

Merstone School

Art policy

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Introduction

Art, craft and design is a means through which children are able to develop skills, explore experiences and respond to visual images. It plays an essential role in the development of wider communication skills.

Art and design at Merstone School offers opportunities to:

- Stimulate pupil's creativity and imagination by providing visual, tactile and sensory experiences and a unique way of understanding and responding to the world.
- Inspire the imagination
- Promote self-esteem and confidence
- Build motivation to succeed
- Develop problem solving skills
- Develop fine motor skills
- Provide a positive environment for conversations on challenging topics
- Enable communication
- Allow for expression of feelings

“Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.”

(National Curriculum 2014)

Aims and objectives

- To promote pupil's enjoyment of art and to develop confidence and a sense of achievement through the acquisition of skills and through the creative process.
- To stimulate each pupil's creativity and imagination.
- To enable pupils to become visually literate: to understand and use art as means of communication.
- To increase the pupils' capacity to enjoy and value the visual, tactile and other sensory dimensions of the natural and manmade environment.
- To develop some pupils' ability to share and communicate ideas, opinions and feelings about their own work and that of others.
- To increase awareness of the role and purpose of art and design in different times and cultures.
- To enable some pupils to work from direct observation, imagination and memory using a wide range of materials and techniques developing their skills and control.
- To develop each child's understanding of colour, form, texture and pattern through a broad and balanced curriculum.
- To promote a love of art and have fun!

Organisation and teaching

Pebbles and Moonstone departments

Pupils are encouraged to use their senses and a wide range of resources in order to express their own ideas, feelings and responses.

Art equipment, including paints, glue, crayons, and pencils as well as natural and discarded resources provide for open-ended exploration of colour, shape and texture and the development of skills in painting, drawing and collage.

Pupils join in with and respond to music, dance and stories and staff support and encourage opportunities for imaginative role-play, both individually and as part of the group.

Pupils have access to a range of art activities and free play art opportunities both in class, in the outdoor learning environments. All activities and free play opportunities are carefully planned by staff to ensure exploration of art is encouraged and celebrated.

Ruby department

Art covers the Core Strands of Sensory and Cognition, Physical and Motor and has the potential to be a major vehicle for sensory cognitive development. When planning and delivering sensory art activities staff take extra care to ensure all pupils have an opportunity to be full participants in all activities rather than being observers (adults producing work on their behalf.) Staff are also aware that many of our pupils in the Ruby department have a wide range of sensory needs so care must be taken to ensure all pupils are happy to take part in an activity that may upset their sensory needs. For example: staff will not place a child's hand in a sensory bucket or paint but instead offer this and ensure the child is able to reach out and touch when they feel ready to.

Staff in our Ruby department fully appreciate the need to move away from the idea of conventional paintings, and allow, encourage and facilitate our PMLD learners to make art for themselves. The key to teaching Art is that the process of undertaking the sensory experiences relating to the materials and the cognitive experiences derived from combining materials is far more important than the finished work.

Pupils in Ruby 3 class also access art lessons using the ASDAN Transition Challenge (sensory) modules which is externally moderated at the end of key stage 3.

Topaz department

In Topaz, Art is taught as a standalone lesson, but is also seen cross-curriculum through the thematic approach that Topaz adapts. Pupils have exposure of key art concepts such as line, tone, structure and mechanics. Lessons have content linked to the theme that term and will have a sensory focus for exploration of the subject.

Pupils in Topaz 3 class also access art lessons using the ASDAN Transition Challenge (sensory) modules which is externally moderated at the end of key stage 3.

Sapphire Department

Pupils in our Sapphire department follow a semiformal curriculum and art is taught in 1 discreet lesson per week as well as being used across many other subjects to support pupil's understanding.

In the Sapphire department pupils will have an opportunity to explore a range of topics following the Semi Formal Equals scheme of work. Medium term planning of art will usually

be used to support the topic of the term. For example: Topic = myself and my friends, pupils will explore materials and sculptures to make themselves and their friends, use boxes etc. to build a sculpture of their house and school.

Pupils in Sapphire 3 class also access art lessons using the ASDAN Transition Challenge modules which is externally moderated at the end of key stage 3.

Emerald Department

Pupils in the Emerald department follow the art and design scheme of work which incorporates the EQUALs semi-formal 'my art' strand, scheme of learning for key stages 1,2 and 3, the National Curriculum intentions for art and design across key stage 1 and 2.

Emerald department's art and design scheme aims to:

Aid pupils to produce creative work, exploring their ideas and recording their experiences

Develop skills around drawing, painting, sculpting and other art, craft and design techniques

Within art and design, focuses are broad, however teachers can use the semi-formal equals scheme to structure units. Art and design have broader focuses to allow teachers to hone in on key skills and talents of pupils within these subjects and adapt teaching to suit these needs; ensuring pupils are stretched and challenged within their abilities.

Pupils in Emerald 3 class also access art lessons using the ASDAN Transition Challenge modules which is externally moderated at the end of key stage 3.

Diamond department

In our Diamond department art is taught in discreet lessons and learning is based around modules from the equals curriculum, Arts Award and ASDAN Towards Independence modules and ASDAN Life Skills Challenges. Students have an opportunity to look at and examine a range of artists and media, discuss what they like and dislike about art, create their own artwork using a wide range of media and share their thoughts about the arts.

As students in our Diamond department are preparing for adulthood, much emphasis is placed on preparing them for the world after Merstone School with this in mind we ensure all students have an opportunity to visit a range of art galleries, and learn how to share views on art in an appropriate and caring way. Students will also have an opportunity to take part in community based activities to learn how to develop their communication skills.

Students in Diamonds 1 class require a sensory curriculum when accessing art and design. Teaching is planned to ensure all students have an opportunity to join in and explore materials, create their own master pieces and develop skills at their pace.

Students in Diamonds 2 and 3 classes have opportunities to engage in more technical lessons focussing on line, textiles and sculpture as well as a many other topics.

Planning

At Merstone School we carry out planning in art in three phases; long term, medium-term and short-term.

Long-term planning:

Teachers in the Pebbles, Moonstones, Rubies and Topaz departments plan using a thematic approach meaning they have an overarching topic which all lessons are planned around. The topic is changed half termly.

Teachers in the Sapphires, Emeralds and Diamonds department complete long term planning using the Equals semi-formal schemes of work. This allows for curriculum continuity and progression in pupil's learning.

Medium-term planning:

Teachers across all departments are expected to plan half termly. The medium term plans define the learning objectives and outcomes for each pupil to ensure planning for all is sequential, building on previous learning and individualised to take into account personal barriers, learning styles and skills.

Short-term planning:

Teachers are expected to use their long term and medium term plans to plan detailed weekly plans for art. This informs all staff of individual expectations, resources required, seating plans etc.

Assessment and Recording

Art is assessed across all departments using the Earwig assessment frameworks. We have a range of frameworks to suit individual departments and pupils. Class teachers keep records of work carried out by pupils so that progress against key objectives can be accurately tracked.

In Art, assessment is ongoing and continuous through formative teacher assessment. Informal, diagnostic judgements allow staff to give meaningful feedback to pupils (where appropriate) about the success of their learning by identifying each pupil's progress determining what each pupil has learned and what should therefore be the next step in their learning. Formative assessment also enables pupils to be involved in their own assessment, where appropriate.

Monitoring and Evaluation

Regular monitoring and evaluation of the activities will be done by the subject leader. Class teachers are responsible for ongoing evaluation of teaching methods and pupils' progress.

Resources

As we understand the importance of art across a wide range of subjects at Merstone School we ensure we are well resourced to support the needs of all pupils in all departments. We have a well-stocked and arranged art room which is shared with Forest Oak. We have well stocked art cupboards that are located in the art room, this includes necessary materials and factual text books to encourage pupils to learn more about the history of art across the world.

Inclusion

Success is expected for every pupil. They should reach their full potential, recognise personal strengths and be able to celebrate the achievements of themselves and others; both within the school and its wider community.

At Merstone School, teaching will ensure that art is accessible to all children by planning art and design that:

- Is challenging for pupils of different abilities and aptitudes in each department.
- Motivates pupils, enabling them to understand and review their own learning where appropriate.
- Caters for pupil's diverse learning needs;
- Overcomes potential barriers to learning and assessment for individuals and groups of pupils.
- Differentiates work through activities and expected outcomes;
- Uses other adults to support all ability groups.

Health and safety

Teachers should ensure that the use of all potentially hazardous resources is strictly supervised. Selected pupils should be shown safe procedures for using such resources and should be made aware of the dangers. If in doubt teachers should liaise with the art subject leader and SLT to ensure they are familiar with the safe procedures for using certain resources.

Resources which require particular care in use include: spray fixative, glue guns and needles but due to the needs of some pupils within our school extra care must be taken when pupils are accessing other resources such as scissors, paint brushes and sharp pencils.

Equal opportunities

All pupils should have access to the whole art curriculum and resources, regardless of race or gender. There are opportunities for researching and drawing information from the arts and artefacts of other cultures. An appreciation of art forms created and valued by different cultures should be taught.

The role of the art and design subject leader

The role of the subject leader is to:

- Seek to enthuse pupils and staff about art and design and to promote high achievement.
- Advise and support staff in the planning, delivery and assessment of art and design.
- Monitor and evaluate the standards of pupil's work and the quality of teaching in art and design throughout the school.
- Undertake lesson observations of art and design teaching across the school.
- Keep up to date with current developments by attending courses and disseminate this information to staff through inset and informal discussion.
- Purchase, organise and maintain teaching resources and manage a delegated budget.

- Advise SLT of any action required (e.g. resources, standards) and keep them informed of strengths and weaknesses in the subject, indicating areas for further improvement.
- Organise thematic 'Arts Weeks'
- Co-ordinate displays.
- Develop links with advisory services and outside artists.

Displays

Displays will be used for a variety of purposes, which may: improve the environment, present information, encourage participation, demonstrate process, focus attention, reinforce learning and confirm values.

Evaluation

This policy will be observed in practice by the subject leads on a regular basis as part of the monitoring process.