping the two Visual Arts options at level 2 • Does Visual Arts 2-3 mean neighbouring courses? • Can a modularised approach at Level 2 help provide more flexible pathways? 	<p>Response:</p> <p>At this stage of the curriculum renewal process (Dec 2020) we do not have the capacity to offer modules as separate 50 hour modules from a whole 150 hour course.</p> <p>Therefore, the original conflation of Visual Arts 2 and Art Practice 2 does not work as predicted and will need to have another approach.</p>

	<p>Ways Forward:</p> <p>The course writer will work with Critical Friends, Sponsor Schools and the Learning Area Group (LAG) to replace Visual Arts 2 and Art Production 3 to Visual Arts 2-3.</p> <p>The issue of replacing Art Practice 2 is to extend its expiration date to 2023 so by that time the modules can be micro-credentialed and we can replace the course using a module process.</p>
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Pathways In

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

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

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
<p>Key themes:</p> <p>Overall agreement with pathways and agreement with name change.</p> <p>Other concerns:</p> <ul style="list-style-type: none"> • Art Studio Practice follows Visual Arts 3, should it be a Level 4 course? 	<p>Response:</p> <p>Visual Arts 2-3 is an appropriate pairing and pathway.</p> <p>Ways Forward:</p> <p>The course writer will make sure pathways from Art Level 1 and through to Art Studio Practice is clear and articulated through Visual Arts 2-3.</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
1	2

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
<p>Key themes:</p> <p>Keep learner at the centre of the learning outcomes.</p> <p>Unit based structure can feel counter-intuitive for arts-based processes.</p> <p>The learning outcomes cannot work for both versions of the Visual Arts Level 2 courses.</p>	<p>Response:</p> <p>The course writer will make sure the Learning Outcomes keep the learner at the centre and reflect artistic process. The Learning Outcome relating to making informed aesthetic judgements needs updating and possibly separating out.</p> <p>Ways Forward:</p> <p>The course writer will work with Critical Friends, Sponsor Schools, and the LAG to make sure the Learning Outcomes are clear and strong for the Visual Arts 2-3 courses.</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>Overall agreement with the module structure but more information and details are needed for informed feedback.</p> <p>The key skills and key knowledge needs addressing.</p>	<p>Response:</p> <p>The course writer will work on and review the course structure to align with the Integrated Model but also reflect the sequential learning needed for the Visual Arts artistic process.</p> <p>Ways Forward:</p> <p>The course writer will work with Critical friends, Sponsor Schools, and the LAG to make sure the course structure contains the requisite skills and knowledge development and that these are in the right order.</p>

Delivery Sequence

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

Yes	No
3	

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
<p>Key themes:</p> <p>Overall agreement with the delivery sequence.</p> <p>Concerns:</p> <ul style="list-style-type: none"> • Refinement of key skills • What happens if students complete only one module? • Can students switch between levels during the year? 	<p>Response:</p> <p>The course writer will provide more information and detail in the next draft.</p> <p>In terms of micro-credentialling modules, this will be considered in the future stage of the curriculum renewal process.</p> <p>Ways Forward:</p> <p>The course writer will work with Critical Friends, Sponsor Schools, and the LAG to make sure the delivery sequence is appropriate for the Visual Arts artistic process.</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>Concerns:</p> <ul style="list-style-type: none"> • Need more detail to give informed feedback • Can student attainment be micro-credentialed? • Can students switch levels during the year? • Keep existing list of specialised studios 	<p>Response:</p> <p>Module content will need more detail and are based on a 150 hour course model.</p> <p>In the future, 50 hour modules may be credentialled.</p> <p>The existing list of specialised studios can be retained and added to if needed to contemporise.</p> <p>Ways Forward:</p> <p>The course writer will work with Critical friends, Sponsor Schools, and the LAG to make sure module content contains the themes, concepts and topics relevant to Visual Arts 2-3 courses.</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>Overall agreement with Visual Arts 2-3 in the Disciplinary-based Studies Focus Area.</p> <p>When 50 hour modules can be credentialled, a second Level 2 course will be able to be offered.</p>	<p>Response:</p> <p>The course writer will keep Visual Arts 2-3 in the Disciplinary –based Studies Focus Area.</p> <p>Ways Forward:</p> <p>Visual Arts 2-3 will be a valid replacement for Visual Arts 2 and Art Production 3.</p> <p>To replace Art Practice 2, the credentialling of 50 hour modules will be needed so that the technical focus and skill development of the Art Practice 2 course can be packaged from 50 hour modules. To that end, the course writer has requested that Art Practice 2 be extended to 2023 so that when the credentialling process has occurred Art Practice 2 can be replaced.</p>