

## Art at the Hospital School

### INTENT:

#### What is the curriculum aim / vision for this subject?

The Art curriculum is designed around these key principles or aims:

- The curriculum should give students the opportunity to become highly visually literate, articulate, critical thinkers who are able to access, analyse and question the world around them.
- The curriculum should encourage the production of creative work, exploring their ideas and recording their experiences
- The curriculum should give students access to traditional cultural capital through the delivery of more culturally broad, diverse and contemporary material.
- The curriculum should allow students the ability to become proficient in drawing, painting, sculpture and other art, craft and design techniques
- The curriculum should lay the groundwork for different Key Stages from Foundation up to GCSE. This will involve regular contact with home schools where appropriate.
- The curriculum should encourage students to enjoy Art, to appreciate the beauty, power and value of culture and creativity around them.
- The curriculum should encourage students to evaluate and analyse creative works using the language of art, craft and design
- The curriculum should develop a greater awareness of great artists, craft makers and designers.
- The curriculum should allow for involvement of outside artists and art organisations to develop interest and artistic ability of students.
- The curriculum should help to engage/re-engage pupils who are medically compromised in order to help 'fill the gaps' for any missed time in school and ultimately reintegrate back to their home school.
- The curriculum should encourage students to be creative for pleasure and become confident in their own ability by accessing a wide range of artistic material and methodology.
- The curriculum should encourage learners to develop a wide range of subject specific vocabulary (through displays and word/sentence level work focus) and the opportunity to communicate and articulate their ideas and thoughts through this broadening use of language.
- To remove barriers to learning by delivering an individualised curriculum (EAL, SEND pupils).

## **What should Hospital School students get from this subject?**

At the Hospital School the Art Curriculum for all of the year groups reflects the structure and challenges of the National Curriculum.

- Students should enjoy and achieve in Art by exploring others artwork, students will develop their own skills more readily if they have an understanding of the wider world of art and design.
- They should be challenged and engaged with an emphasis placed on gaining skills
- By viewing and responding to the work of artists, craftspeople and designers, pupils will be able to develop their understanding and use it to inform their own art work.
- Students should feel more confident to discuss their opinions about art work and be able to explain using art terminology what they like and dislike.
- They should be supported to develop key, transferable knowledge and understanding which prepare them, not only for public examinations, but for making a positive contribution in society.
- Ensure they leave feeling more confident and happier as individuals from when they first started.
- The motivation and confidence to 'give learning a chance' if pupils have not attended school for a period of time.
- Transition back into appropriate home school or new school with raised knowledge / skill in the subject.

## **IMPLEMENTATION:**

### **How does learning develop over the duration of their admission?**

At the Hospital School the curriculum for all of the year groups reflects the structure and challenges of the National Curriculum.

- Students will complete a baseline test upon arrival where appropriate and / or will use the information and work sent from home schools.
- Students will be taught to develop their creativity and ideas, and increase proficiency in their execution. They will develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.
- The students and the staff should interact in a manner that demonstrates mutual respect.
- Safety is always paramount, especially in a health care setting- therefore medical staff are always consulted to check that the task / topic is appropriate for the medical needs of the student.
- The individual scheme of work identifies planned opportunities for pupils to develop a range of desirable personal qualities such as safety awareness, politeness, perseverance, concern for others, initiative and independence. When both devising and implementing tasks for

specific groups of students, teachers pay careful attention to a wide range of factors, including;

the language in which the briefs for the tasks are presented and explained,

the way that those briefs and explanations are constructed,

the kinds of key terms and concepts involved,

the cognitive and physical levels at which the students can operate, and their ability to structure information, ·

the students' abilities to engage in research and to study independently,

the students' technical, organisational and artistic competences, ·

the nature and relative demands and hazards of the materials, tools, techniques and resources to be used.

- All learning styles should be taken in to consideration and supported.
- Staff will work closely with medical teams (MDT meetings) to support patients and help provide a curriculum appropriate to the medical condition and phase of treatment.
- Art assessments where appropriate.
- Challenging content depending on the needs set by different schools and student.

## **What principles have guided our decision making in developing this curriculum? What is distinctive about our curriculum? What will students be taught?**

- Students will be taught the formal elements of art;
  - Line, shape, colour, texture, pattern, tone
  - to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.
  - to use a range of techniques and media, including painting.
  - to increase their proficiency in the handling of different materials.
  - to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.
  - about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.
  - Choices are distinctive and broad- Our curriculum is rich in opportunities to access and develop 'cultural capital' knowledge and information provided to us by our strong community links provided to us through local networks. Some of these include: -Liverpool

museums, Philharmonic Orchestra, Everton in the Community and Dada Fest

- Deep questioning, magenta principles, innovative teaching and learning approaches and developing thinking skills in students are the overriding principles behind our curriculum.
- We set high expectations of all students regardless of their medical background (physical or mental health).
- Students are challenged to attain age appropriate skills from the moment they are admitted into the hospital setting.
- The emphasis is on understanding the basic elements of art and design and learning a wide range of techniques using a variety of media alongside relevant artists/cultures. Pupils focus on themes covering, self-image, the built environment and the natural environment. Whenever possible pupils use primary resources to analyse before moving on to secondary resources; i.e. photographs, magazines. Starting points for themes are chosen by the teacher responsible for delivering the art lesson as this allows them to utilise their strengths and personal subject knowledge

## **IMPACT**

### **What forms do assessments take?**

Assessments can happen in all lessons

Assessment should gradually build up into a profile for each students.

Students should be encouraged to be aware of the evidence and assessment techniques being used and to review their own progress by a procedure containing an element of self-assessment.

### **How do we know if we have a successful curriculum?**

Student voice, staff voice, parental voice.

Learning walks and lesson observations.

Scrutiny of student work.

Accreditations

Consistent progress has been made by students. Evidenced through their work, sketch books and recorded assessment.

Development of employability skills.

## **Resources**

National Curriculum Art & Design Drawing Together: Art, Craft & Design in Schools (Ofsted)

Making a Mark: Art, Craft and Design Education (Ofsted)

Axis - Artists database BBC Your Paintings

Getty Open Content Programme

<https://www.nsead.org/resources/drawing/>