




Policy

Last Reviewed Date: September 2023

Headteacher:		Date:	20/09/2023
Subject Leader:		Date:	20/09/2023

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Subject Leader: Lydia Algar

Subject Leader:

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1. The Nature of ...

The nature of Art and design is that it stimulates creativity and imagination.

At Amwell View we aim to provide visual, tactile and sensory experiences and encourage pupils to experience a unique way of understanding and responding to the world. The curriculum is designed to allow pupils to use colour, form, texture, line, pattern and different materials and processes to communicate what they see, feel and think.

We intend for our pupils to explore ideas and meanings in the work of other artists, crafts people and designers.

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2. The School Policy and National Curriculum

Art is taught across many subjects within Amwell View School, creating links across the curriculum. Alongside this there is an allocated taught lesson for Art and development of Art skills.

Within EYFS, Art is taught through pupil choice and Child Initiated Learning. Child initiated learning links with expressive arts and design, one of the seven areas of the early years foundation stage.

Through key stages 2 and 3, Art can develop with introduction of communication opportunities. Throughout these experiences, members of staff demonstrate, model and use a range of communication media, including, signs, symbols, tools, activity cues, to support understanding, develop pupils' independence and inspire creativity.

Key stage 4 and Post 16 classes have the opportunity to explore planning to continue to develop their creativity and thinking skills and independence is further encouraged. Pupils also have the opportunity to participate in the Arts Award.

Art lessons for PMLD pupils are planned with a wide range of multi-sensory aspects in mind including touch, smell, sight and sound.

For example:

- Touch – texture, temperature, wet/dry, hot/cold, heavy/light, hard/soft, etc
- Smell – pleasant and unpleasant
- Sight – colour, pattern, shape, size,
- Sound - musical cues, crunching, dropping, splay, squeeze etc

The school policy (also see Autism policy) fulfils the requirements of the QCA guidelines as set out in the Art scheme of work which takes account of our pupil's different learning needs.

The National Curriculum states that

“Art, craft and design embody some of the highest forms of human creativity”

Therefore, through teaching



“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 then progress,

“they should be able to 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”

DfEs (2014) ‘National Curriculum’

Through the teaching of art we aim to:-

- Promote a variety of different skills, e.g. manipulative, observational, recall and working together.
- Give pupils the experience of working with a range of media and tools.
- Allow pupils to be creative, producing work which communicates how they view the world.
- Contribute to the development of the school ethos through displays, artefacts, etc.
- Promote an interest in art and artists, which will continue into adult life either through practical activities and/or appreciation of art in its many forms.
- Pupils will use a range of materials creatively to design and make products
- Pupils will be supported to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- Pupils will be supported to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space:

LINE: Line can be considered in two ways. The linear marks made with a pen or brush or the edge created when two shapes meet.

SHAPE: A shape is a self-contained defined area of geometric or organic form. A positive shape in a painting automatically creates a negative shape.

SPACE: Space can be positive or negative, open or closed, shallow or deep, and two-dimensional or three-dimensional.

FORM: form can refer to a three-dimensional composition or object within a three-dimensional composition.

TEXTURE: Texture is the surface quality of a shape - rough, smooth, soft hard glossy etc. Texture can be physical (tactile) or visual.

COLOUR: Also called Hue.

VALUE: Value is the lightness or darkness of a colour. Value is also called Tone.

Pupils will learn through a variety of ways about the work of a range of artists, craft makers and designers, making links to their own work.

3. Delivery of the curriculum

The curriculum is delivered in a variety of ways matching the learning styles and abilities of each individual pupil, meeting the needs of pupils’ with a diagnosis of Autism, PMLD and SLD. The most consistent method is through visual presentation and practical experience, where pupil explore colour, form, shape and pattern through exploratory and hands on activities to develop their visual learning and understanding.



It is used to develop a child's imagination, creativity and their ability to use media and materials. Pupils do this in range of ways including making art to music, dancing in painting materials and playing with colours, textures and design.

Throughout these experience, members of staff demonstrate modelling and implement a range of communication media (signs, symbols, tools, objects of reference to support understanding, develop pupils' independence and inspire creativity.

Art lessons are multi-sensory experiences that also focus on other senses such as auditory and kinaesthetic presentation during activities such as painting to the rhyme of music and riding bicycles on a wide painting canvas. Art is an opportunity to explore through investigative play,

Art is also taught through multimedia/IT resources, this can be through design applications on programs like Grid 3 or purple mash and explored in different learning mediums such as the classrooms, the ICT suite or on pupils personal communication aids such as an eye gaze or VOCA (Voice output communication aid)

Art is taught in the wider community, from the dell to outdoor areas and on offsite visits to art museums or pottery designing shops. We also have opportunities to explore Art through extra-curricular clubs such as little explorers and life skills club and take part in national art competitions such as the Royal Mail Stamp Design competition and the CPRE Hertfordshire Children's Art Competition.

4. Staffing and Resources

Management and Co-ordination – the Art Lead - Miss Lydia Algar.

Art is delivered by the Class Teacher, who is supported by the learning support assistant/s. Resources to support the teaching and learning of art are located in classrooms.

Specialist art materials e.g. batik, can be obtained by the Art Co-ordinator on request.

Each class has a range of art resources appropriate to the activities and needs of the pupils in the class, and the Class Teacher may order new stock using the art budget or their own class budget.

Visits to art galleries and exhibitions can be organised to enrich the aesthetic experiences of the pupil's work.

5. Cross Curricular Approach

Art is taught as a discreet subject to all classes but is also used in support of many other subjects, especially English, Geography, History and RE.



We recognise that many children access their learning through a multi-sensory curriculum, which encompasses Art and Design in order to develop their skills within the 8 elements of Art, which are: line, shape, colour, value, texture, form and space.

Examples of the development of Art in cross-curricular subjects are as follows:

- English
 - Creative writing
 - Early mark making and pre-writing skills
 - Making illustrations
 - Writing with art tools
 - Following equipment lists
 - Creating plans for your own art work
 - Forming sentences about artwork
- Maths
 - Colour
 - Colour mixing
 - Patterns
 - 2D and 3D Shape
 - Symmetry
 - Colour by numbers
 - Matching
 - Sorting
- PSHE
 - Making an artwork to explore emotions
 - Sharing – creating an artwork with others
 - Collect equipment for yourself and others
- RE
 - Multi- cultural faith Art and patterns
 - Making religious artefacts
 - Creating decorations, cards or gifts for yearly celebrations
 - Clothing and textiles
- Geography
 - Exploring natural objects (Dell)
 - Textures
 - Recycling and junk modelling
 - Landscapes
 - Portraits



- Photography
- History
 - Famous Artists
 - Artworks depicting famous, historical events
 - Old and new (textures)
 - Making historical artefacts
- Design & Food Technology
 - Creating and designing packaging or gifts
 - Construction activities
 - Creating an item activities such as upcycling objects
 - Face art using food
 - Food printing

6. Assessment

The impact of this can be evidenced in the children and young people's development of fine and gross motor skills, the ability to explore and use a wide range of equipment, improved decision making and language skills when requesting for preferred colours, textures or materials, increased social skills when sharing equipment, and a developed sense of exploratory and investigative skills when exploring imagination through Art.

The Impact of the Art Subject Overview can be seen in the development of the 5 senses (sight, sound, smell, touch and taste) which in turn reduces stress and anxiety allowing children and young people to demonstrate an increased ability to cope with challenge so that they can explore, imagine and create freely.

Teachers are required to provide evidence of pupil progression for each academic year across all subjects (progression from a starting point – September-July). Specialist teachers assess pupils across the school in their subject.

Teachers plan half termly across the curriculum subjects to ensure differentiated learning outcomes for all pupils. Teachers will use formative and summative assessment to inform planning and ensure SMART and challenging learning outcomes are linked to planning and delivery. Teachers and TAs will use assessment for learning strategies to assess pupil progress throughout each lesson and the school day. The use of formative assessment for each child supports the monitoring of ongoing progress across a sequence of lessons. Evidence of progression will be added to Tapestry and shared with parents and carers.

All teachers use a consistent formative process to regularly set and review priority outcomes for pupils. Priority outcomes will be taken from the planning process above to ensure SMART and personalised learning outcomes. This process ensures that learning is meaningful to individuals and progress is made. The review of priority outcomes provides detailed qualitative evidence of pupil progression across all subjects and informs annual reviews and Education, Health and Care plans (EHCP). This process also ensures that pupils continue to



be motivated and challenged within lessons as it will inform future planning and areas of practice that need to be developed to meet the needs of pupils.

Setting priority outcomes: A reflective annotation is written within Tapestry to provide a context to an individual's learning explaining;

- How, What, When - Context – How they have approached learning, the level of support the pupil has had, generalisation of skill, time frame. This is supported by media evidence which is shared by teachers and with parents and carers.

Teachers complete the Formative evidence of pupil progress form half termly. This form will provide pupil progress data highlighting how many priority targets were set and achieved. This enables the teacher and SLT to analyse the quality of the target and the progress made. This in turn will provide an insight into the quality of planning and differentiated delivery.

Evidence may take the form of a case study to summarise specific situations or events that have impacted an individual's education, such as, for example a significant trauma or illness that a pupil may have experienced during that academic year resulting in little or no progress. As our chosen best fit summative tool, teachers will assess termly using B Squared Engagement and Progression Steps. Information and data is held at school.

As a result of the data gathered teachers may use other tools that are more appropriate for individual pupils alongside which currently include the use of B Squared progressive criteria and or Routes for Learning (RfL).

Other assessments may include visual assessment tools, Childhood Autism Rating Scale (CARS), reading tests, receptive and expressive language tools (e.g. REEL) and Teacher Assessment. This data may determine movement to different educational provision, but consideration is given to the needs of the whole child and not just focused on assessment results. The functionality of pupils, their ability to regulate behaviour and to maintain skillsets is as much an aspect of attainment within the assessment and placement process as assessment results.

Routes for Learning (RfL)

Routes for Learning (RfL) is used as an additional tool to plan for progression for some identified pupils. RfL is a Welsh initiative developed by teachers to improve and assess social, communication and cognitive skills of learners with profound and multiple learning difficulties, and additional disabilities.

Route Maps offer a number of pathways for learning, encompassing early developmental milestones. Each pupil following RfL has their own personalised RfL Route Map.

RfL complements our existing B Squared assessment tool by providing additional breadth to the early P-Level descriptors.



7. Pupils' Presentation and Recording

Pupil's learning may be presented through:-

- Practical experience
- Demonstration
- Video
- Photo
- Oral/sign/gesture
- Pictorial
- Formal
- Computer generated/assisted with software
- Written
- Discussion
- Questioning
- Reflection of learning

Achievements may be recorded and celebrated in:-

- Work Scrutiny files
- Tapestry
- EHCP reviews
- Curriculum files/recorded data
- Parent teacher consultations
- Achievement assembly
- The giving of trophies and certificates.
- Assemblies

8. Review Procedures

The policy is to be reviewed, by the co-ordinator, annually or earlier if necessary.