

Art at Sir Charles Parsons School

Art delivered at SCP follows the units of study outlined in the National Curriculum. Units of study are chosen from the relevant Key Stage but highly adapted and differentiated to meet the needs of all our learners.

The delivery of art at SCP aims to ensure all learners have the opportunity to develop the knowledge, understanding and skills to enable them to value the diverse culture of art in a wide variety of its forms. The art curriculum offers opportunities to develop a sense of interest, curiosity and respect of others cultures, traditions and achievements both past and present. Most learners will develop their knowledge and understanding of artists, art forms and events from the past, and how this might differ from the present modern day artists and art forms. Students will develop their understanding of what makes art 'art'.

Most students will access opportunities to develop their knowledge and understanding that art is all around us whether it be in a natural form or has been designed and made therefore man-made, enhancing their empathetic understanding, reasoning and thinking skills in addition to enhancing their knowledge of vocabulary.

The art curriculum is highly differentiated to meet the needs of learners within the seven aspirational pathways. Outcomes, therefore, for students will differ according to the pathway they follow.

The intent/implementation and impact in the art curriculum is designed and developed with each pathway in mind.

Intent:

Red/Orange and Yellow pathways

Intent:

- Develop an understanding and appreciation of art forms, artists and history.
- Develop an understanding of how art has influenced society over the years.
- Learn about and be aware of the differences in a variety of art styles for example realistic/abstract, drawing/sculpture.
- Develop a range of vocabulary
- Develop and enhance range of practical skills by investigating materials to produce different outcomes.
- Develop an understanding of different art periods such as Renaissance/Modern.
- Develop and refine ideas when designing and making.
- Develop communication and fine motor skills.

Implementation:

- Led and overseen by the curriculum lead for Art and creativity.
- Subject specific learning
- Delivery of a progressive curriculum
- Art is taught in half termly topics focussing upon the skills stated in the national curriculum
- All learning is enhanced by revisiting prior knowledge
- The school guidance template for lesson planning structure ensures students are supported to review, consolidate and build upon prior knowledge.
- Key Stage 3 is taught in half termly units.
- Key stage 4 is taught via an accredited Art Award level within the Enrichment Programme.
- Learning is supported by knowledge organisers to support students retention of new facts and vocabulary within their long term memory.
- SMSC and philosophy for children (P4C) are threaded through the curriculum.
- Multi-sensory environments are created (music, artefacts, video, audio)
- Learning is supported by visual aids: Makaton, PECS, boardmaker symbols, photographs, written word.
- Understanding promoted through the use of role play and drama.
- Collaborative learning, practical based.
- Extended learning through educational visits to local art galleries, museums and landmarks.

Impact:

- Made progress in their knowledge and understanding of art forms, artists and history.
- Made progress in their acquisition and understanding of vocabulary
- Made gains in accreditation
- Self-directed learners
- Learners who are empathetic and understanding
- Learners can use relevant processes in order to create successful and finished work
- Have developed a range of ideas that show curiosity, imagination and originality
- Have understanding of others cultures, opinions, ideas and beliefs
- Have knowledge of the local/wider community, past and present.

Green/blue pathways:

Intent:

- Can communicate likes and dislikes to others
- Develops an awareness of the importance of resilience
- Develops their enjoyment of learning and tries to do the best that they can when taking part in topics
- Develops the ability to make choices
- Develop communication skills and the ability start to make positive and meaningful contributions.
- Develops an awareness of the arts within the local community.
- Develops curiosity for the local community and the world around them.
- Develop knowledge of words and start to use simple art terminology.
- Develop thinking and planning skills
- Develop an awareness of different art forms
- Experience and respect the art that is all around them in everyday life.
- Develops an understanding of differences of opinion.

Implementation:

- Led and overseen by the curriculum lead for art
- Differentiated curriculum with some functional subject specific learning
- Curriculum is delivered in a multi-sensory way through exploration of objects, artefacts, food, music, job roles, books, stories, videos and activities to provide meaning to the content.
- Delivery of a progressive curriculum
- Art is taught in half termly topics focussing upon knowledge and skills stated in the national curriculum
- The school guidance template for lesson planning structure ensures students are supported to review, consolidate and build upon prior knowledge.
- Learning is enhanced by briefly revisiting relevant past projects in order for students to show their prior knowledge and develop students understanding of how this knowledge will be progressed and further developed.
- Learning is supported by visual aids: board maker symbols, Makaton signing, photographs, pictures, examples, demonstrations and written word.
- The approach to learning is collaborative, individual and practical based.
- Understanding is promoted through the use of questioning and student demonstration.
- Extended learning through educational visits to local art galleries, museums and landmarks.

Impact:

- Made progress in their awareness and understanding of art forms, artists and history.
- Made progress in their acquisition and understanding of vocabulary and art terminology.
- Self-directed learners.
- Gains in confidence of ideas, skills and ability.
- Developed experience respect for some and understanding of peoples cultures/faiths, in the local areas and wider world, past and present.
- Have an awareness of the local/wider community, galleries and museums.
- Have an awareness of past and present, artists and art works.

Indigo/Violet pathways:

Intent:

- Develop an awareness of a range of simple, familiar and meaningful routines.
- Experience a range of locations to enhance and support mental wellbeing.
- Develop a sense of self-awareness.
- Develop an awareness of key people, spaces and places around them.
- Develop an interest in people, the immediate environment, and the world around them.
- Develop an ability to gain the attention of others.
- Develop a recognised means of expressing wants and needs.
- Develop patience and resilience to persevere with waiting for requests to be responded to/understood.
- Development of engagement: develop engagement areas of: exploration, realisation, anticipation, persistence and initiation.
- Development of curiosity by exploring or manipulating objects/materials.
- Development of learned responses over more extended periods e.g. following the sequence of a familiar lesson and responding appropriately.

Implementation

- Highly differentiated curriculum focussed upon developing individual skills based within a theme.
- Encounter multi-sensory activities (develop different senses, taste/smell/touch, vision, hearing, proprioceptive and vestibular).
- Encounter a variety of art experiences with opportunities to develop skills of exploration, realisation, anticipation, persistence and initiation.
- Encounter a range of textures, smells objects, materials and equipment.
- Encounter a broad range of creative activities.
- Experience art within the immediate environment, local and wider community.
- Led and overseen by the curriculum lead for art and creativity.
- Art is taught in half termly topics focussing upon the knowledge and skills stated in the national curriculum.
- Repetition of activities and experiences to sustain individual pupils achievements.
- The school guidance template for lesson planning structure ensures students are supported to review, consolidate and build upon prior achievements.
- Key stage 3 is taught in half termly topics.
- SMSC are threaded throughout the curriculum.

Impact:

- Developed awareness of key people and places around them.
- Developed interest in people, activities and opportunities around them.
- Developed sense of self-awareness.
- Developed means of communication (to gain attention/express wants/dislikes)
- Developed patience and resilience to persevere with waiting for requests to be responded to/understood.
- Made gains in their development within areas of engagement: exploration, realisation, anticipation, persistence, and initiation.
- Made progress towards their individual education plan scruffy targets.
- Made progress towards outcomes identified within their education and health care plans.