

Art Curriculum statement at Sandfield

INTENT:

What is the curriculum aim / vision for this subject?

The needs of students and associated targets in their EHCPs alongside the national curriculum for art and design where appropriate, will ensure that pupils:

- produce creative work, exploring their ideas and recording their experiences
- develop skills and knowledge in drawing, painting, sculpture and other art, craft and design techniques.
- evaluate and analyse creative works using the language of art, craft and design.
- know about great artists, craft makers and designers.

What should students get from this subject?

- 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.
- 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.
- All students should feel included and valued.
- They should feel challenged and engaged.
- They should be supported to develop key, transferable skills which prepare them for making a positive contribution in society and to their workplace.
- Ensure they leave feeling more confident and happier as individuals from when they first started.

IMPLEMENTATION:

How our curriculum is planned?

- We plan our curriculum using long term plans specific to the needs of the pupils based on EHCPs and using the national curriculum as appropriate. Our medium term plans provide greater detail and can be linked to other areas of the curriculum. There is also a guide to support teachers to help implement this.
- Pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work. Lessons should be conducted in a secure, supportive and disciplined manner. The students and the staff should interact in a manner that demonstrates mutual respect.
- Safety is always paramount, particularly when working in the ceramics and textiles areas.

Pupils should 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.

Pupil needs

Pupils should have the opportunity to:

- Work independently or in a group.
- Be involved in discussion.
- Take decisions.
- Make judgements.
- Experience a range of media.
- Express and develop ideas and feelings.
- Derive interest, stimulus and pleasure from the natural and built environment.
- Feel safe to make mistakes.
- Feel a sense of achievement by having their work regularly displayed in school.
- Access all of the art curriculum.
- Have a clear sense of purpose in all lessons.
- Work independently. This should be made possible by using effective interventions to support pupil learning. Specialised adaptive aids should be utilised when required and available.

LSA's should be deployed effectively by the class teacher to assist those who require extra support in order for the pupils to undertake their task.

- Take responsibility for their own work.
- Discuss their own work and their peers.
- To be taught subject specific vocabulary.
- Be given time in their lesson to improve their work through positive appraisal and access to success criteria.
- Receive effective feedback, which depends on the pupils being clear about what is expected of them. Pupils should have an expectation that the feedback they receive will explain what they have done well, with reasons, and where and how they can improve.
- Lessons conducted in a secure, supportive and disciplined manner. The students and the staff should interact in a manner that demonstrates mutual respect.
- Access to high quality visual support materials.

- Receive rewards in line with our school reward policy: class dojo, merits etc. participate on educational school trips.

Educational visits

The School is committed to incorporating educational visits and visitors into its scheme of work, providing that they will enhance pupils' relevant understanding and experiences. Visits help to develop a pupil's investigative skills and longer visits in particular encourage greater independence.

Visits are organised when they are relevant and fit into a current or future lesson plan.

Sandfield Park educational trips policy is adhered to at all times.

How does learning develop over the years?

Progression in art, craft and design happens over time as pupils gain increasing mastery and confidence in developing and using skills and gaining deeper knowledge and understanding. Pupils who consistently make more progress than their peers can be supported, not by constantly moving them on to different experiences, but by providing further opportunities to deepen and extend their skills and knowledge within the context of the current unit of work.

What principles have guided our decision making in developing this curriculum? What is distinctive about our curriculum?

Art, craft and design is a practical, and creative subject. Through their active participation pupils learn to explore their imagination, generate ideas, acquire skills and apply judgement. It is also a subject in which pupils develop their knowledge and understanding as well as their skills. They learn about the materials and techniques they use and about the world of art, craft and design, recognising the achievements of artists, designers and craftspeople from many different times and cultures. Art, craft and design is a subject that gives pupils the opportunity to express ideas attitudes and values. It is a means of communication that plays a significant role in our lives and which pupils will have used from a very early age. It develops and encourages critical and creative thinking. As such it lends itself readily to enriching, extending and consolidating learning in a variety of curriculum contexts. The subject often contributes to cross-curricular programmes and to various events and activities in the school calendar.

How is our curriculum sequenced?

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 as long as they are covering the schools art curriculum.

Each year group have a termly project which allows for the development of a theme, techniques/skills, self - evaluation and knowledge.

Sketch pads/A3 Presentation folders will be passed on to the next year's class teacher so the theme is not repeated. Long term and medium term plans are written according to what pupils have learnt.

IMPACT:

What forms do assessments take?

Assessments can happen in all lessons and across the whole school day.

- Assessment should gradually build up into a profile for each pupil over their school career.
- Pupils 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.
- Some of our assessments may be photographs and videos of our pupils during a task which will be able to be viewed on Evidence for Learning and when relevant shared with the pupil's parents or carers.

How do we know if we have a successful curriculum?

- Pupil voice, staff voice, parental voice.
- Learning walks and lesson observations.
- Scrutiny of student work.
- Accreditations
- Consistent progress has been made by pupils. Evidenced through their work, sketch books and recorded assessment.
- Development of employability skills.

Art for Pre-formal learners

For pupils who are following a Pre-formal curriculum, art should:

- Be experiential, explorative and allow opportunities for imitation.
- Provide opportunities to exercise their toleration of different media, equipment, materials and resources.
- Provide opportunities to express one- self with physical action and sound
- Provide opportunities for anticipation, noticing changes, discovery, involve multi-sensory approaches and;
- Be about the process rather than end product.

The pupils:

- Are participants rather than observers.
- Not treated as objects to do things to e.g. making learners put their hands in paint in order to create a picture.

- Receive sensory experiences relating to a wide range of materials to explore, manipulate and combine.
- Access alternative materials to encourage new experiences.
- Are free to accept or reject an experience, but have the offer repeated in case they change their mind.

Pupils will be assessed using the five areas of the engagement model (exploration, realisation, anticipation, persistence, initiation) Engagement identifies and celebrates all pupils' progress, including linear and lateral progress, the consolidation and maintenance of knowledge, skills and concepts.