



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 Key Stage 3 (and where appropriate KS1 & KS2) & accreditation content for Key Stage 4 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.

For guidance on planning, teaching and assessment this policy should be read in conjunction with the Scheme(s) of Learning for Art and Design which sets out in detail what our learners in different Key Stages and in 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 school network. A copy of this policy is also available to parents via the school website.

Overview and Aims (Intent)

At Pendle Community High School, the Art curriculum is designed to engage, inspire and challenge, equipping pupils with the knowledge and skills to experiment, invent and create their own works of art, craft and design. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. Lessons enable pupils to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes which helps develop emotional expression and communication. All pupils will be supported to produce creative and imaginative work and become involved in shaping their environments through art and design activities. They learn to make informed judgements about aesthetic and practical decisions. Pupils explore their ideas and record their experiences, as well as evaluating creative ideas of their peers, other artists, craft makers and designers. The curriculum explores how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. The Art curriculum is broad and balanced with cross curricular links, sets high expectations and is designed to provide appropriate challenge to all pupils.

Art and Design aims to ensure that all pupils will gain knowledge and skills that will enable them to

- produce creative work, exploring their ideas and recording their experiences
- become more proficient in drawing, painting, sculpture and other art, craft and design techniques
- begin to evaluate and analyse creative works using the language of art, craft and design
- know about some great artists, craft makers and designers, and begin to understand the historical and cultural development of their art forms.
- develop an awareness of all aspects of British Values, SMSC, citizenship and learn about links between different societies and cultures

- know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.
- record from first-hand experience and from imagination, and to select their own ideas to use in their work
- develop creativity and imagination through a range of complex activities
- improve the pupil's ability to control materials, tools and techniques
- increase their critical awareness of the roles and purposes of art and design in different times and cultures
- develop increasing confidence in the use of visual and tactile elements and materials
- foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers.to use a range of materials creatively to design and make products

Cultural Capital Statement

The Art and Design policy at Pendle Community High School and College has been designed to follow and meet the needs of the National Curriculum Programmes of Study as well as supporting the 4 key drivers of our curriculum intent; being safe, having positive health and wellbeing, gaining independence and improving communication including social interaction. Through these we set out the knowledge, skills and understanding that our pupils of different abilities are expected to gain.

In addition, the Art and Design curriculum is supplemented with a range of activities designed to enrich the learning experience of all of our pupils, furthering their knowledge and understanding of the world around them and preparing them for life beyond school. These opportunities include but are not limited to:

- Visiting artist workshops such as clay and 'Big Art' projects
- Trips to look at local art installations
- Projects around specific topics such as neurodiversity delivered by professional artists with an insight into the topics
- Trips to visit galleries and museums dedicated to art
- Whole school collaborative work on projects to brighten up the school and its surroundings
- After school and lunch time art clubs dedicated to developing skills and a passion for the subject
- Collaboration with other subjects such as Design Technology to work on items for the school Christmas fair / Etsy shop.

Implementation

Art & Design at Pendle Community High School is based around different topics that develop and extend pupils artistic abilities. Art is sequenced to enable pupils to use and build on prior learning and knowledge, and to continually develop key skills.

Each Key Stage focuses on different themes to ensure continued interest in the subject as well as acquiring new knowledge. The sequence of lessons for each topic, offers opportunities to develop and progress skills and knowledge. All topics develop pupils' artistic techniques including their fine motor control and use of equipment, utensils and media. Pupils develop their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

All topics last for a full term. Each topic also comes with an overview and list of resources to give any teacher leading art confidence in how the skills should progress, the knowledge that should be taught and the curriculum outcomes that should be achieved.

Designing and creating, analysing and evaluating are common aspects in the Art curriculum and pupils will achieve this by being supported to:

- research via the internet and art books to plan and formalise ideas for a piece of art,
- explore existing artworks,
- discuss likes and dislikes,
- plan how long a process is going to take.
- decide which equipment and media to be used,
- select appropriate processes to create the desired outcome,
- use equipment safely and in the correct manner,
- experiment with processes,
- use a range of machinery such as light boxes, potter's wheel etc.
- critically analyse the finished product and that of others.
- discuss outcomes and explore what could be done in future projects.
- make amendments to finished product to complete

For Independent learners the curriculum is designed to provide challenge and all activities will be appropriately matched for individual learning, as well as encouraging problem solving and discovery of art in the environment. Independence skills will be further developed throughout art sessions by ways of collecting and putting away equipment, independent research and development of ideas personal to the individual.

Supported and experiential learners follow a thematic approach, where many areas of the curriculum are connected and integrated within a theme. These classes work in smaller groups whose learning is met primarily through experiences and activities which are multi-sensory and stimulate learning through kinaesthetic approaches and are supported through structure and routines. This curriculum is used to enhance early learning and development in pupils across school who present with sensory issues and those who learn best via a highly experiential, multi-sensory approach.

The school environment further supports learners in retaining subject knowledge through a dedicated Art wall, displaying various artists and their works and all school corridors and classrooms have display boards which showcase the pupils artwork in various subject areas.

Pupils should be taught:

- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work
- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)
- to gain knowledge about great artists, architects and designers in history
- to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- to use a range of techniques and media, including painting
- to increase their proficiency in the handling of different materials
- to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day

In KS4, Art & Design continues to follow this broad and balanced curriculum for developing skills and knowledge whilst gaining accreditation through a selection of relevant AQA unit awards.

Meeting the needs of all learners within Art and Design.

Pupils 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). All pupils access a wide range of learning opportunities within Art & Design e.g. pupils with the most complex learning needs teaching and learning is based upon an immersive, multi-sensory and thematic approach.

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 pupils with more profound and complex needs the breadth and balance of the curriculum is addressed through a thematic approach and/ or the engagement assessment alongside personalised timetables. This subject affords opportunities to link to other curriculum areas such as:

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| Literacy | Creating a display around books and topics being covered. Making artefacts such as hats, treasure chests, swords and coins related to books and topics being covered, discussions around topics and developing listening and critical thinking skills. |
| Numeracy | project work and display boards on 'Maths meets Art', use of protractors, rulers and other measuring devices, discussions around colours, 2D and 3D shapes, positional vocabulary |
| Digital Literacy | using cameras to record and take photographs, selecting relevant pages from an internet search, identifying different types of content on a website, adding pictures and texts to a document, using digital equipment to create animations, using computers to record and research artists and art works to gain inspiration |
| Science | creating canvasses showing the effects of different waves, experiments on light and colour, chromatography, colours of the rainbow, exploring how colour mixing can change colours, changes of state when pottery goes into the kiln |
| History | creating artefacts around the topics being studied, exploring painters and artists of the past |
| Geography | producing and illustrating weather symbols and creating a display, designing mood boards when studying aspects of a country, where famous artists come from, exploring art from other cultures, exploring the colours of seasons and weather |
| PSHE | designing Health and Safety posters, exploring packaging, designing wrappers, exploring feelings and moods of colour shape and line, using descriptive language during art therapy, All About Me. |
| Enriched | DT constructing 3D models, using tools to create specific effects, collaborative working on whole school projects such as the Christmas Fair, Etsy shop, school productions and talent show. Music exploring music from other cultures to accompany topics Modern Foreign Languages creating paintings and artefacts to match foreign words and landmarks, exploring patterns during art from other cultures topic |

Art is linked to every curriculum subject through display work, creation of artefacts and recording work in a pictorial/visual form.

Impact

As a pupil progresses through the school, they develop an understanding and appreciation of art and design. The skills and knowledge taught in Art are transferable and support pupils to do more and engage more in other curriculum areas. Teachers have high expectations and evidence of this is

demonstrated in progress data and KS4 accreditation results. Impact is also recognised in a variety of ways such as pupils' art pieces, evaluative discussions, enthusiasm in lessons, willingness to try new techniques, proudly showing their work to others and beginning to use technical vocabulary. Pupils will demonstrate more confidence in analysing their work and giving their opinion on their own and other works of art. Pupils may show improved resilience and perseverance by continually evaluating and improving their work. Pupils will also demonstrate increased confidence and proficiency in a variety of techniques including drawing, painting, sculpting, as well as other selected craft skills, e.g. collage, printing, weaving and patterns.

All pupils in school will be able to join in the creative process at a level appropriate to their needs and some may be able to speak confidently about their art and design work and how their skills have developed over time. Being able to appreciate and enjoy visual arts enriches all our lives.

Pupils further develop their abilities in the 4 key drivers of the curriculum. The depth of knowledge and proficiency in skills that pupils will attain will vary but all will demonstrate progress from their individual starting points.

Pupils will have also learnt about careers and related work opportunities that are accessible for them in the local and wider community. This is enhanced by visiting artists, craftsmen and designers to school and educational visits which provide opportunities for further relevant and contextual learning.

Assessment, Recording and Feedback

Introduction - Monitoring Learner Progress and Achievement

Teachers record progression with evidence and levels of mastery through the school's online data recording system which allows all teachers access to cross curricular targets from other subjects. Staff have a good knowledge of the strengths and areas for development of individual pupils. From this, accurate judgements can be discerned to ensure targets are sufficiently challenging to meet staff's high expectations through:

- Continuous Teacher assessment of small step targets which are related to previous National curriculum and P scales descriptors
- 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 Record of Achievements and accreditation
- the Annual Review of a learner's Education, Health & Care Plan.
- the annual End of Year Report.

Additional supporting comments can be gathered through:

- Regular parents' evenings.
- Comments and input from parents and other professionals.

Pupil Work

Pupils will work in whichever medium is appropriate to the activity. Their work will then be digitised into a Digital Portfolio of Work. Annotations and comments from the original work will be copied across to these Digital Portfolios. Once digitised, pupil work can be sent home with the pupils to share with parents or displayed in school.

Annotation and Feedback

Pupil work (be it digital or physical form) should be named, dated and annotated by staff. This annotation should include achievements, level of independence and any staff input. This is done in accordance with the annotation & marking policy and will inform future lessons and provide evidence towards pupil assessment progress on Onwards and Upwards.

Verbal feedback is provided constantly by staff to support and allow the pupil to gauge their progress and success immediately. This allows pupils to learn from errors/ misconceptions and to make appropriate adjustments in their learning. Verbal feedback must be appropriate to the level and understanding of the learner. Staff regularly inform the teacher as to the level of independence and mastery of targets throughout the lesson and all these contribute to supporting the staff team and teacher to fully monitor, evaluate and record pupils' progress

At the end of every topic, pupils should be encouraged to evaluate their own learning (1 to 1 session with a member of staff). During this they look back at the artworks they have completed (physical artwork or digital), exploring what they have done well and what they want to improve over the next topic which then informs future planning.

Role of the Subject Leader

The subject leader's responsibilities are to:

- ensure a high profile of the subject in both the independent curriculum and the thematic approach
- ensure a full range of relevant and effective resources are available to enhance and support learning and for providing a regularly updated audit of resources planned through the annual Subject Development Planning cycle and expenditure evaluated as part of that process.
- model the teaching of Art & Design
- ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and relevant to each child's start and end points.
- monitor data, books and ensure that key knowledge is evidenced in outcomes, alongside and as supported, by SLT
- monitor planning and oversee the teaching of Art & Design
- lead further improvement in and development of the subject as informed by effective subject audits and colleague feedback
- ensure that the Art & Design curriculum has a positive effect on all pupils with SEND
- ensure that the Art & Design curriculum takes account of the school's curriculum drivers which promote independence, communication, being safe and positive physical and mental health & wellbeing.
- ensure that the curriculum takes account of the school's context and promotes children's pride in the local area and, where possible provides access to positive role models from the local area to enhance the Art & Design curriculum
- ensure that approaches are informed by and in line with current identified good practice and pedagogy; to network and maintain existing links with clusters or individuals with specialist expertise, and take advantage of regular opportunities for professional development to enrich and improve teaching and learning in Art & Design
- have a general responsibility for LA and Schools Safety Policies within their subject area and be directly responsible to the headteacher for the application of all health, safety and welfare measures and procedures within their own department/ area of work. E.g. conducting risk assessments around use of the kiln and safe storage of paints and craft knives etc.

Appendices:

- 1. Subject Maps for Key Stages 3 & 4**
- 2. Schemes of Learning**

Links with other policies

- **Curriculum Policy (2021)**
- **Annotation and Marking Policy (2022)**
- **Autism Policy (2021)**
- **Intensive Interaction Policy (2021)**
- **AAC Policy (2021)**
- **Total Communication Policy (2021)**
- **Online Safety Policy (2021)**
- **Health & Safety Policy appendix for subjects (2022)**

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: June 2022

Policy approved by Staff: June 2022

Policy approved by Governors: July 2022

Review date: July 2023

Signed: _____
(Chair of Governors)

Signed: _____
(Headteacher)