



EXPRESSIVE ARTS AND ART AND DESIGN POLICY

Policy Created	2014
Committee	LGB
Last review	June 2025
Frequency	3 years
Date to be reviewed	June 2028

General Policy Statement

At Castle Hill School we intend to provide a safe, secure, caring environment where everyone is valued and respected equally. We aim to provide an inclusive education where children develop independent learning skills and are taught according to need whatever their age, gender, background, beliefs or abilities.

National legislation, the [Equality Act 2010](#) and the [Special Educational Needs and Disability Regulations 2014](#) re disabilities, race relations and special education needs underpin this policy, which has also taken into consideration national, local and school policies on Special Educational Needs, Equal Opportunities and Health and Safety.

General Curriculum Statement

The fundamental principle behind curriculum design at Castle Hill School is personalisation. The learning needs of each pupil are rigorously assessed on entry to the school and on a regular basis throughout their school career. This work has included a full audit of learning needs. In this, every aspect of each pupil's learning needs is reviewed, bringing in the experience and expertise of a wide range of staff, professionals and parents/carers to identify priority areas for the pupil's personalised curriculum. Each pupil's curriculum is therefore bespoke.

Expressive Arts, Art and Design Philosophy

The teaching of Expressive Arts, Art and Design is integral to the quality of life for children who cannot always interact with their environment because of visual, physical and auditory impairment. Through Art, Dance, Drama, Music and creative experiences we can provide visual, tactile, movement, vocal, communication and auditory experiences to stimulate creativity, communication and interaction. The crucial foundation of this policy is to be found in practices that are accessible, achievable and above all, enjoyable for all our pupils. Expressive Arts, Art and Design is imaginative, creative and fun and can be immediate or ongoing. Expressive Arts, Art and Design enables pupils to develop cognitive skills, fine motor skills, language and expression, including non-verbal communication and can support health and wellbeing. They can also successfully provide a vehicle for cultural and spiritual expression and celebration.

Expressive Arts, Art and Design can encourage children to be inquisitive, disciplined and determined and can unlock their innate creativity, enabling them to become more rounded and confident human beings. Dance specifically has the capacity to blend artistic practice with physicality and promote healthy and increased levels of activity. Expressive Arts, Art and Design can change the way in which pupils think, feel and respond. It acts as an integral part of culture, past and present and facilitates links with home, school and the wider world.

Aims:

Through the study of Expressive Arts, Art and Design we intend to:

- develop students understanding, appreciation and awareness of Expressive Arts, Art and Design while increasing their judgement and ability within the subject
- develop, where appropriate, individual opportunity and potential to express and communicate.
- develop skills attitudes, interests and attributes that can support learning in other subject areas that are needed in life and work, for example listening skills, the ability to concentrate, creativity, take turns, participate as a group member intuition, aesthetic sensitivity, perseverance, self-confidence and sensitivity towards others.

Expressive Arts, Art and Design Practice

Expressive Arts and Design will be taught across the curriculum through a cross curricular approach. This will be through whole class teaching, small group or individual work.

Early years, Key stage 1 and 2

Children in the Early Years and KS1 and 2 classes will follow the Early Years Framework which covers the following area:

Prime areas:

- Communication and language
- Physical development
- Personal, social and emotional development

Specific areas

- Literacy

- Mathematics
- Understanding the world
- Expressive arts and design

A continuous provision approach is provided and within this, there will always be opportunities for learning through Expressive Arts, Art and Design activities and investigations available to the children. Some weekly sessions will be geared more specifically to Expressive Arts, Art and Design activities and there will be group work or focused individual work for students who will benefit from this.

Key stages 1 – 4 pupils will be taught Expressive Arts and Design using Castle Hill School's creative curriculum. Programmes of study can therefore be drawn from a variety of sources including: The Castle Hill curriculum; The Victoria School's MSI curriculum; Glynn Gap; Barrs Court; Quest; QCA and Equals; Castle Hill's Expressive Art and Design Learning Guidance Document.

Staff should share creative experiences and teach knowledge, skills and understanding in ways that match and challenge their pupil's abilities.

Planning is done on an annual, half termly and weekly basis.

Post 16 pupils will follow the **Moving On curriculum**.

This covers the following areas of learning:

- World Studies
- Life Skills
- Vocational Studies

The practice is to ensure that materials and activities are appropriate within all lessons, offering a wide range of activities that accommodate individual needs. Progress and continuity are apparent across the schemes of work with differentiation for a wide range of pupils apparent in the planning and learning process. Learning opportunities will cover the following elements:

- visual stimulation and exploration
- Aural stimulation and exploration
- tactile stimulation and exploration
- exploring and manipulating materials, stimuli and resources
- developing creativity
- collaborative work

- valuing their own work and the work of others
- development of skills which can be used in creative expression
- promoting knowledge and understanding of art forms
- enhancing understanding of causing and affecting changes to their work by using I.C.T

Expressive Arts, Art and Design is set within the context of a school that is committed to providing a broad and balanced curriculum. We will provide opportunities to work alongside visiting artists, musicians, dancers and performers and participate in external projects. We will draw upon the cultural diversity of the school community through display, photographic evidence, artefacts and various celebrations. There are four main elements which are essential to pupils with severe and profound learning difficulties, these are often interconnected:

- Learning Art/s (doing, making and investigating)
- Learning about Art/s (knowledge and understanding)
- Learning through Art/s (Art/s can develop learning in most curriculum areas)
- Learning self-expression through Art/s

Expressive Arts, Art and Design offers a rich learning environment for our pupils, one that challenges and stimulates. Expressive Arts, Art and Design can be highly motivating and achievable, resulting in success that in turn enhances self-esteem and enjoyment.

Curriculum Delivery

We will teach through Art and Design through:

1. Discovery – observation, recording, identifying, recognising, fostering observational skills e.g. memory and imagination through paintings, drawings and sculpture
2. Exploration – collecting, sorting, investigating, comparing, contrasting, selecting and handling tools and equipment
3. Control – interpreting, changing, planning, designing, expression of moods, feelings, preferences and ideas
4. Plan and create – using colour, pattern, shape and space, line and form in 2D and 3D dimensions

We will teach Expressive Arts through:

- Exploring and responding to stimuli – for example, a piece of music, a cultural theme, a prop
- Movement and drama improvisation activities
- Development and exploration of movement range/skills
- Develop movement memory by recalling and recreating simple movement patterns or speech/other forms of communication.
- Participation in group/paired copying and responding physical and vocal activities
- Exploration and understanding of character, through use of facial expression, voice, costume and props
- Participation in story telling activity
- Participation in simple roll play
- Participation in the developmental stages that lead to performance, including creating, refining, and rehearsing
- Observing and responding to others perform

Monitoring, recording and performance

Assessment is ongoing and is built into the teaching and learning process for all pupils. Teachers will monitor progress through planning, PIP progression targets, learning journals and observations. These will then inform the next steps in learning. All monitoring processes take the following into consideration:

- differentiation
- cultural influences
- collaborative work
- appropriateness and opportunity for consolidation
- opportunity for first-hand, sensory experiences

Achievement in Expressive Arts, Art and Design is also reflected in display work, videos, performance and participation in various events, which are all tangible evidence of pupils' success.

Recognising Progress

For most pupils with learning difficulties achievements can be predicted and planned for and progress can be demonstrated in terms of increased knowledge, skills and understanding. Not all pupils will follow the same developmental pattern at the same age or rate. Progress may not be made in all areas of the curriculum. For some pupils progress may be difficult to predict or be distinctive and may only be demonstrated in a certain environment with a familiar person.

Planning for progression

Effective planning involves the careful and deliberate sequencing of curriculum content and experiences. This builds on previous learning and achievements to promote future learning. Long and medium term curriculum plans should therefore show progression from age group to age group and within each of the key stages. This progression could be through skills or through experiences.

Planning for progression for individuals or groups might focus on:

- Skill development
- Breadth of curriculum for learning
- A range of contexts for learning
- A variety of support equipment
- A range of teaching methods
- Negotiated learning
- Application of skills, knowledge and understanding in the new settings
- Strategies for independence

For our pupil's progression is not necessarily only movement up a vertical, hierarchical ladder of skills and knowledge; horizontal progression is also important.

The Role of the Expressive Arts, Art and Design Curriculum Team

- To organise and maintain teaching resources, use them wisely and creatively: ensuring fair allocation and appropriate use
- To manage a delegated budget and keep spending within it.
- To monitor effective teaching and learning by regular observation and participation in art lessons throughout the school
- To encourage and assist in-service training.
- To keep up-to-date by attending courses and feedback sessions organised by LA and other establishments
- To provide guidance and support in implementing the schemes of work.
- To ensure an oversight of recording and presentation throughout the school, to include stimulating and attractive displays
- To advise the Principal of action required (e.g. resources, standards etc.)