



Art & Design Policy

'Art and Design is not just a subject to learn, but an activity you can practice; with your hands, your eyes, your whole personality'.

Quentin Blake, Children's Laureate

AIMS

*to be sensitive to individual pupils emotional concerns *to improve confidence and self-esteem *to motivate and encourage *to expand and challenge * to tailor to individual needs and meet them *to be considerate *to respect pupils opinions *to utilise pupils interests *to develop pupils personal learning styles * to realise pupils full potential *to foster enthusiasm *to develop pupils ideas and get them to express these visually *to develop creativity * *to develop pupils abilities *to develop a sense of achievement *to develop imaginative thinking *to encourage independent learning *to improve social skills * to encourage students to engage in the contemporary visual world *to enjoy the subject

ART SYLLABUS

The Art & Design at the Annex School endeavors to address the rounded notion of Cultural Education. Art & Design covers all aspects of the national curriculum involving the core components; 'Exploring and developing ideas', 'Investigating and making art, Craft and design', 'Evaluating and developing work' and 'Knowledge and Understanding'.

This subject is delivered as a double lesson at the end of the school week on a Friday and known as the 'Art Afternoon'. Small class sizes and a high ratio of teaching support means the subject can address both individual interests and inclinations and individual learning needs and styles of working. Lessons are geared to a personalized learning approach involving the pursuit of personal projects of work which are self-directed. This approach continues throughout the course up until G.C.S.E. level where students are encouraged to further develop their own body of work towards more defined units of enquiry (a portfolio of work) concentrating specifically on addressing issues relating to identity. We try to regularly designate an L.S.A to each pupil who is involved in helping and motivating them with their project. Art lessons therefore concentrate very much on 'Learning Skills' (PLTS) involving 'Independent Enquiry', 'Self-Management' and 'Reflective Thinking'. As always there is also a heavy emphasis on E.C.M. 'Enjoy & Achieve' criteria. At the start of each lesson there are often starter activities designed to get the class to settle. We generally start with a recap or overview about who is doing what and a 'Show & Tell' is usually performed involving alternating students projects and related objects, this is designed to improve students skills of articulation and visual vocabulary. On a Friday the lesson is started with a 'Pencil-Case Inspection' involving the interrogation of students stationary and points are accrued to those students who are most organized and this helps to reiterate the important of taking care with resources and materials.

All pupils are encouraged to explore a wide variety of basic skills in art, design and the crafts. These include 2D techniques; painting, printmaking, drawing collage and 3D design as well as sculpture techniques involving paper-mache and chicken wire fabrications. Students will be shown a new skill and techniques as is appropriate to the nature of the projects pursued and will also involve linkage to pertinent artists and designers/arts movements. At the Annex School we have utilized various visiting artists and experts. We regularly use a batik artist who has extensive experience in working with challenging pupils.

At G.C.S.E. level all students will be encouraged to follow an Edexcel short course in Art & Design: Fine Art. All students will be encouraged to keep sketchbooks both in school and at the home. Art operates under a policy of non-compulsory homework but in fact young people do a lot of drawing work in their own time and are awarded extra school points for doing so, often small overnight loan agreements can be made to borrow art materials with the Art Teacher and Key Care Workers involved, indeed some Key-work sessions have been based on identity issues tackled within the art lessons. A3 Sketchbooks are used for recording images, ideas, drawings and collecting things that pupils find interesting and form a major part of exam coursework. All work will be assessed via continual assessment involving written 'student tracking' by the teacher; most assessment within the class setting however is given verbally in a conversational formative assessment manner. Key Stage 3 students tick off a level descriptors assessment sheet at the back of their sketchbook. G.C.S.E. is graded in the usual way (A-U) manner though comments are written in pencil and rubbed off for visiting invigilation.

Day trips to galleries/museums or relevant sites of interest are occasionally organized to further enable students to directly reference ideas and strengthen their project work and this can be arranged as an independent visit with the designated L.S.A. involved. This may also involve library visits for source books. At the Annex school students are directed towards investigating alternative media approaches in order for original and meaningful personal exploration. As much of the students work involves the exploration of aspects of their own social identity and this can result in extremely powerful work being undertaken, in these instances it should be noted that criticism of students' artwork should employ great care and sensitivity particularly with regard to issues of confidentiality and disclosure. Personal project work has covered Masks, Body Armour, Aggression, Heroes and Street Art. The Annex School has a good G.C.S.E. success rate in this subject with students attaining C's and B grades. Students have also won awards in inter borough art competitions. Often linkage is made to Asdan Challenges as a means to seek further accreditation particularly for K.S.3 pupils.

ART RESOURCES

It is important that the atmosphere during art lessons is kept informal and calm and busy and that students rotate activities in order to maintain interest. Students have free reign to rummage through labeled resource boxes of drawing and painting materials and should learn to plan ahead and request orders for the teacher to get things that they need. Students are encouraged to use I.C.T. though this can only be used towards the end of the lesson for research purposes, to re-enforce no time wasting or inappropriate viewing is occurring, dedicated L.S.A.'s will ensure this is done (access to You-Tube is denied). As Art falls at the end of the week as the last lesson, when students have completed the tasks set by the Teacher and they have tidied up appropriately they may be allocated a short portion of free time on their computers right at the end of the day. Occasionally films may be selected which may have a bearing on the students project. When a student chooses to watch a relevant film a two way jack is provided for an L.S.A. to watch alongside, it is important that the film is periodically paused and notes and sketches and discussions made so that research can be added to the students sketchbook.

Students have their own art drawer and sketch books, and pencil cases stored which they in their open sited lockers. There is a small library of art books which students are free to use and

borrow. Previously we have used free wall space for 'free wall expression work' though this does need careful moderating.

Student's artwork is presented and displayed professionally in picture frames around the school and in the home.

Health and Safety issues are very important during art lessons, any fooling around has to be dealt with quickly and equipment bans can be given. All new processes and techniques should be clearly demonstrated with safety equipment (aprons, goggles and gloves) distributed to all those who need it. Dangerous tools such as craft knives are handled and counted via each designated L.S.A. as 'Sharps' could be a problem with pupils who are noted for self-harm. Students are encouraged to note the classroom seating plan to enable orderly interaction during lessons.

CLASS ORDER & PRODUCTIVITY

It should also be noted that often SEN students find it very different to finish a piece of work and want instead to flit from idea to idea which should be avoided, it is important that Students learn to complete work to a high standard. It is also important to use art as a vehicle for learning motivational skills as our pupils will often seek a lazy way out of doing things which they may often define as 'long' and they must be taught that scruffy work is not an acceptable option. Further-more it is recognized that sometimes students may resort to repetitive toddler style approaches; spending 20mins mixing materials or playing with the materials in a child-like manner. Occasionally the art teacher may allow this type of behavior to take place as it is important to recognize that most of the students have missed out on developmental toddler stages of development such as mixing sand or lego therapy. All students are expected to wear safety equipment when doing sculpture and aprons when painting. All students are expected to tidy up afterwards.

Guy Tarrant - 2017