



## 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 is taught through a values driven curriculum informed by the nine school values (*Appendix 1*). It is delivered through formal, semi-formal and pre-formal methodology in accordance with the school teaching and learning policy. We value the seven quality principles as defined by Artsmark and this informs our curriculum design (*Appendix 2*)

## 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 a range of characteristic learning and thinking styles and this informs planning. (*Appendix 3*)

# 2. AIMS

Where appropriate 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, including preparing themselves for work and clearing away once work has been completed
- Engage in both self, peer and artist assessment to develop a sense of achievement and enjoyment, and develop positive discussions among peers.
- 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.
- 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.

- Learn to value and understand the contribution made by artists, craft workers and designers from diverse cultures and times.
- Communicate (using speech, PECS, Communication Book, Makaton, or other mode of communication) in art to express their preferences or views.
- Make art that is exciting, innovative and authentic.
- Develop a sense of ownership by encouraging sharing, exhibiting and skills sharing.

### **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 available as are risk assessments for specific risk activities.

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.

A stock of consumables is 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 is kept locked when not in use. The stock levels are monitored and maintained by the art coordinator.

## **5. CURRICULUM ENRICHMENT**

Art is also taught as part of Arts Day and Festival Week using a thematic approach across the school involving parents and the wider community. Additionally specialist activities may be run as part of theme days such as International Day and Eco-Schools. Where appropriate, students are given the opportunity to enter out of school competitions and projects. Students may also visit exhibitions at a variety of venues throughout the year.

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

At Key Stage 4 students work towards accreditation through the Arts Award Scheme or ASA Unit Awards

At Post 16 students follow ASDAN creativity accreditation and/or Arts Award and ASA Unit Awards.

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.

## **7. ASSESSMENT**

Assessment is carried out on a continuous basis using the Creativity Assessment Tool accessed through SOLAR. The teacher, responsible for teaching art for each class should ensure that each student has a baseline assessment and that regular updates are made according to student's progress. Assessment evidence is provided through student's books or Learning Journeys

The Art Coordinator will attend meetings to enable moderation externally with other special schools.

## **8. 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.

## **9. 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: \_ \_\_\_\_\_

Signed on behalf of the Trustees \_\_\_\_\_

Committee: CURRICULUM \_\_\_\_\_

Author: BETH CHAPMAN \_\_\_\_\_

Review date (optional): \_\_\_\_\_

Website **Y**/N

## **Appendix 1 – Defining Our Values**

- Listening  
*- to take notice of and act upon what another says.*
- Moral Purpose  
*- to achieve a positive outcome in the lives of other, by means which are just and fair.*
- Trust and Respect  
*- trust is to place complete confidence in another; respect is to value the opinions of another.*
- Supporting Innovation  
*- to look at new and better ways of doing, thinking or organising.*
- Integrity  
*- to be honest, truthful and consistent in one's actions.*
- Communication  
*- to engage in a clear, mutual exchange of information.*
- Building Confidence  
*- to develop trust and resilience in one's self.*
- Empathy  
*- to understand and share the feelings of another.*
- Collaboration  
*- to work with another to produce something.*

## **Appendix 2 – Artsmark Principles**

Arts Council England Quality Principles:

1. Striving for excellence and innovation
2. Being authentic
3. Being exciting, inspiring and engaging
4. Ensuring a positive and inclusive experience
5. Actively involving children and young people
6. Enabling personal progression
7. Developing belonging and ownership

### **Appendix 3 – ASC Provision**

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