

THE ROSEWOOD SCHOOL

Art Policy 2017-2018



Staff Responsible

Mrs J Morris

Policy Date –

September 2017

Review Date –

September 2018

Description of school

Rosewood is an urban special school for boys of secondary age who have Social, Emotional and Mental Health difficulties. Pupils are drawn from over the borough and reflect a wide social mix and a very varied family backgrounds.

Nature of Subject

Art provides a unique and vital part of the curriculum. It should be accessible and enjoyable for every student. Art has the potential to provide links with home, school and the wider community and is of particular value to students with emotional and learning difficulties.

Art is a unique form of visual communication that enhances the school curriculum. It provides a platform for personal expression and emotional development. Positive interaction with art can increase pupils' competence as learners and promote their self-esteem. As an integral part of culture, past and present, art helps pupils understand themselves, relate to others and develop their sense of cultural heritage, forging important links between home, school and the wider world. Art learning develops pupils' critical skills: their ability to appraise artworks and make informed decisions. Art increases self-discipline, creativity, aesthetic sensitivity and fulfilment.

Knowledge, Skills and Understanding

In Art and Design we aim to provide and inspire pupils personal expression, expanding cultural understanding, developing creative and practical responses. We encourage pupils to be imaginative and to use different media in their responses. We encourage students to engage, whilst also inspiring and challenging pupils to reach their full potential. We aim to equip them with the knowledge and skills to participate in, experiment with, whilst investigating and creating their own Art and Design studies.

Teaching and Learning approach

Teaching and learning approaches will be in line with the Teaching and Learning Policy.

Assessment and Reporting

Assessment and reporting is in concert with the whole school Marking and Assessment Policy. Work is differentiated by input and output.

Cross Curricular Links

The scheme of work for this subject will include opportunities for Literacy across the Curriculum, Numeracy across the Curriculum and ICT. It will also include opportunities for social, moral, spiritual and cultural issues to be addressed. These will be highlighted in the scheme of work.

Monitoring and Evaluation

The subject curriculum is to be reviewed each year and subject advisors (where available) are to be consulted in this process. The curriculum delivered should be monitored by the subject teacher and a senior member of staff charged with that responsibility. An annual audit of the curriculum is undertaken to evaluate each year's curriculum delivery and to aid future planning.

Management of the subject

The Subject Co-ordinator has the job specification giving detailed areas of responsibility. The overview of the school's curriculum is the time management responsibility of the Deputy Head Teacher.

Special Needs

Subject will follow the guidelines laid out in the Social Emotional Needs Policy.

Health and Safety

All activities whether in school or off site, will be guided by the school's Health and Safety Policy.

Risk assessments are completed for all off site activities on each occasion and each pupil's participation is considered on the basis of the individual, the group and the activity. Risk assessments are held centrally by the Health and Safety Co-ordinator. The Health and safety Policy Risk Assessment Procedure should be seen as a positive process to enable as many students access to activities as possible.

COSHH data sheets for applicable materials will be gained and kept within the Art Room COSHH Data Sheet File situated in the filing cabinet within the art room. This will be kept updated by J. Morris when ordering/receiving new applicable materials for use within the art room, prior to their use.

Equal Opportunities

Rosewood School is committed to working towards equality of opportunity in all aspects of school life and aims to provide access to the curriculum for all its pupils.

APPENDIX

-Subject Guidelines

-Resources

-Scheme Matrix

Art and Design Subject Guidelines

Key stage 2

Art and Design at Key stage 2 is taught by a qualified Key stage 2 teacher.

Key stage 3

Art and Design is taught with the emphasis on enjoyment and as a therapeutic experience following the National Curriculum. All planning is informed by the Art and Design scheme matrix (see attached appendix)

Content and teaching will be tailored and adapted to meet the needs of individual pupils and also the requirements of the whole group.

Lesson delivery is a co-operative exercise between teacher and teaching assistant.

Key stage 3 students will build a portfolio of work which should show evidence of progress. Work will be marked and assessed, progress will be recorded using the whole school system.

Key stage 3 students will receive two 45 minute lessons each week. Students will be encouraged to become independent workers (where possible) developing patience, perseverance, respect and communicative skills alongside improving technical skills.

Each student will receive a learning target which is reviewed and updated regularly, copies will be kept in pupils folders and pupils will be informed of new targets to ensure students are aware of action needed to progress further.

Annual reports will inform parents of areas covered and individual achievements made by students.

Key stage 4

At Key stage 4, Students opting to study Art will follow the OCR Art and Design GCSE (9-1) Specification J170 course in Art and Design for external accreditation. Students will have four 45 minute lessons each week.

OCR GCSE Art and Design Specification – J170

Students will study Art and design according to the OCR GCSE Art and Design syllabus. This is a full GCSE course. The course is split into two sections.

Section 01 coursework (60% of the final marks)

- Students will decide a coursework topic/artists to study at the beginning of the course. They will produce coursework based on this. The duration of this will take from the September till the following December. A large portfolio of work will be produced and mounted, ready for external moderation.
- Students will need to write about their studied artists and how this has influenced development of their own studies.

Section 02 - set task (40% of the final marks)

- From January of their final year student will receive their OCR Art and Design set task examination question paper. Students will choose one of the starting points. Lessons will then begin to focus on students developing preparatory work in preparation for the 10 hour set task, which will take place at approximately easter time each year.
- During the 10 hour set task examination, students will be supervised under examination conditions to complete their final outcome which should relate to the preparatory work completed.
- Students will need to write about artists and areas developed during the set task and how it has influenced their final outcome.
- All exam preparatory work and final outcome work will need to be mounted ready for external moderation.

-GCSE Art and Design results have been excellent. We strive to maximize the creative potential of every student.

-Predicted levels will be recorded and given to senior staff regularly for whole school monitoring. Students will be informed of progress /concerns regularly.

-High expectations, independent study and challenge is of high priority to ensure students reach their potential

Resources

1. Support Staff

Support staff are valued and essential part of the staff team. The support staff are directed to support Art and Design lessons both in leading small groups and also helping to manage practical activities. One special role is in working alongside individual students to help them develop confidence, skills and overall focus. Support staff may also help with behaviour management strategies within/outside of the classroom. Support staff will also help monitor behaviour, learning and engagement of students and help with the completion of credit books, targets and new target setting.

2. ICT

Students should be given opportunities, where appropriate to develop and apply their information technology capabilities within Art and Design. They will use ICT to research artists and their styles and write reviews about their studies. The use of the digital camera is a valuable to students especially during their GCSE studies enabling them to photograph areas to develop for their studies. A classroom computer and printer is so important to the Art room, students can research and print to enable quicker development of their studies.

3. Displays

Student's works are used for displaying on walls and shelving within the art room. I feel this sends out an important message to the students, it shows them I value the work they produce. It makes the room more inviting and a friendlier environment to learn. It provides them with a visual clue for development of their own ideas.

Rosewood School Scheme Matrix 2017-2018 Key stage 3

Autumn Term	
Year 7 Baseline Assessments/Basic Art Skills	American
Year 8 Egyptians	Indians/Autumn
Year 9 Puppets/Flowers	Textiles
	Portraits/Seasonal Activities
Spring Term	
Year 7 Imaginative Artwork	Nightlights/seasonal
Year 8 Animals	crafts Animals
Year 9 Pop Art	Shells
Summer Term	
Year 7 Emotions	Koinobori's
Year 8 Australia	Australia/myths and legends/Mini
Year 9 Masks/Landscapes	Beasts Food/ Gargoyles

Highlighted areas are opportunities to introduce M.S.C **Red –Cultural**. There are opportunities to cover moral/social issues in all units. Maths across the curriculum- may be opportunities to use rulers to measure, protractors and compasses are also used.