



Pendle Community High School & College

Art & Design Policy

Document Purpose

This policy reflects the school values and philosophy in relation to the teaching and learning of Art and Design. The policy draws together National Curriculum guidelines and statutory requirements for Key Stages 3, 4 and 5, as well as promoting the Spiritual, Moral, Social and Cultural (SMSC) development which includes British Values.

The policy seeks to address the individual learning needs of our young people and sets out a framework within which teaching staff can operate and provides guidance on planning, teaching and assessment.

This policy should be read in conjunction with the Scheme(s) of Work for Art and Design which sets out in detail what our learners in different Key Stages of different ability ranges will be taught.

This policy has been approved by the Governing Body following consultation with the wider teaching staff and is subject to regular annual reviews by the staff team and Governors.

Audience

This document is intended for all staff and other stakeholders with classroom responsibilities, school governors, parents, the Local Authority and Ofsted. A copy of this policy is made available for all staff within the curriculum policy file on the T Drive. A copy of this policy is also available to parents via the website.

Aims

At Pendle Community High School & College Art and Design promotes SMSC development, enabling learners to become more self-confident, responsible and independent, within their own parameters. It also helps to give learners the knowledge, skills and understanding they need to lead healthy lives and to become informed, active, responsible citizens. Learners are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing to the best of their ability, to the life of the school and the community. This is achieved through a variety of aims including:

- To understand that as individuals, we depend on family, school and society.
- To use appropriate behaviour, according to the situation.
- To relate positively to others.



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- To exercise personal responsibility and initiative.
- To enable learners to value, respect and be proud of their own cultural background and understand the traditions of other cultures.
- To recognise and challenge stereotypes and discrimination.
- For learners to develop a sense of personal worth.
- To foster learner's appreciation of the significance, awe and wonder of life.
- To be able to understand the difference between right and wrong.

Subject Aims for Art and Design

- To produce creative work through sensory and imaginative exploration, experiences and ideas.
- To improve proficiency in drawing, painting, sculpture and other art and craft techniques.
- To be able to evaluate and analyse their own and others work using the language of art, craft and design.
- To know about great artists, craft makers and designers and understand the historical and cultural development of their art forms.
- To develop skills and knowledge through individual and collaborative work.
- To investigate and use a variety of materials, techniques and processes in order to communicate ideas, feelings and meaning.
- To develop an understanding of and encourage the use of the language of Art and Design.

Time Allocation / Cross-Curricular Links

The subject of Art and Design is allocated the appropriate amount of time, taking into account NC guidance, to provide all learners with a broad and balanced curriculum which is appropriate for their needs. For some learners the breadth and balance of the curriculum is addressed through personalised timetables.

This subject affords opportunities to link to other curriculum areas such as:

- **Literacy** (e.g. creating a display about 'The Lady of Shalott'. Making artefacts such as hats, treasure chests, swords and coins for 'Treasure Island'.)
- **Numeracy** (e.g. project work and display boards on 'Maths meets Art')



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- **Digital Literacy** (e.g. using cameras to record, selecting relevant pages from an internet search, identifying different types of content on a website, adding pictures and texts to a document)
- **Geography** (e.g. producing and illustrating weather symbols and creating a display, designing mood boards when studying aspects of a country)
- **History** (e.g. creating a large white and a large red rose collaboratively for 'The War of the Roses')
- **Science** (e.g. creating canvasses showing the effects of different waves, experiments on light and colour, chromatography, colours of the rainbow)
- **Modern Foreign Languages** (e.g. creating paintings and artefacts to match French words and landmarks.)
- **PSHE** (e.g. designing Health and Safety posters, exploring packaging, designing wrappers etc.)
- Art is linked to every curriculum subject through display work.

Meeting the needs of all learners within Art and Design.

Our learners at Pendle Community High School & College have Moderate, Severe and / or Profound and Multiple Learning Difficulties including other associated difficulties such as Autism, Multi-Sensory, Visual & Hearing Impairment(s).

The wide range of needs of our learners holds no barrier to accessing the learning opportunities within Art and Design.

For learners who have sensory impairments and/ or physical disabilities and for those who experience developmental delay, Art and Design is based upon a multi-sensory approach, which starts from direct experience and progresses to structured activities and experiences using concrete materials.

Using this personal approach, teachers can devise activities in all areas of Art and Design, which are planned specifically at the appropriate level of need and ability for all learners, which also allows learning outcomes, recording and



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assessment to be directly linked to learning objectives. (Refer to **Appendix 1: Teaching & Learning Guidance**)

At Pendle Community High School & College the *non-statutory / statutory* guidance identified in the National Curriculum Programmes of Study for Art and Design have been adapted to ensure that coverage is appropriate for the needs of all learners. This can be found in the subject map and schemes of work for Art and Design as found in **Appendices 2 & 3**.

Assessment, Recording and Reporting of Learner Progress

Introduction - Monitoring Learner Progress and Achievement

At Pendle Community High School & College, we have a good knowledge of the strengths and areas for development of individual learners. From this, accurate judgements can be discerned to ensure targets are sufficiently challenging to meet staff's high expectations through:

- Continuous Teacher assessment based on Onwards and Upwards
- External assessment leading to nationally recognised accreditation.
- The monitoring and evaluation of Individual Education Plans (IEPs) and individual objectives, target planning and recording.

In addition, summative information can be found through:

- End of Key Stage 4 & 5 Record of Achievements.
- The Annual Review of a learner Education, Health & Care Plan.
- Through the annual End of Year Report.

Additional supporting comments can be gathered through:

- Regular Parents' Evenings.
- Comments and input from parents and other professionals.

These contribute to supporting the staff team to fully monitor, evaluate and record learner's progress.



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Subject Development and Resources

The whole school development of Art and Design and purchase of resources for is planned through the annual Subject Development Planning cycle and expenditure evaluated as part of that process.

The Subject Leader is responsible for providing a regularly updated audit of resources available for their subject area which is made available to all teachers with a further copy available in the staff work room and relevant storage area.

Art resources are kept in a store room within the Art Room and a store room next door to the Art room.

The Art department is allocated a yearly capitation for the ongoing development and delivery of the subject across the curriculum. Resources are purchased throughout the year to replenish, replace and add to the current stock. The Art department also purchases materials as requested by staff for specific projects or purposes.

Health and Safety

The Subject Leader for Art and Design has a general responsibility for the application of the LA and Schools Safety Policies within their subject area and are directly responsible to the Headteacher for the application of all health, safety and welfare measures and procedures within their own department/ area or work.

All employees working within the subject area and/ or specialist room have a responsibility to take reasonable care of their own health, safety (including suitable dress and footwear) and welfare of other persons who may be affected by their acts or omissions while at work. They also have a responsibility to co-operate with the Subject Leader so that employers can comply with their statutory duties and specific responsibilities in terms of Health and Safety as identified below:-

Art resources are kept in lockable and secure store rooms. Heavier materials and equipment should be stored at a low level. Lighter resources are stored on shelves and within cupboards and drawers.



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Appendices:

1. Teaching & Learning Guidance
2. Subject Maps for Key Stages 3 & 4 (*where appropriate*)
3. Schemes of Work

Footnote:

This curriculum policy for Art & Design should be read in conjunction with the following policies:

- Whole School Policy for Curriculum, School Organisation, Curriculum Planning and Assessment Reporting & Recording (2016)
- AAC Policy (2016)
- Intensive Interaction Policy (2016)
- Autism Policy (2016)
- Total Communication Policy (2016)
- Online Safety Policy (2016)

This is not an exclusive list of policies and should not indicate to the reader that there are no other policies relevant to the understanding of best practice within our learning community.

Policy redrafted: 4th June 2019

Policy approved by Staff:

Policy approved by Governors:

Review date:

Signed: _____ Date: _____
(Chair of Curriculum Committee)

Signed: _____ Date: _____



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(Headteacher)