



The Partnership of Springfield and The Meadows

The Meadows Art and Design Curriculum Policy

Aims & Objectives:

The aims of teaching Art and Design are to promote the development of successful learners and confident individuals who have learnt how to read, understand, appreciate, enjoy and contribute to the visual world in which we live.

To achieve these aims we will create opportunities to:

- ✓ Stimulate children's creativity by providing a variety of experiences and ways of understanding and responding to the world.
- ✓ Explore their own and others' responses to ideas and meanings in the work of artists; craftspeople; designers; and other cultures from around the world.
- ✓ Learn how to make thoughtful judgments; aesthetic and practical decisions; and become actively involved in shaping environments.
- ✓ Develop children's understanding of colour, form, texture, pattern and their ability to use materials to communicate ideas, feeling and meaning.
- ✓ Help children learn about the different roles and functions of art craft and design in their own lives and in different times and cultures.
- ✓ Help children to develop a sense of their identity and to explore their creative expression of personal wellbeing
- ✓ To encourage innovation and whole school approaches supporting the emotional health and wellbeing of young people

The Art and Design curriculum aims to support the Meadows curriculum pathways leading to three broad outcomes: Learning for Life, Learning for Independence, Learning for Employment. For the lowest ability student outcomes might include AQA unit awards and ASDAN programmes of learning, for the more able students a pathway leads to Entry Level qualifications and then Functional Skills Entry Levels and finally the most able students achieve GCSE qualifications and Functional Skills level 1. The proportion of students on each pathway can vary from year to year.

In Art and Design we provide the following accreditation:

OCR Entry Level 1-3

The three pathways lead to distinct outcomes in terms of accreditation but there will also be wider outcomes we aspire to see in the adults who leave the school. The first pathway will aim to develop adults who can care for themselves, keep themselves safe, be healthy and have the communication skills to experience some level of independence including independent living. The second pathway will aim to develop adults who as well as the former also have some functional skills and the life skills to live independently, some of whom may continue their education by accessing specialist colleges. The third pathway will aim to develop adults who have functional skills and the accreditations to go onto to access education placements in colleges, who will live independently and secure employment. All the pathways will seek for the individual to maximise their potential and be successful members of their local community.

Learning Outside the Classroom is an important part of every subject. In Art and Design we seek to take learning beyond the classroom as it increases engagement and allows students to develop wider skills. Some activities we use outside the classroom include:

Photography of nature/ in nature

Block printing using nature

Silhouette drawing

Visit to Roaches, Brough Park, Local woods

Visit to the local museum

Curriculum Planning and Organisation:

Teaching and Learning

The pupils are taught in class groups and can be taught either in their classroom or outside. A range of approaches are employed to communicate learning objectives in each lesson or teaching and learning session.

A variety of strategies will be employed to ensure all pupils have access to relevant and appropriately challenging learning opportunities that build on prior knowledge, understanding, skills and support achievement and progress.

Key Stage 3 follow the National Curriculum for Art and Design which is modified to suit the needs of groups and individual pupils in school. Key Stage 4 follow the specification for OCR Entry Level Certificate in Art and Design. As such planning for Art and Design includes: a balance between a range of media that covers 3D, 2D and digital media; opportunities for

visits to museums, tutorials from local artists, galleries; exploration of ideas and processes; critical analysis of cultural artefacts, and work by artists, designers, and craft persons.

Inclusion

The art and design plans offer all children effective learning opportunities. The plans are challenging for children of different abilities and aptitudes in each year and key stage. The plans are designed to motivate children, enabling them to understand and review their own learning. The plans cater for children's diverse learning needs. Students will participate in arts projects to enhance the physical environment of the school therefore promoting social inclusion, whilst promoting the health and wellbeing both of the children and the wellbeing of all members of the school community.

Cross-curricular links

Art can link well with other areas of the curriculum. Some possible links are:

- Maths - symmetry, pattern, proportion, transformations, shape, measure
- English - critical language and thinking, story boarding, illustration, animation
- Sensory- exploration of materials and different mediums
- Identity and cultural diversity
- Community participation
- Enterprise
- Global dimension and sustainable development
- Technology and the media
- Creativity and critical thinking
- Mental health and Wellbeing

Teachers are encouraged to build dimensions into their planning in a way that reflects the specific needs, interests and context of their learners in Art.

Planning and Record Keeping

- Long term planning is informed by the National Curriculum and organised in termly units.
- Medium term planning is copied to the coordinator and the Head teacher.

Assessment:

- Each pupil is assessed by a range of methods including annual assessment and on-going assessment
- Pupils are assessed against Q Scales and Evidence for learning level descriptors, to show their achievement and level of progress.
- Students can produce work that can be assessed through OCR Entry Level Certificates Entry Levels 1-3

Monitoring & Review:

- Lesson observations
- Work reviews
- Learning walks
- Moderation of work

This policy will be reviewed according to the emerging needs of the school.

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Signed:	
Signed:	
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