



**Castle Tower School**

**Art and Design Policy**

<b>Date Ratified by Board of Governors</b>	
<b>Review Date</b>	

Castle Tower welcomes pupils aged 3-19 who face a wide range of barriers to learning. Educational opportunities are provided within our Nursery, Primary, Secondary and Post 16 departments.

## **Our Vision**

### **Vision:**

To be a leading light in special education through educating, nurturing and inspiring all our school community.

### **Mission:**

Castle Tower School is committed to creating a community which:

- Ensures everyone is safe and included
- Always learns
- Promotes independence and resilience
- Celebrates achievements
- Looks forward with hope to the future

Everything we do is driven by our core values:

- Child-centred
- Nurturing
- Fun
- Team work
- Inclusive
- Independence

## **Our Ethos**

Castle Tower strives to create a caring community in which every member feels valued, supported and happy. All staff work to maintain an ethos in which fairness, tolerance, compassion and forgiveness permeate all relationships within the school community. High standards of respect, self-discipline, commitment and sensitivity are sought and everyone is encouraged to set and achieve the highest personal, academic and social goals. The safety, welfare and development of everyone in our school community is of paramount importance to all staff and Governors.

At Castle Tower, there is continued development of the quality of the teaching and learning environment. Resources are used efficiently. Opportunities are created for learning in co-operative and interactive settings. Pupils are presented with challenging as well as stimulating teaching and learning opportunities. Staff at Castle Tower seek close working relationships with other providers and services throughout each stage of our pupil's education and through the transition stage to further education and life after school.

A high-quality Art and Design curriculum should engage, inspire and challenge children to develop their understanding and abilities, equipping them with the knowledge, skills and confidence to experiment, explore and create their own pieces of art.

As children progress through these key stages, they should develop a more comprehensive approach towards their understanding of the importance of Art and Design in the world around them.

Teachers should provide opportunities for direct sensory experiences. These will develop children's visual, spatial and tactile awareness and manipulative/motor skills. Teachers should also gradually introduce children

to art and design tools, materials and processes. This will enable children to express their ideas more fully through colour, line, shape, space, form, pattern and texture.

Art and Design activities encourage children to:

- Respond to the world around them;
- Respond to their individual feelings and emotions;
- Develop and use their imagination;
- Develop fine and gross motor skills
- Explore sensory qualities of materials
- Express their ideas, thoughts and feelings;
- Develop planning and problem solving skills
- Become more aesthetically aware.

At Castle Tower School we recognise that all pupils are individuals with special needs, strengths and talents which should be valued in order to allow each child to reach their true potential.

All our pupils are entitled to opportunities to express their ideas and feelings in the widest possible range of materials, to learn new skills and acquire appropriate knowledge.

It is our intention to include every opportunity for individual progress within Art & Design. Teachers will use a range of teaching strategies suitable for each child's physical and mental ability at each key stage.

In planning activities for our classes we must take into account whatever stage each child is at in their development. Physical limitations are taken into account and aids, supports and adjustments can be used to enable pupils to access a wide range of activities and experiences.

Art and Design contributes to the development of the whole child:

- (a) Emotionally
- (b) Aesthetically
- (c) Spiritually
- (d) Intellectually
- (e) Socially

It creates in him/her a sense of wonder, enjoyment and purpose and helps to develop visual literacy and understanding of the world around them.

## **General Aims**

- The development of the whole child: this will include creating an interest and enjoyment in Art & Design which may extend beyond the classroom, that it will contribute to confidence building, perseverance, self expression, self esteem and creativity.
- An appreciation and awareness of the environment, their own work, the work of other pupils and the work of other artists: this will include encouraging and developing an awareness and appreciation of their own environment and the wider world, through sensory and personal experiences. It is hoped that the children will come to appreciate, evaluate and respect their own work, the work of their peers and the work of other artists through observation and communication.
- The development of skills: this will include developing skills and techniques appropriate to the children's stage of development through observation and recording, investigating and problem solving. We will encourage pupils to work independently and in collaboration with others, sharing their ideas visually and verbally.
- The proper and safe use of materials and equipment: this will lead to the development of practical and manipulative/motor skills. It will also include using materials, processes and technology confidently and appropriately.
- The development of concepts and creativity: such as colours, shape, structure, texture and pattern as well as idea development and research.
- A developing understanding of the increasingly visual world we live in.
- Promotion of creative activities as a tool for supporting good mental health.

Differentiation is always considered and some children will require more adult support than others.

The nurturing ethos of the school contributes to a safe, caring and happy environment where children are supported to help them overcome any barriers to learning.

At Castle Tower we encourage our young people to become involved in discussions and decisions on school life that affect them. We want our pupils to be self-motivated and take responsibility for their own learning and we use a range of strategies to promote this.

## **Learning and Teaching**

- Art and Design classes will adopt a child centred approach in which the learning and teaching will be adapted to have the best interests of the pupils at heart and will have high realistic expectations for all.
- Lessons will include visual, auditory and kinaesthetic elements to ensure access for children with different learning styles
- All lessons have clear learning objectives, to be shared and reviewed with the pupils.
- Lessons will make effective links with other curriculum areas and subjects, especially literacy, numeracy and ICT.
- Activities should inspire the pupils to promote creativity and problem-solving skills. They should challenge, motivate and extend pupils learning.
- All practical activities undertaken will be in line with the Health and Safety Policy.

## **Learning Environment**

In Art and Design we use a variety of teaching and learning styles in the lessons. We encourage students to be creative and take risks with design problems. We offer students the opportunity to develop skills in a safe environment. We enable them to use ICT in lessons where this serves to enhance their learning.

We recognise that there is a variety of needs and abilities within the classroom and we provide suitable learning opportunities for all children through:

- Setting suitable learning challenges
- Referring to Individual progress plans when planning lessons
- Adopting a multi- sensory approach to cater for a range of learning styles – auditory, kinaesthetic and visual
- Providing resources of different complexity according to ability
- Using learning assistants to support individual and group work

## **Links with the Community**

- We make use of the local environment for inspiration and visit places of significance to the pupils learning. Trips are arranged to enhance the curriculum where possible and appropriate.
- We seek opportunities to participate in community art projects and welcome visiting artists.
- Students who we feel are capable to doing CCEA ELQ Occupational Studies are entered for this in year 11 and 12 (Creative Crafts Units).
- We also recognise the invaluable support of parents and communicate with them on a regular basis
- We seek to be involved and enter any local or nationwide Art competitions for children and young people.

## **Links with other subjects**

- Art and Design contributes to the teaching of English by actively promoting the skills of reading, writing, speaking and listening. Pupils complete a variety of writing tasks, engage with a range of texts and develop oral skills through discussions and presentations.
- Art and Design contributes to the teaching of Maths through the use of measuring tools and simple calculations when completing some practical activities.
- Art and Design contributes to ICT as pupils often use ICT to research artists and ideas. Where appropriate they are taught how to present work creatively in programmes such as PowerPoint; using text, word art, editing images etc. Some pupils will have the opportunity to use DSLR cameras (where appropriate) and learn some basic photography skills. With access to iPads and Apple pencils pupils will be able to learn about and create Digital Art as well as taking photographs and videos and using apps to edit these.
- Art and Design supports Education for sustainable development. Castle Tower has been designated as an Eco school and pupils are encouraged to actively participate through using environmentally friendly products, recycling paper, plastic bottles and clothing. Pupils develop knowledge and understanding of sustainable practices during all topics, researching and understanding sustainable materials and the 3Rs. Recyclable materials can be used in both 2D and 3D projects.
- Art and Design supports development across the 'Thinking Skills and Personal Capabilities' framework (eg. Building confidence, problem solving, organising themselves).

- Art and Design can link with Technology and Design by sharing resources and equipment, working on aligned projects etc.
- Art and Design supports careers education by highlighting the jobs that need relevant qualifications.

## **Planning**

We carry out curriculum planning for Art and Design in three phases (long-term, medium-term and short-term). The long-term plan maps the topics to be studied in each term during each key stage. The medium-term plans detail the learning intentions and activities for each unit of work for each term. The short-term plans involve the class teacher outlining the learning intentions and activities for each lesson. Self-evaluation and sharing of good practice is encouraged to ensure high standards of teaching and learning.

## **Assessment and Record Keeping**

Pupils' progress is continuously monitored and assessed in formal and informal ways. Opportunities for pupil reflection are given through self and peer reviews, group discussions and teacher feedback (verbal or written) in most instances verbal feedback is most beneficial for our pupils. Work is assessed readily through outcome of pupil work and observation of pupils. A record of their progress in developing key skills is kept by the teacher on assessment grids at key stage 3 and through assessment for external accreditation (ELQ) at Key Stage 4.

## **Overview**

In each year group pupils will work through a range of themed projects with the aim of developing skills, understanding and creativity:

## **Statutory Requirements**

- Developing an appreciation of the work of artists, designers and craft workers from their own and other cultures, past and present.
- Developing creative thinking skills and personal creative outcomes through investigating, realising and making.
- Using the visual elements with understanding when engaging in art and design.
- Evaluating and appreciating their own and others' work through discussion and reflection.

## **SEN Specific:**

- Exploring and experimenting with the sensory qualities of a range of materials.
- Developing fine and gross motor skills in the use of different materials and processes.
- Developing creativity and self-regulation strategies alongside self-expression through the medium of art.

Pupils will have access to the following mediums/processes across 2D and 3D disciplines: drawing, painting, collage, crafts, 3D work, mixed media, clay/ceramics, batik, digital art, photography, recyclable materials, printmaking, fabrics/weaving.

### **Resources**

The learning resources are stored in the Art and Design department storeroom in clearly labelled areas. The Art and Design coordinator maintains oversight and purchase of new materials at regular intervals and management of yearly requisition budget.