



## **Contextual 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**

Contextual 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'.

Since the start of the 2019-20 academic year This subject is now delivered as a lesson called **Contextual Art & Design** to all pupils. This concerns looking at the post war decades 1950's, 60's 70's, 80's and 90's, and specifically an understanding of popular culture. We often find E.S.B.D kids often lack a sense of recent history and understanding of the world, often gravitating more inwardly towards instant and the latest trends/ fashions. This programme is therefore designed to introduce a more complete understanding of late modern influences. The course looks primarily at foods and drinks, music and fashion, cartoons and comics, sweets and toys and fine artists and film alongside an infill of key historical events. All students are expected to complete regular homework for this subject and a body of larger works in their art drawers. 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. Work is marked out of ten (see school points/rewards-Behaviour Policy). In terms of assessment level assessments are ticked off at the back of the page with the pupil. All students are also taught the basic colour wheel to ensure a sound understanding of mixing colours.



For the past ten years the school has endeavored to teach **G.C.S.E Art & Design**. This subject has been delivered only to those who have an inclination and wish to pursue the subject further. This is provided through small class sizes and a high ratio of teaching support so that the subject can address both individual interests and inclinations of the individual learner. Students are geared to a personalized learning approach involving the pursuit of personal projects of work which are self-directed. 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 their identity. Increasingly G.C.S.E Art & Design has moved towards looking at contextualizing contemporary art hence the shift in emphasis within our Key Stage 3 programme.

All Contextual Art & Design lessons 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. All lessons rely heavily on discursive enquiry designed to improve students skills of articulation and visual vocabulary.

Students 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 new skills and techniques as is appropriate to the nature of the projects pursued and will also involve linkage to pertinent artists and designers/arts movements. 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.

At G.C.S.E. level all students will be encouraged to follow an Edexcel course in Art & Design: Fine Art. All students will be encouraged to keep sketchbooks both in school and at the home. For G.C.S.E 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 comments, for K.S.3.marks will be given out of ten for ease of understanding and allocation of points in a summative manner. A lot of assessment is given within the class setting in a conversational formative way.



Outside of these set lessons Art & Design is heavily incorporated into the P.S.C.H.E. programme involving much project-based work incorporating poster design work and model making (see P.S.C.H.E. Policy). This heavily feeds in to ASDAN accreditation work (see ASDAN Policy).

Art & Design work may also feature within the Arts Award programme which features alongside Music lessons culminating in personal music recordings and film work.

At the Annex School we utilize various visiting artists and experts. We regularly use a Batik Artist and a Street Art Artist and a film maker, all have extensive experience in working with challenging LAC.

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 responses. 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. Personal investigations within GCSE projects are worked very much along the lines of an Art Therapy approach with the art teacher; this is to say that work may often touch on sensitive issues in an enquiry response touching on the notion of mental health recovery. The Annex School has a good G.C.S.E. success rate in this subject with students attaining good pass 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**

Students are allowed to access most art materials to hand, and we use very few locks in the art room (only for sharpies and chemicals), this is used to promote trust and responsibility and has worked very well over the years. All students have their own personal pencil case boxes which they are expected to look after and are allocated points for good care at the end of the week. Students are encouraged to use I.C.T. independently for image research purposes (usage is monitored for inappropriate usage but actually for the most part most students



are pretty good). Students also have access to Photoshop when applicable. When students have completed all tasks they are expected to tidy up appropriately. There is a small library of art books which students are free to use and borrow. It is important that student's artwork is presented and displayed professionally in picture frames around the school and in the home.

### **CLASS ORDER & PRODUCTIVITY**

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.

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 good 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 with little effort 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 basic lego. All students are expected to wear safety equipment when doing sculpture and aprons when painting. All students are expected to tidy up afterwards.

At the Annex School we also try to involve pupil input into the identity of the school. We have held design competitions for designing the school logo and for the school uniform and more recently for designing the school sports shirt.

Currently we are seeking artsmark status within the school in order to establish ourselves more as an arts specialist provider.