



ART POLICY

1. RATIONALE

Defining Art

Art is a way of communicating ideas and feelings, we would like students at Spring Common to be given the opportunity develop a positive attitude towards art, designs, crafts and technology and the ways in which it can enrich their lives.

Why the school provides and values art

We feel it is an important means of self-expression which all students should have access to. It demands a range of skills, imagination, experimentation and the skill to evaluate the work of other artists, the work of peers and ones own work. It provides opportunities and insights into pupils' tactile/sensory preferences.

Access

All students at Spring Common have the opportunity to understand art, craft and design materials and processes. Art at Spring Common also aspires to include all aspects of Every Child Matters through our aims.

Teaching Art to Children with Autism Spectrum Conditions

General guidance on the approach to teaching and learning for children with ASC may be found within the school's Autism Handbook.

In Art students with ASC demonstrate the following characteristic learning and thinking styles:

- A relative strength in concrete thinking, for example, identify different art forms.
- A preference for visually as opposed to orally presented materials, for example, modelling the process of producing a piece of art rather than simply describing.
- A relatively slow speed of processing of orally presented materials leading to partial or incomplete understanding of a spoken instruction.
- A relative strength in rote memory, for example, recalling past learning for developing skills, the rules for using tools.
- A strength in understanding visuospatial relationships, for example, isolating pattern and form from an image or artefact.
- Difficulties in abstract thinking, for example, applying feeling to colour or pattern.
- Difficulties in social cognition, for example, turn taking, sharing and listening to the creative ideas of others.

- Difficulties in communication. Many people with ASC are reluctant writers, some ASC adults describe struggling to understand why they were expected to write down something they already knew.
- Unusual patterns of attention, for example, total absorption in a favourite activity and fleeting attention to something that is not preferred.

Students with ASC are often helped by:

- Making large body movements to then create smaller motor control movements to draw patterns.
- First / then structures
- Use of routines
- Personalised symbol folders
- Personalised sensory boxes

2. AIMS

All students should be given the opportunity to:

- Work in the specialist art room using the art equipment, developing an awareness of how to work safely in the area and with the equipment in a safe manner.

ECM - Staying Safe, Being Healthy

- Engage in both self, peer and artist assessment to develop a sense of achievement and enjoyment, and develop positive discussions among peers.

ECM - Making a Positive Contribution, Enjoy and Achieve

- Prepare themselves for work and clear away and clean up once work has been completed.

ECM - Economic Wellbeing, Making a Positive Contribution

- Engage in the aesthetic world around them and where possible to become 'visually

literate' to enable students to appreciate the natural world and read designed worlds around them and in other cultures.

ECM - Staying Safe, Enjoy and Achieve, Being Healthy

- Develop technical and creative skills as well as the opportunity to use original ideas, to experience the satisfaction of producing work which is pleasing for the students themselves and others.

ECM - Enjoy and Achieve, Make a Positive Contribution

- Learn to value and understand the contribution made by artists, craft workers and designers from diverse cultures and times.

ECM - Economic Wellbeing, Making a Positive Contribution

- Communicate (using speech, PECS, Communication Book, Makaton, or other mode of communication) in art to express their preferences or views.

ECM - Stay Safe, Economic Wellbeing

3. HEALTH AND SAFETY

Art is undertaken in line with the school's Health and Safety Policy.

A Generic Risk assessment for the art room is in Curriculum planning Art and displayed in the room

Risk assessments for Batik and Wire work are in Curriculum planning Art
Students Are encouraged to

- Be aware of their own and others safety in all activities undertaken
- Follow apron routine on entry to the art room
- Find the same seat each week
- Ask before helping themselves to tools and equipment
- Find and carry tools and materials safely
- Share resources willingly
- Know the purpose of specific tools and equipment
- Follow the 'No Touch' rule when appropriate
- Recall safety procedures at the start of lessons
- Respond readily to instructions and signals within established routines.

To enable students to develop awareness of the need to care for tools and materials respectfully and safely they are taught to:

- Increasingly independently gather their own tools and materials
- Know where to return tools and equipment to
- Use a step stool to access the sink if necessary

4. RESOURCES

There is an excellent range of art resources stored within three built in cupboards in the art room. These are monitored and allocated by the art teacher.

There are green drawers labelled with topic titles and specific activity materials readily accessible to all staff and pupils.

There are a range of resources available to support the teaching of art. Resources and the budget for resources must be managed by the Art Coordinator. Resources in the Art room are for use in the teaching or Art and Design resources for other subject areas should be sourced separately.

Consumables

A stock of consumables should be kept in the art rooms at all times, and students should be able to access the materials that they would like with independence where possible during lessons. However the paper cupboard and any cupboard containing any hazardous materials should be kept lock when not in use. The stock levels should be monitored and maintained by the art coordinator.

Non-Consumables

Students are to be taught the importance of taking care of equipment as part of their art education and cleaning up is an integral part of the art lesson. This should ensure non-consumables need replacing on a less regular basis.

Requests can be made by all staff for materials before school and at break times or by email

Outside professional artist provide arts workshops in four areas, dance, drama, music and art.

Pupils visit Art exhibitions at a variety of venues throughout the year.

Specialist activities are provided for International and Eco days

Creation of props and costuming is provided for WOW Factor performances as needed

Students are also given the opportunity to enter out of school competitions and projects.

A dedicated Arts Day takes place in October.

5. ORGANISATION AND IMPLEMENTATION

Long term and medium term planning is carried out by the Art Coordinator.

At Key stages 1, 2 and 3 the planning has been designed for Spring Common Academy Trust by the Art Coordinator and is based in the Nationals Curriculum's guidelines. A key strength of the department is the link between the work of the students and their appreciation and understanding of the work of other artists, crafts persons and designers. The Schemes of work are also designed to ensure that all students in Key Stages 1, 2 and 3 experience the skills of Drawing, Painting, and Ceramics, 3D, Textiles, Digital media and Printing each year. Pupils in Key Stages 3 and 4 will also experience photography. The medium term plans are adapted to suit individual classes and student's needs on an annual basis.

The Schemes of work are designed to, where possible, to incorporate other areas of the curriculum including humanities and literacy.

At Key stage 4 some students currently achieve accreditation through the Bronze and Silver Arts Award scheme.

At Post 16 students at following ASDAN's Creativity schemes with the intention that all students who follow the scheme will be entered for the accreditation.

Short term planning is produced weekly by the teacher responsible for each lesson. The plans provide specific learning objectives for each lesson and details of how the learning must be differentiated to meet all learners' needs.

Additional Needs – An additional needs session is provided for students who are identified by the Art Coordinator as potentially benefiting from additional art sessions, often of a sensory nature. These sessions are planned by the Art Coordinator around the individual students.

Extra-Curricular Opportunities –The Spring Comets (After School Club) offers one night of art and one of sensory both using the art room's facilities.

6. ASSESSMENT

Assessment is carried out on a continuous basis using the 'B squared' assessment system. The teacher, responsible for teaching art for each class, is responsible creating a file with the students' small steps and updating the data in the files on a regular basis. This data is then to be inputted onto the computer system by the art teacher. Assessment evidence is provided on a termly basis for student's assessment files, this evidence is provided by the teacher responsible for delivering the art lesson. Students are assessed on P levels and BSquared levels where appropriate.

Learning Journeys are produced annually for all pupils taught by the Art Teacher.

An Exemplar file of assessment work is to be kept by the Art Coordinator to enable moderation externally with other special schools.

5. MONITORING AND EVALUATION

Monitoring of student progress is done on a quarterly basis by SMT. Any students not making satisfactory progress will then have an intervention plan put in place by the Art Coordinator. All aspects of planning are evaluated and lessons are observed in line with the Whole School Monitoring Policy.

6. EVALUATION OF THE ART POLICY

The art policy will be monitored by the Art Coordinator and the SMT.

The current Art teacher and Artsmark coordinator is Beth Chapman.

Policy agreed on: JULY 2016

Signed on behalf of the Trustees _____

Committee: CURRICULUM

Author: BETH CHAMPMAN

Review date (optional): _____

Website **Y**/N