



Applebee Wood Community Specialist School

Art Policy

Our Vision

To offer a safe place for children with special needs to thrive, their needs are at the heart of everything we do. The whole Applebee Wood team works together to meet the needs of the child and families with support from SEN experts and outside agencies.

Our Values

Respect
Belonging
Trust
Resilience
Aspiration

School Beliefs

It is important to create a happy, safe and secure learning environment where all pupils' needs are met, where progress achievements and success are recognised and praised.

It is important to help students acquire knowledge, skills, and confidence, which enables them to lead a full, interesting and independent life.

It is important to listen and respect the pupils voice and their contributions.

It is important to develop pupil's personal responsibility and encourage decision making and choice, communicating through whatever means appropriate.

It is important to offer opportunities of working cooperatively alongside others, developing friendship and respect for others.

It is important to promote the pupil's spiritual, physical and emotional well-being so that they are secure, confident and well-motivated.

It is important that all statutory guidance is delivered to the pupils.

It is important that all staff are provided with training and development opportunities to enable effective practice.

School Aims

Every child is unique we aim to create a special place where children feel happy, safe and loved.

We believe that successful learning thrives in a fun, creative and stimulating environment.

We strive for excellence and enjoyment in everything we do.

We believe that that the individual matters. We are committed to breaking down barriers and providing equal opportunities for everyone.

We value effective partnerships with our families and friends and firmly believe that together we can help every child reach their dreams.

Intent.

Applebee Wood Community Specialist School, Art is taught to suit the abilities of pupils at a variety of levels. We aim to stimulate creativity and imagination by providing visual, tactile and sensory experiences, using a wide range of mediums. Our pupils are encouraged to explore their ideas and feelings, making sense of them through their creative work.

Implementation

Art is an ideal platform for sensory learning and developing fine motor skills. Pupils can experiment with expressing themselves in a variety of ways and explore several materials, tools and techniques: experimenting with colour, design, texture, form and function. We strive to provide a sense of achievement at the end of each lesson, boosting pupils' confidence and feeling of self-belief. The works of various artists are studied throughout the school year, looking at their personal lives, their inspiration along with the mediums and techniques the artists have used. Each artist is selected to provide a wide spectrum of artistic ideals and techniques.

Impact

The confidence, self-belief and fine motor skills, along with cross-curriculum links, are dispersed throughout pupils' experiences in other subjects and their daily lives. An opportunity to express themselves in a non-verbal way is invaluable to many of our pupils. Their growth through the subject of Art can be a delight to observe during their school life.

AIMS OF ART POLICY

- To develop pupils' visual perception and visual communication; developing a visual language and employing creative skills associated with investigating and making in art, craft and design.
- To encourage children to see through 'new eyes' by drawing and painting from direct observation: recording, sourcing and analysing aspects of their world.
- To develop a knowledge and understanding of Contemporary Art, Craft and Design. Looking at a range of past creative works (e.g. sculpture, architecture, photography), including works from different cultures, and how those artefacts have influenced artist's work throughout history up to the 21st century.
- To learn about the importance and impact of the artist, designer and craftsperson to society and the environment.
- To enable children of differing abilities to enhance their self-esteem through success of using taught skills; developing individuality through imaginative, creative thought and experimentation.
- To develop pupils' design and presentation skills through their contribution to the regular change of displays which provide a colourful and stimulating classroom environment.
- To develop the ability to communicate ideas, opinions, feelings and make considered judgements about works.
- Primary Curriculum: At Applebee Wood Community Specialist School we use a thematic approach with Art linked to the topics taught and a focus on skills. Planned activities build upon prior learning, reinforcing understanding and giving pupils of all abilities the opportunity to develop their skills, knowledge and understanding.
- Early Years Foundation Stage (EYFS) 3-5 years provision; based on 17 Early Learning Goals (ELG's) under headings: Communication and Language, Physical Development, P.S.E. Development, Literacy, Mathematics, Understanding of the World, and Expressive Arts and Design.
- Early learning goal - Exploring and using media and materials: Pupils safely use and explore a variety of

materials, tools and techniques. They experiment with colour, design, texture, form and function.

- Early learning goal - Being imaginative: Children use what they have discovered about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

CURRICULUM CONTENT

Teaching enables children to have opportunities to:

- a. Communicate their feelings and ideas in visual form - based on what they observe, remember and imagine.
- b. Develop an idea or theme for their work inspired by visual and other resources i.e. audio, or by sense of touch alone, and discuss their methods.
- c. Experiment with and apply their knowledge of the elements of art, choosing appropriate media.
- d. Modify their work in the light of its development and their original intentions.
- e. Identify different types of art, craft and design and their purposes.
- f. Begin to identify the characteristics of art in a variety of genres from different periods, cultures and traditions.
- g. Make imaginative use in their own work of a developing knowledge of the work/style/technique employed by other artists.
- h. Relate artwork to other areas of the curriculum and/or Achievement Awards Internationally; e.g. the figure in motion; dance & sport; P.E curriculum, the production of a 3d trophy; Performance Art- the Oscars/ Sport- the Olympics.
- i. Design and present work for display; presentation skills crossing into other curriculum areas.

TEACHING STYLES

There is a mixture of practical work and theory.

Pupils have the chance to work individually and collaboratively.

Children have the opportunity to look closely at artefacts and objects (including their own work) and talk about these with others.

Students look closely at the natural and man-made world and record what they see.

Children have the opportunity to study the works of established artists and to discuss the techniques, skills, possible intentions and meanings that are represented in that work.

Children are provided with a variety of materials, tools, and resources for practical work.

Students are provided with activities which develop their experience of tools, techniques, media, language, line, shape, colour, texture and pattern.

Children are taught to use tools safely and to organise, care and respect the art /DT materials and equipment.

Children are encouraged to plan, revise and develop their work: questioning, comparing and explaining ideas and methods to use or which have been used in a certain artwork.

MANAGEMENT

To ensure that the programme of study is achieved, the outline of work below is followed:

Investigating and Making

- a - Develop recording skills from direct observation and imagination.
- b - To collect information from a variety of sources/ start a scrapbook of images, photographs of reference - to develop as appropriate.
- c - To develop the child's knowledge of tools, materials and techniques: encouraging a process of refinement.
- d - To encourage experimentation with line and tone in the creation of images.
- e - To encourage an understanding of colour mixing through both formal instruction and experimentation.
- f - To encourage experimentation with pattern and texture through both 2D and 3D work.
- g - Plan and make 3D structures in a variety of media.
- h - Use progressively appropriate vocabulary to talk about their work, the work of their peers and the work of established artists.
- i - Recognise how they might consequently develop their work, setting realistic targets.

Knowledge and Understanding

- a - Develop an appreciation of the ideas, materials and methods used by artists, craftspeople and designers both in school and the wider world.
- b - Identify how the appearance of a work of art reflects its context in time and place, e.g. ideas, beliefs, values and technology.
- c - Develop recognition of line and tone, shape and form, pattern and texture, space and perspective in the appreciation and production of images and artefacts.
- d - Compare their own ideas and work to that of their peers and established artists from the community along with different times and cultures.

ICT AND ART

The Art programme incorporates I.C.T.; using search engines to source aspects of our designed environment, artists works/ biographies along with art gallery environments, collections and exhibition information. Students use digital cameras to develop ideas, record observations and to create a finished photograph - as a final piece of artwork.

ASSESSMENT

A number of knowledge and skills sheets for the three curriculum pathways have been produced. These will enable staff to track pupil skills in Art.

1 - Reaching Out / Stepping On

Due to ever changing needs at Applebee Wood Community Specialist School, a sensory and semi-formal curriculum, with a more sensory thematic approach, has been introduced for some pupils. This will be topic based; focusing on kinaesthetic (body, hands and sense of touch), auditory-musical (learning through sound and music) and visual learning (learning through pictures images and spatial understanding).

Some pupils will benefit from the thematic approach, which is more practical and can include activities which involve all their senses. All pupils, regardless of ability, can participate and succeed in Art. Seeing what they have achieved builds self-confidence in their abilities and provides motivation during the school day. Art is a useful way for pupils to challenge themselves, stretch their creativity and think innovatively.

FOUNDATION STAGE/P-levels/engagement steps.

We encourage creativity in the Donaldson class as the Foundation Stage is part of the National Curriculum. We relate the pupils' creative development to the objectives set out in the Early Years Goals and B squared levels, which underpin the curriculum planning for children, aged three to five years old. The children's learning includes art, music, dance, role-play and imaginative play. This range of experience encourages children to make connections between one area of learning and another, therefore extending their understanding.

The classroom environment provides evidence that we encourage and value creativity, where pupils can experience a wide range of activities that they respond to, using the various senses.

Reaching Out

Assessment happens throughout the year, to aid planning and 'next steps' in learning. Informal assessment involves observing the child in a variety of situations by the teacher or support assistant. The child is usually not aware that they are being assessed. These informal assessments are used to reach a judgement for the 17 Early Learning Goals (ELG's) in the EYFS profile; this is expressed as 'emerging' (not attained the ELG), 'expected' and 'exceeding' the level of development for the end of Reception year. Assessments will also indicate characteristics of learning; how one plays and explores, participates in active learning, creates and thinks critically. Reports indicate learning 'next steps'.

Primary (KS1+2) Monitoring Reaching Out, Stepping On and Climbing Up pathways

- Autumn, spring and end of year Assessments using B Squared/engagement steps levels.
- Student Feedback Assessment level progression sheets in pupils' sketchbooks.
- Informal ongoing assessment to include marking of work, and discussion with pupil.
- Target setting, based on pupil starting point and B Squared sub-level descriptors on the school network.
- Evidence of cross curricula and art specific work to be stored in pupil files.

KS3 (Years 7-9) Monitoring Reaching Out, Stepping On and Climbing Up pathways

- Autumn, spring and end of year Assessments using B Squared/engagement steps B Squared levels.
- Student Feedback Assessment level progression sheets in pupils' sketchbooks.
- Informal ongoing assessment to include marking of work, and discussion with pupil.
- Target setting, based on pupil starting point and B Squared sub-level descriptors on the school network.
- Evidence of work in sketch books, in Art Department for entire KS3; all 3d work photographed and held within a sketchbook.

•Year 8 pupils are enrolled on the Discover Arts award. These are linked to objectives matching the B Squared assessment targets. This scheme is suitable and can be adapted for all learning pathways within the school.

Adaptive teaching strategies

- Refer to Pupil Context Sheets, (school network) to inform medium- and short-term planning.
- By selection of appropriate task; skill development/ progression and choice of materials.

Progression for Reaching Out, Stepping On and Climbing Up pathways

- This is ensured by regularly reviewing/ updating KS3 Art: Scheme of Work.
- Monitoring of sketchbooks by class teacher.
- Introduction and demonstration of new skills.
- Skills based tick sheet.
- Reinforcing new and previously acquired skills.

Equal Opportunities

All children regardless of gender, race, class, disability or special needs will be given equal access to the curriculum within the classroom environment. It is recognised however that effective teaching can involve some withdrawal of pupils from the classroom, but the teacher should always be aware of the school's emphasis on inclusion and equal access to the curriculum for all.

This policy updated August 2023.
To be reviewed: August 2024.

Subject Leader: A. Gallagher