

Castle School



Art

Philosophy

Art and creativity supports all aspects of the curriculum as well as enhancing personal development and life skills. Students are encouraged to develop new creative skills, exploring a range of techniques and materials. Exploring the visual world around them, looking at art history, relating to the wider community and working collaboratively opens up new experiences, improving self-worth, and finding new ways to communicate visually.

The Art and Design curriculum requires pupils to apply knowledge and skills to practical tasks. In the context of Castle School Art is an essential tool in the teaching and reinforcing of many skills across the curriculum - particularly in Mathematics, English, Science and PSHE. The focus of a large part of our work centres on the promotion of independence, the making of informed decisions and the solving of problems. The Art curriculum represents an excellent opportunity for students to develop a wider understanding of the world about them. For students with additional sensory impairments the emphasis of practical activities can centre on exploration using the senses.

Aims

The Art curriculum aims for students:

- To enjoy, explore, experiment and increase proficiency in using a range of techniques and materials.
- To discuss and evaluate their own and each others' work and to develop their work through analysis
- To recognise and see through to when a piece of artwork is finished.
- To start to use 'Art' vocabulary.
- To use sketchbooks to research and develop ideas, experiment with techniques and record observations both within and outside of school
- To gain in confidence and self esteem
- To make decisions & choices
- To work both independently and collaboratively
- To follow instructions
- To be a part of community events
- To explore their local environment
- To be environmentally and socially aware
- To problem solve through creative thinking
- To have fun

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- To appreciate different artists and art forms, learning about the history of art, and relating it to their own experiences and development
- To learn about different cultures
- To have pride in their work, and respect the work of other students
- To share the skills they have learnt and to support other students

The Intention of this policy:

To enhance self-esteem and personal enjoyment whilst supporting and linking with key subjects within the school and developing creative thinking.

Teaching and learning

Literacy, numeracy and problem solving are integrated into all lessons, from written recording, to awareness of scale and shapes in the environment. ICT is used in both research and recording.

Cultural learning and community links are developed through participation in whole school events and links to local museums and galleries and neighbouring schools.

Environmental issues are addressed and explored through discussions about the impact of materials and in using recycled materials.

All staff are responsible for familiarising themselves with the policy and for noting the principles of good practice.

In primary the teaching of art is integrated into a cross curricular approach

Monitoring and Evaluation

The staff are responsible for annotating and recording the progress of pupils. The students work is monitored regularly against their Personal Learning Targets and their progress is shared in their school reports, and during Parents' evenings. Each pupil has individual targets, linking to the Entry Level Assessment criteria, which are continuously monitored.

Assessment

The Pupils are levelled against the four assessments strands that link directly to the Entry Level exam criteria.

AO1 Develop

Develop their ideas through investigations informed by the work of others and relevant sources, demonstrating contributions to the making of practical work.

AO2 Record

Record ideas, observations and imagination relevant to their intentions in visual and/or other forms.

AO3 Refine

Refine and explore their ideas through experimenting and using resources, media, materials, techniques and process.

AO4 Present

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Present a personal and meaningful response, showing understanding of the work of others, reaching conclusions that relate intentions to purpose.

Entitlement and Access

Throughout the teaching of Art we will strive to promote equal opportunities and seek to provide a full entitlement to all pupils and students.

We acknowledge the rights of all students to a broad and balanced curriculum which is tailored to their own individual needs. Students with Profound and Multiple Learning Difficulties will participate in a programme which has a sensory/experiential/exploratory emphasis whilst others have access to a curriculum based on the acquisition of skills.

We will pay particular attention to issues around the gender stereotyping of roles in the art room and ensure that all pupils participate on equal terms with equal responsibilities for all tasks.

We aim to ensure that the projects within the art curriculum reflect the cultural diversity of both our school and the wider community. We acknowledge the need to avoid reinforcing cultural stereotypes whilst respecting and promoting the practices of diverse cultures within the community.

Health and Safety

Art is undertaken in line with the school's Health and Safety Policy.

Pupils will be aware of their own and each other's safety and comply with the need to have regard to basic safety procedures.

Resources

All equipment will be kept in the designated art areas. These will be used only for their designated purpose and maintained by means of service contracts with outside agencies.

All staff share responsibility for ensuring that equipment is kept clean and in working order. Any problems should be brought to the attention of the art coordinator who in turn will make the appropriate referral for repairs.

The Art Co-ordinator has an annual budget to spend on resources and materials.