

## Merstone School Art– Intent and Implementation

<b>Intent</b>	At Merstone School our intent is to support pupils develop and promote the spiritual, moral, cultural, mental and physical development of pupils. We intend to prepare each individual for life outside of Merstone School and become an aware and active member of their community.
<b>Implementation</b>	<p>Art is taught in discreet lessons throughout the week in Emeralds and Diamonds departments and as part of topic work in EYFS, Topaz, Rubies and Sapphires. Merstone school uses a combination of Arts Award , ASDAN and other schemes of work to support pupils learn and develop their understanding of a variety of Art topics areas depending on their Key Stage and their current topic. These schemes of work are heavily adapted to suit the learner’s needs and abilities and work is then further differentiated to support individual pupil’s ability.</p> <p><b>Rubies</b> 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. Care needs to be taken to ensure that pupils are participants rather than merely observers (of the adults making the work) or possibly worse, objects to do things to – making learners put their hands in paint in order to create a picture full of handprints for example. Staff 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</p> <p><b>EYFS</b> Children 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. Children join in with and respond to music, dance and stories and practitioners support and encourage opportunities for imaginative role-play, both individually and as part of the group.</p> <p><b>Topaz –</b> In Topaz, Art is taught as a stand alone lesson, alongside DT, but is also seen cross-curriculum through the thematic approach that Topaz adapts. Pupils have exposure of key ART/DT 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</p>

	<p><b>Sapphires</b> follow a semiformal curriculum and art is taught part of topic work in lessons that develop skills within the areas of sculpture, drawing, painting and materials.</p> <p><b>Emeralds.</b> This art and design scheme of work incorporates the EQUALS semi-formal 'my art' strand, the EQUALS subject specific DT scheme of learning for key stages 1,2 and 3, the National Curriculum intentions for art and design across key stage 1 and 2. The emerald department lead has also consulted with the art and DT leads for Merstone school in ensuring the curriculum links with key associations and resource hubs linked to art and design. Emerald's art and DT curriculum is rooted in the subject's intent, implementation and impact plan that has been produced by the subject leader and should be referenced in conjunction with this plan.</p> <p>Emerald department's art and design scheme aims to:</p> <ul style="list-style-type: none"> <li>• Aid pupils to produce creative work, exploring their ideas and recording their experiences</li> <li>• Develop skills around drawing, painting, sculpting and other art, craft and design techniques</li> <li>• Explore artists, craft makers and designers, exploring their historical and cultural art forms</li> </ul> <p>Emerald department works off the following LTP model: Emerald 1 work off a 2-year rolling programme and Emerald 2 and Emerald 3 work off a 4-year rolling programme. Emerald department's art and design is assessed through SOLAR art and design strands; art-creative investigation, art-exploration, art-learn and apply, art-review and improve, design technology.</p> <p>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.</p> <p><b>Diamonds</b> – Art is taught in discreet lessons and learning is based around modules from the equals curriculum and Arts Award. Children look at and examine a range of artists and media. Diamonds 1 work in a very sensory way exploring media whereas Diamonds 2 and 3 have more technical lessons focussing on line, textiles and sculpture.</p>
Impact	<p>Art is a subject which not only helps children with their fine motor skills such as cutting, sticking and painting. It also helps the children express themselves and builds their confidence and self esteem.</p>

