

Art at Sandfield Park School

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
- become proficient 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?

- 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.
- The Department's 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. For the more able or gifted students in a group, related and appropriate extended task(s) need to be devised to add challenge. For less able pupils tasks need to be broken down into component parts, require more instruction, and need additional aids and support of one kind or another.
- Cross curricular activities can be devised and implemented by form teachers which can enrich, support and embed prior learning.

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 School 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; ie 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 will be passed on to the next years class teacher so the theme is not repeated.

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 pupils parents or carers.
- Accreditations.

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.

.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/>

Pottery

https://www.amaco.com/lesson_plans/

BLOOM'S TAXONOMY FOR ART

**What is your opinion of the painting?
 Why?
 Evaluation**

**What ways would you render the subject differently?
 Synthesis**

**Explain what you think the artist is trying to
 say about the subject matter.
 Analysis**

If you could interview the artist, what questions would you ask?
Application

What is the subject or theme?
Understanding

Describe the painting.
Knowledge

Looking at Art: Seeing Questions

When looking at a work of art, students might be asked to:

Describe it.

What kinds of things do you see in this painting? What else do you see?

What words would you use to describe this painting? What other words might we use?

How would you describe the lines in this picture? The shapes? The colors? What does this painting show?

Look at this painting for a moment. What observations can you make about it?

How would you describe this painting to a person who could not see it?

How would you describe the people in this picture? Are they like you or different?

How would you describe (the place depicted in) this painting?

Relate it.

What does this painting remind you of?

What things do you recognize in this painting? What things seem new to you?

How is this painting like the one we just saw? What are some important differences?

What do these two paintings have in common?

How is this picture different from real life?

What interests you most about this work of art?

Analyze it.

Which objects seems closer to you? Further away?

What can you tell me about the colors in this painting?

What color is used the most in this painting?

What makes this painting look crowded?

What can you tell me about the person in this painting?

What can you tell me about how this person lived? How did you arrive at that idea?

What do you think is the most important part of this picture?

How do you think the artist made this work?

What questions would you ask the artist about this work, if s/he were here?

Interpret it.

What title would you give to this painting? What made you decide on that title?

What other titles could we give it?

What do you think is happening in this painting? What else could be happening?

What sounds would this painting make (if it could)?

What do you think is going on in this picture? How did you arrive at that idea?

What do you think this painting is about? How did you come up that idea?

Pretend you are inside this painting. What does it feel like?

What do you think this (object) was used for? How did you arrive at that idea?

Why do you suppose the artist made this painting? What makes you think that?

What do you think it would be like to live in this painting? What makes you think that?

Evaluate it.

What do you think is good about this painting? What is not so good?

Do you think the person who painted this do a good or bad job? What makes you think so?

Why do you think other people should see this work of art?

What do you think other people would say about this work? Why do you think that?

What grade would you give the artist for this work? How did you arrive at that grade?

What would you do with this work if you owned it?

What do you think is worth remembering about this painting?