



HIGHSHORE SCHOOL

Art & Design Policy

Aims and Purposes

- To offer students' opportunities that stimulate creativity and imagination.
- To provide visual, tactile and sensory experiences, a unique way to understand and respond to the world, and to have self expression and communicate with others.
- To learn about the place and role of art, craft and design in life today, as well as in different times and cultures.

In particular, art and design offers pupils with learning difficulties opportunities to:

- experience, experiment with and use colour, form, shape, space, texture and pattern.
- explore different materials and processes
- respond to and communicate what they see, feel and think, on their own or working with others.
- value and assess their own and others achievements'.

'Planning, teaching and assessing the curriculum for pupils with learning difficulties Art & Design' QCA.

All pupils, including pupils with profound and multiple learning difficulties, are given relevant and appropriately challenging work.

Curriculum Content

- There is a separate subject overview identifying key stages and relevant areas of study.
- Pupils in Key Stage 3 study Exploring and Developing ideas, Investigating and Making Art, Craft and Design, Evaluating and developing work, Knowledge and Understanding.
- Pupils in Key Stage 4 study Entry Level Certificate Art and Design or GCSE Art and Design with reference to the relevant Entry Level or GCSE Level Descriptors.
- Pupils in Key Stage 5 study Entry Pathways.
- Pupils are given the opportunity to visit Local and National Art Galleries to participate in lectures and workshop sessions.

Accreditation

- In Key Stage 4 pupils follow the AQA Entry Level or GCSE Course
- In Key Stage 5 pupils follow appropriate accreditations in conjunction with other curriculum areas as decided by the Key Stage 5 Co-ordinator.
- Pupils may also opt or be selected to enter for an Arts Award.
- The subject co-ordinator is responsible for providing medium term planning on a half-termly basis to all teachers who teach Art. Starting from the medium term plan all teachers will plan lessons in Art with appropriate differentiation, approaches, resources and activities to meet the need of the pupils in their classes.

Teaching and Learning Styles

The focus of teaching art and design in the secondary department is on giving pupils the opportunities to:

- become more independent in using visual and tactile elements and materials and processes to communicate their own ideas, feelings and meanings
- extend their knowledge and experience of materials, processes and practices
- compare art, craft and design from different times and cultures, including contemporary work.
- Where appropriate take Art as an examination course options at KS4 and 5.

Monitoring and Assessment

Formative teacher assessments will be made continuously

Pupils' work is assessed at P3-L5 using the B Squared Assessment System

Using level descriptors from the National Curriculum and P-levels

Students are encouraged to assess their own work at the end of each project and to set themselves targets for further improvement in their next unit of work.

Levels of attainment will be recorded yearly.

Equal Opportunities

All children have equal access to the Art curriculum, irrespective of race, gender or disability. All children cover the content made statutory by the Programmes of Study within the National Curriculum. Children access the curriculum at the appropriate level, thus ensuring progression and differentiation. Suitable resources and learning environments will be made available to give children access to the learning required.

Where particular pupils have additional needs which must be addressed in order to overcome barriers to learning – for example, as the result of disability, medical needs, and sensory impairment – teachers will take account of these requirements.

Cross-curricular Links

Links will be made with other curricula areas to support and enhance the delivery of Art. For example:

- Art projects at KS3 are linked closely to Topics from other curriculum areas giving pupils a context for making works of art based on particular themes. Students produce artwork for the expressive arts course including the annual Christmas play. These links will be built into subject planning

Subject: Art

Subject Leader: Christine Weston

Date: May 2015

Date ratified by Governors: Julia G. Field June 9th 2015