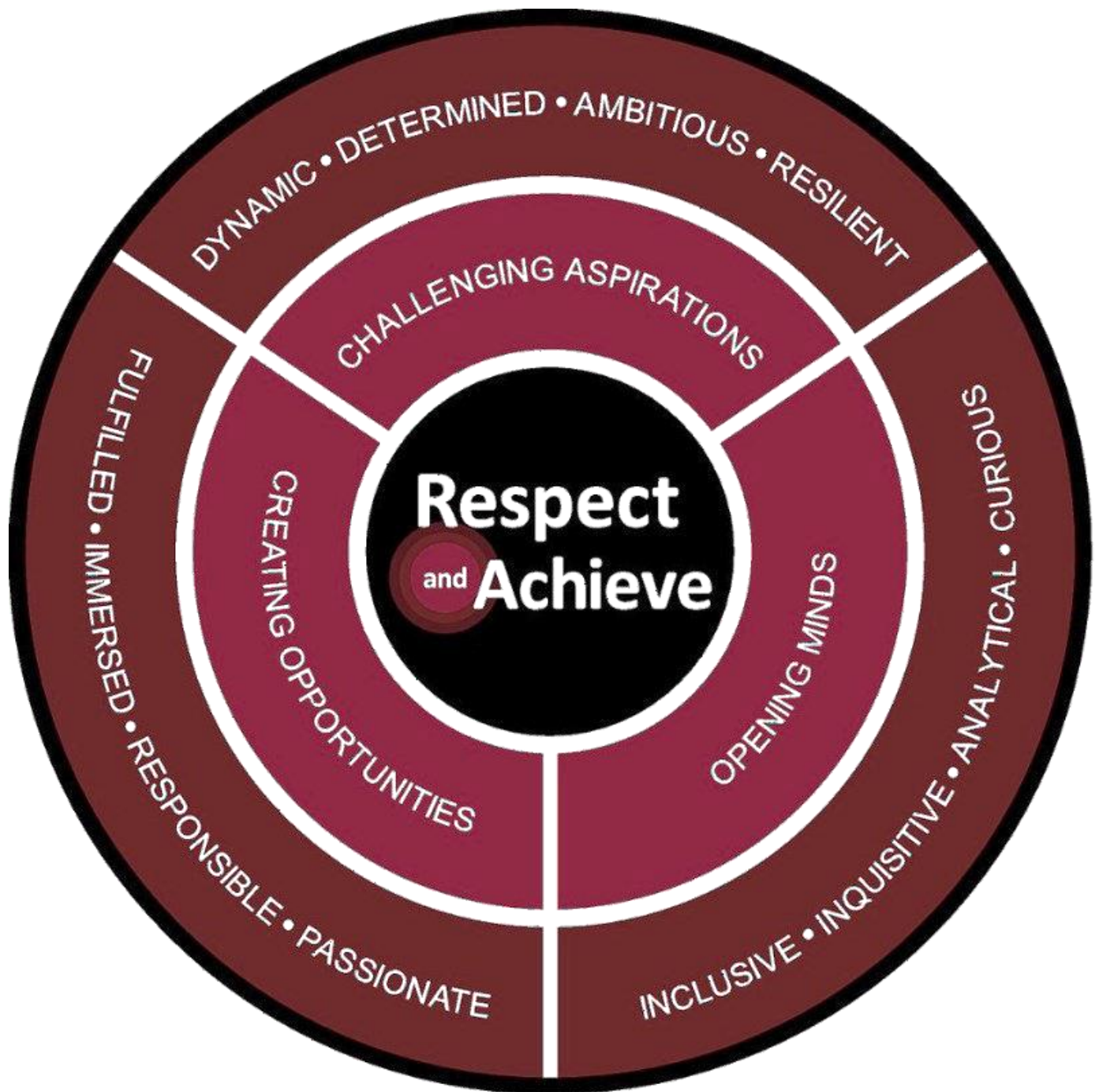






**Glebelands**  
Respect and Achieve



a member of

**Learning Partners**  
academy trust



## Head of Department Welcome

Thank you for your interest in Glebelands School and the Art department. I am pleased that you are considering applying for the advertised position and hope that this brochure will provide the information required to give you an insight into the department.

At present I am the sole member of the Art department teaching all Key Stage 3 and GCSE Art students, with support from a part-time technician. The Art department is well equipped with an electric kiln, A1 printer, Ipevo document camera and several desktop computers. The department is fortunate to be based in the practical block alongside the Design & Technology department enabling us to share equipment.

The Art department has a healthy afterschool Art club and close links with external art groups, organisations and local galleries. We also have a Glebelands Art Instagram account, where you can see more of the students by scanning the QR code on this page.

As a new member of staff, be it an ECT or an experienced teacher, you would be actively encouraged to contribute ideas and give input into our ever evolving department.

We are incredibly lucky not only to have an amazing team but also the excellent facilities. There are plenty of opportunities to explore other areas of interest such as Thrive and after school clubs.

This is an exceptional opportunity for a dynamic teacher to become part of the team. The successful candidate will align to both the school's and the department's strategic vision, have a drive and energy to help shape the curriculum and ensure the learning environment is one in which all of our students will thrive.

**Mrs Coral Sadler**

Lead Teacher of Art





## Art Department Vision Statement

Creating Art is a way of expressing and communicating ideas. It can also make our surroundings more appealing, inspire and stimulate the human mind. The Glebelands Art department aims to engage, inspire and challenge students of all abilities, encouraging them to use their creativity and imagination.

The Art curriculum at Glebelands is designed to give all learners, particularly the most disadvantaged and those with SEND, the knowledge that they need to succeed in life. We achieve this by encouraging students to learn about themselves and others. This will help them build self-esteem and enhance their fine and gross motor skills. Students develop their ideas by learning about different artists, designers and craftspeople and how they have shaped our history. Alongside this, a variety of practical techniques are taught which are underpinned by drawing skills. These all equip the students with the knowledge and skills to experiment, invent and create their own works of art.

We give students opportunities to build on their cultural capital outside of the classroom by offering extra-curricular opportunities and encouraging students to attend Art club and establish links with their local community. Art competitions with The Arts Society, Cranleigh are organised. The Art department takes KS4 students on gallery visits and Art workshops out of the classroom environment, including to the Watt's Gallery—Artists' village and The Hannah Pescher Sculpture Garden. Students are also encouraged to see KS4 artwork exhibited at Cranleigh Arts Centre.

### **It is our purpose in teaching Art to ensure students leave Glebelands being able to:**

- Understanding how they can use "The Formal elements of Art" individually or together to make a piece of artwork.
  - Have the confidence to experiment with a variety of media, materials, techniques and processes.
    - Use their analytical and cultural understanding to inform their own creative ideas.
    - Foster critical and creative thinking.
    - Develop creative problem-solving skills, self-expression, and visual literacy.
    - Use their own creativity and imagination to produce their own works of Art.
- Have an enjoyment and desire for the subject to continue studying it post GCSE.



## About the Art Department

The programme of study offered at Glebelands provides a structured range of projects that allow students to explore, experiment and enjoy making art in both two and three dimensions. Personal expression and creative thinking are encouraged from Key Stage 3 through to GCSE allowing our students to make work that is original and meaningful. Teaching and Learning is of a high standard and lessons are tailor-made to meet the needs of all students. Lessons are focussed, and students are engaged.

### Curriculum Delivery Structure

#### Key Stage 3:

- Years 7 & 8 students have two 50 minute Art lessons a fortnight
- Year 9 are taught in six week rotation with two 100 minute lessons weekly. There are currently 2 rotations in art for year 9.

#### Key Stage 4:

- In Years 10 and 11, GCSE Art lessons are timetabled for a 100 minute lesson and a 50 minute lesson every week.

#### Department Staff:

- Mrs Coral Sadler — Full-time Art teacher

#### Facilities:

- Electric kiln
- A1 printer
- Ipevo document camera
- 4 x desktop computers



## Art Key Stage 3 Curriculum

Key Stage 3 focuses on developing students' visual language through various materials and techniques. They begin with the formal elements of art and studied each in depth. Skills are built incrementally, becoming more advanced each year.

Students study relevant artists alongside these elements, applying learned techniques to express their own ideas, observations, and emotions. Drawing underpins every project, emphasising accuracy and confidence in observation. Students develop aesthetic awareness, learn to make informed judgments, and explore how art and design influence their environment. Diverse works from artists, craftspeople, and designers across cultures and eras enrich their understanding.

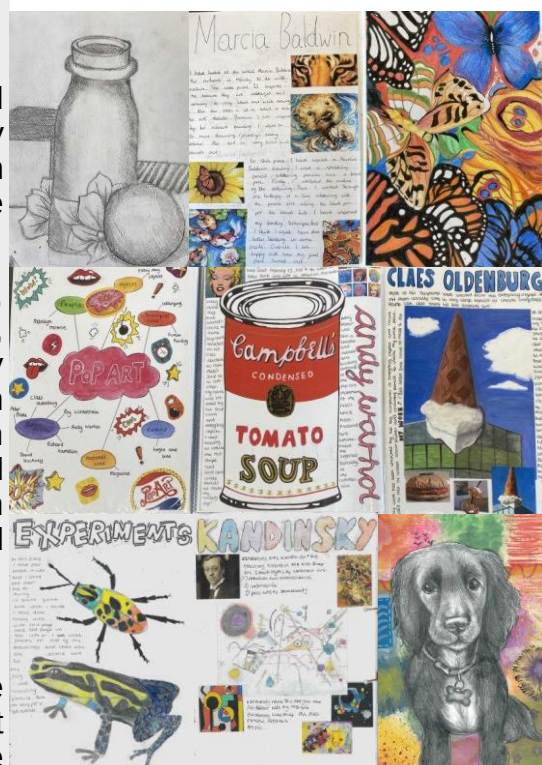
### Key Stage 3 curriculum overview

**Year 7** students start with a baseline assessment before focusing on The formal elements in Art. They learn about colour theory as well as tone, texture, form and space through tonal pencil drawings, using watercolours and charcoal. They then study the artist Marcia Baldwin and create their own painting inspired by her butterfly compositions.

**Year 8** students study the Pop Artists Claes Oldenburg, Roy Lichtenstein and Andy Warhol. Using collage techniques, students then create their own "Heinz Beanz" cans inspired by Warhol's Campbell's soup. They practice their observational drawing skills by focusing on everyday objects. Finally, students bring together what they have learned to create their own pop art inspired trainer design.

**Year 9.1** students compare abstraction and realism, creating pencil, watercolour, oil pastel and charcoal studies of animals. They study a range of abstract works before taking inspiration from Kandinsky's paintings he made in response to music; the students create their own musically inspired compositions. They combine this with a pencil drawing of their own pet to make up their final outcome.

**Year 9.2** students study sculpture, practicing pencil drawings and paintings. They look at the work of Antoni Gaudi and design and create their own nature inspired chimney sculptures constructed using decorated with paper mosaics.



Rotation 1: Realism vs Abstraction  
Artist - Wassily Kandinsky.  
Practice painting skills in response to sound and music  
Rotation 2: Sculpture & Tonal pencil drawing.  
Artist- Antoni Gaudi.  
Build using cardboard and papier mâché.

**Pop Art**  
Artists - Claes Oldenburg, Roy Lichtenstein & Andy Warhol  
Watercolour & coloured pencils  
Observation drawings of everyday objects  
Final outcome - "Heinz Beanz" can collage  
Portraits  
Artist - Julian Opie  
Final outcome - Powder paint self-portrait

**Baseline assessment**  
Formal Elements in Art  
Butterfly observational drawing  
Artist - Marcia Baldwin  
Final outcome - Powder paint butterfly painting



## Art Key Stage 4 Curriculum

### Key Stage 4 curriculum overview

Throughout the first part of the 2 year GCSE Art course Year 10 students are encouraged to work independently. They explore and use a wide range of materials and techniques including: Drawing media, paints, collage, printing techniques, clay and photography. This gives them the opportunity to find where their strengths and interests lie. Artists, craft people and designers from different times and cultures are studied to encourage students to develop their own final outcomes in a variety of media.

Yr11 students make their own choices about which artists inspire them and the techniques and skills they wish to use to create a final pieces. To support their coursework and exam projects we run 2 exciting trips in year 11.

Exam board: AQA GCSE Art and Design (Fine Art)

Component 1: Portfolio

- 60% of GCSE

Non-exam assessment (NEA) set and marked by the school and moderated by AQA during a visit.

Component 2: Externally set assignment

- 40% of GCSE

Non-exam assessment (NEA) set by AQA; marked by the school and moderated by AQA during a visit.

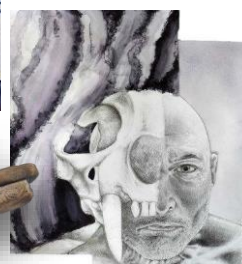


Curriculum Map

Portfolio Work/Set assignment  
Develop  
Refine  
Record  
Present

#### Identity

1st term - Facial features  
Artists- MC Escher & others  
Final outcome - printing  
2nd term - Object in a hand  
Artists - Henry Moore & Kate MacDowell  
Final outcome - clay  
3rd term - Portraits  
Artists - Lucian Freud & Kehinde Wiley  
Final outcome any media



a member of



## What our students said when asked to finish the sentence 'I like Art because....'

*'...the room and environment  
is friendly and warm'*

*'...you can have fun discovering  
new ways to be creative'*

*'...I can express my creativity'*

*'...it helps me express my  
creativity and there is no  
judgement in my drawing'*

*'...it's creative, fun, stress  
relieving, very calming  
and you can put your  
feelings into it'*

*'...I like drawing, being  
creative and having  
challenges in art'*

*'...it relaxes me'*

*'...it gives us a chance to express  
ourselves and our feelings'*

*'it lets me express  
myself in different forms'*



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