

Art

Handbook

Amwell View School



Photos



Art at Amwell View School

INTENT

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 the 5 basic elements of art - colour, form, texture, line, pattern as well as 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.

IMPLEMENTATION

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.

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

Throughout these experiences, members of staff demonstrate, model and use 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, pottery designing shops and cross curricularly, creating posters, decorations and design for the Winter Music Festival . 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, The Christmas Art & Design Fundraising Project and the CPRE Hertfordshire Children's Art Competition.

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 pupils' different learning needs. Teachers' half term plans I ensure differentiated learning outcomes for all pupils.

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

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)
- RE (Multicultural 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)

IMPACT

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.

Across the School, Art lessons boost critical thinking, teaching children and young people to take the time to be more careful and thorough in how they observe the world. Art in Amwell View School encourages self-expression and creativity and builds confidence as well as supporting the children and young people to have a developed sense of autonomy and individual identity.

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.

Art Resources

We have a bank of Art resources in all classroom that can be shared throughout out the school.

Art Leaders will be able to guide you to other resources located around the school.

All classrooms have:

- Set of aprons
- Paint palettes
- Painting tools such as paintbrushes, rollers, stamps and sponges.
- Paints
- Glitters
- Pens
- Pencils
- Card and paper of different colours and sizes.

Specialised resources are also shared out around school:

- Newspaper
- Clay
- Chalks
- Canvas
- Fabrics & Textiles boxes with items such as clothing, feathers, pom poms, sequins, lolly sticks, stickers, googly eyes and ribbons.
- Dabbers
- Watercolours and clothing paints



Subject Overview Example

ART DRAFT Subject Overview

Key Stage One

Think about:

Life stages

Range of ability levels

Learning styles

Knowledge – what do we want children to know understand and achieve (ambitious endpoints) - knowing more and retaining more

Topics

Scope Sequencing Coherence Rigour

Inspirational and infectious

		Autumn		Spring		Summer	
	A	Autumn/Nature	Rainbows/Colours	Fruit and Vegetables	Freda Kahlo	Show	Wassily Kandinsky
	B	Rough and Smooth	Festivals and Celebrations	Sculpture	Insects and Bugs	Show	Under the Sea

ART DRAFT Subject Overview

Key Stage Two – Year 3/4

Think about:

Life stages

Range of ability levels

Learning styles

Knowledge – what do we want children to know understand and achieve (ambitious endpoints) - knowing more and retaining more

Topics

Scope Sequencing Coherence Rigour

Inspirational and infectious

		Autumn		Spring		Summer	
	A	Festivals and Celebrations	Winter	Andy Goldsworthy	The Seaside	Show	Sculpture
	B	Picasso	Printing	Flowers	Spring/Nature	Show	Jungle

ART DRAFT Subject Overview

Key Stage Two – year 5/6

Think about:

Life stages

Range of ability levels

Learning styles

Knowledge – what do we want children to know understand and achieve (ambitious endpoints) - knowing more and retaining more

Topics

Scope Sequencing Coherence Rigour

Inspirational and infectious

		Autumn		Spring		Summer	
	A	Abstract Art	Festivals	Papier Mache	Shimmer & Shine	Show	Romero Britto
	B	Claude Monet	Into The Woods	Jewellery	The Body	Show	Birds

Subject Overview Example

ART Subject Overview

Key Stage Three

Think about:

Life stages

Range of ability levels

Learning styles

Knowledge – what do we want children to know understand and achieve (ambitious endpoints) - knowing more and retaining more

Topics

Scope Sequencing Coherence Rigour

Inspirational and infectious

		Autumn		Spring		Summer	
	A	Festivals/ Celebration	Sculpture	Fabric	Joan Miro	Show	Outer Space
	B	William Morris	Food	Self Portrait	Reptiles	Show	Steve Brown

ART Subject Overview

Key Stage FOUR

Think about:

Life stages

Range of ability levels

Learning styles

Knowledge – what do we want children to know understand and achieve (ambitious endpoints) - knowing more and retaining more

Topics

Scope Sequencing Coherence Rigour

Inspirational and infectious

		Autumn		Spring		Summer	
	A	Henry Moore	Into the Woods	Yayoi <u>Kusama</u>	Plastic	Show	Oriental Art
	B	Festivals/ Celebrations	70's Psychedelic Art	Animals	Dragon's and Mythical Creatures	Show	Piet Mondrian

ART & Design Technology Subject Overview

Key Stage FIVE

Think about:

Life stages

Range of ability levels

Learning styles

Knowledge – what do we want children to know understand and achieve (ambitious endpoints) - knowing more and retaining more

Topics

Scope Sequencing Coherence Rigour

Inspirational and infectious

		Autumn	Spring	Summer
	A	Paper/Card	Down to the Pond	Sculpture
	B	African Art	Rainforest	In the Desert
	C	Henri Matisse	John <u>Dahlsen</u> (Recycling)	Jackson Pollock

The Art Subject Overview can be found in:

Staff/ Curriculum/ Subject Overviews/ Current Overviews/ this year/ Art

Year Plan Example

You need to input your Art topics from the Subject Overview into your year plan.
Year plans need to be saved in:

Staff/ Planning/ Year Plans/ this year

AMWELL VIEW SCHOOL CURRICULUM PLAN 2023/24

TEACHING GROUP: (Class 11) Key Stage 3 Year A

TEACHER: Lydia Algar

	AUTUMN		SPRING		SUMMER	
MATHS	Individual priority outcomes will inform topics which may include: Pre-maths skills: Cognition and learning skills of anticipation; curiosity; investigation; persistence; initiation; discovery. Number skills: number place; number value; simple fractions; simple ratio and rates of change; simple addition; simple subtraction; simple multiplication and simple division Simple measurement and geometry: weight; length; capacity; temperature; time; money; position; direction; shape properties					
	Races and Events		Potions		Charity Shop	
ENGLISH	Individual priority outcomes will inform topics which may include: Communication and Interaction Skills: speaking and listening; expression and comprehension. Pre reading skills: word/symbol comprehension; enjoy sounds and rhythms of words; vocabulary; word/symbol reading; Pre writing skills: mark making; fine motor skills; mark making to convey meaning Simple writing using words/symbols Simple composition Simple creative writing					
STORY	Harvest Days: Giving Thanks around the World By Kate DePalma	Lost and Found By Oliver Jeffers	You Can't Call an Elephant in an Emergency Patricia Cleveland- Peck & David Tazzyman	I Am Not the Easter Bunny! by Saskia Gwinn	The Squirrels Who Squabbled by Rachel Bright	The Good Egg by Jory John
SCIENCE	Plants and Flowers	Space	Forces	Everyday Materials & Science Week	Numbers in science	Animals including humans
D & T	Packaging and Containers		Gardening and Landscapes		Posters and Displays	
COOKING AND NUTRITION	Meal Planning		Rainbows		Eating out	
HISTORY	Winter Olympics		Ancient Egypt		Black History	
GEOGRAPHY	Wonderful weather		Road trips and rambling		Summer: Food, Farming and Nature	
PE	Athletics Competition OAA – Climbing wall	Target Games Gymnastics Flight	Game play Gymnastics Sequencing	Striking games Gymnastics Sequencing	Sports Day Athletics Field Fitness	Athletics track and field OAA – Climbing wall
DANCE	Choreography		Partner Dancing		Cultural Dances	
SWIMMING	Aqua Aerobics (Movement and Fitness)		Water Polo and Volley ball		Obstacle Course (Leg movements; pushing, kicking, jumping)	
ART	Festivals/ Celebration	Sculpture	Fabric	Joan Miro	Show	Outer Space

Art Makaton Signs



Art



paint



pencil



colour



red



blue

Art Makaton Signs



yellow



Mime putting strap
round neck and smooth
apron over body

apron



glue



scissors



material

Art Makaton Signs



green

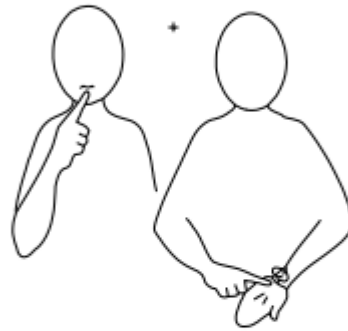


Squeeze
orange at corner
of mouth

orange



pink



purple



Outward
movement

black



white

Planning for Art

WHAT IS ART?

Art is something that stimulates an individual's thoughts, emotions, beliefs, or ideas or experiences through the senses and a physical medium, like painting, sculpture, film, dance, writing, photography, or theatre

Through Art, pupils will learn to:



- Develop attention, anticipation, curiosity and exploration skills.
- Develop creativity, imaginative and investigating skills.
- Develop transferable skills which are used in future provision and adult life such as communication, social interaction and independence.

When creating outcomes for Art, consider all EHCP outcomes, communication outcomes and what the pupils need to learn.

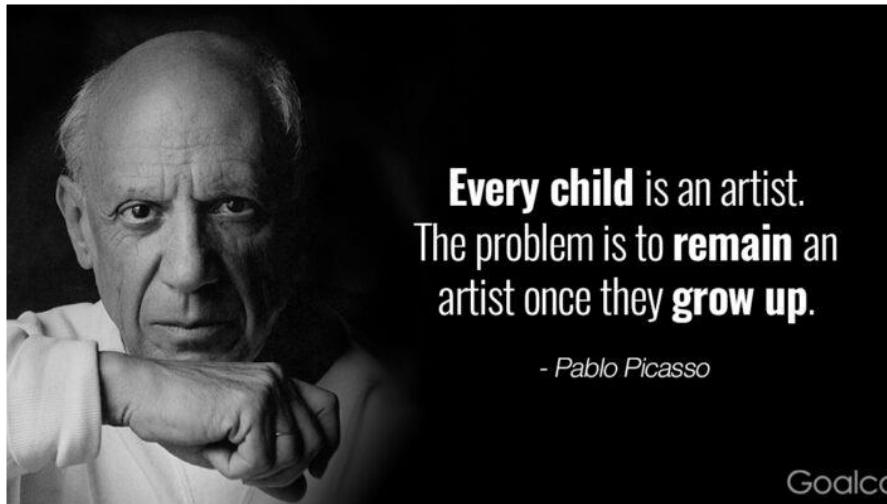
When considering planning for Art, create motivating and meaningful activities with opportunities to develop skills in different contexts, plan for over learning and the retrieval process.

Each key stage has a subject overview for the year, including activity, resource and location suggestions.

Teachers need to approach Art with more fluidity and accept parts of the lesson being led by the child and meaningful to them.

<u>Meaningful Art (Not Crafts)</u>	
Instead of This	Try This
<p>Close-ended, creativity killing crafts, with predictable outcomes</p> 	<p>Open-ended art provocations with unpredictable outcomes</p> 
<ul style="list-style-type: none"> • Teacher cuts all parts of the penguin's body, including shape, feet, eyes, & beaks • Child has to tediously paste cotton balls within the lines. • Teacher directs where the eyes and beak should go. • This experience is close-ended, teacher-driven, & limiting to all domains. <p>Remember, if you have to do more work than the children, it's not developmentally appropriate. Children do not learn of benefit from you doing more work than them. It's not about the product, but rather the process of learning.</p>	<ul style="list-style-type: none"> • Child is invited to explore the paints in their own way, while having a real-life image of penguins to potentially guide their experience. • Open-ended art experiences do not have a predictable outcome and meets various learners where they're at. • For the child who may be struggling a bit with fine motor development, they can freely practice mark making, color mixing, while freely working with a thin paintbrush for an unlimited amount of time - since there's no concrete end product in mind. • For the child who may be advanced with their fine motor skills, they may be inclined to challenge themselves and try to replicate the real image of a penguin, or show you something completely different and unique. • Because teachers are not directing and/or modeling what children should make, the children have to figure out and experiment with concepts of shape, size, scale, proximity, etc. This is the process of learning.

Why Teach Art?



- Learning through and about the arts enriches the experience of studying while at school as well as preparing students for life after school.
- Arts subjects encourage self-expression and creativity and can build confidence as well as a sense of individual identity.
- Art can open up a world of opportunities and new experiences
- Creativity can also help with wellbeing and improving health and happiness. Art lessons can act as an outlet for releasing stresses and pressures and liberating a sense of freedom
- Art also help to develop critical thinking and the ability to interpret the world around us.
- It's been proven that early exposure to visual art, music, or drama promotes activity in the brain.
- Art helps children understand other subjects much more clearly—from math and science, to language arts and geography.
- Art nurtures inventiveness as it engages children in a process that aids in the development of self-esteem, self-discipline, cooperation, and self-motivation.
- Participating in art activities helps children to gain the tools necessary for understanding human experience, adapting to and respecting others' ways of working and thinking, developing creative problem-solving skills, and communicating thoughts and ideas in a variety of ways.