**Art**

Curriculum Statement

**Art**

Students at Rosewood School arrive having missed a large proportion of their primary education. This means that there is a considerable amount of art knowledge and skills missing. Because of this, pupils find it very difficult to express their thoughts and ideas and lack confidence in their own abilities.

The early years at Rosewood within the art curriculum are focused on introducing missing knowledge, skills and giving student’s confidence to tackle the subject whilst improving both levels and self-esteem.

**Intent**

As an Instructor I:

· Enjoy seeing students’ progress and skills develop.

· Enjoy helping students gain confidence and belief in themselves and their abilities.

· Enjoy students to engage and develop new skills.

· Enjoy seeing the pleasure pupil’s gain from producing pieces of art work.

· Enjoy seeing pupil’s confidence grow when they attain their targets.

· Gain pleasure from seeing the work produced at GCSE level after the effort pupils put into their work to reach GCSE target grades – some of these are pupils who came to Rosewood with little or no artist skills or abilities.

· Develop good relationships with pupils which helps to develop confidence.

· Develop pupil’s interests in art for pleasure and as a hobby.

**Implementation**

· Due to the nature of Rosewood School, many of our pupils have experienced negative attitudes towards their primary education. Our aim is to ensure that the gaps in their knowledge are closed to ensure that they have a solid foundation on which to develop art skills.

· We use a variety of teaching styles and techniques and offer pupils a range of media with which to work.

· A skilled member of staff is used to support pupil’s individual learning.

· Encourage students to engage and develop new skills in an environment where they are not under pressure to produce perfect pieces of art work.

· An extra-curricular art club is offered to pupils at morning break and lunch times.

· Discuss their art work and talk about how they can move forward and expand their ideas.

**Impact**

Key Stage 2 - the pupils have an introduction to the world of art, vocabulary and necessary art skills in readiness for Key Stage 3.

Key Stage 3 - by the time pupils finish in Key Stage 3 most have made significant progress and caught up with their expected target grades.

Key Stage 4 - at the end of Key Stage 4 all pupils entered for GCSE have in the past reached their target grade and this is hoped for this year. A large proportion of pupils previously have reached their aspirational target with a small proportion attaining a higher than their aspirational target.



**THE ROSEWOOD SCHOOL**

**ART & DESIGN POLICY 2021-2021**

**Member of staff responsible - Mrs Jacqueline Morris**

**Date of Policy - September 2020**

**Review Date - September 2021**

**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 approaches**

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 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**



**Art and Design Subject Guidelines 2020-2021**

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 2 & 3**

Art and Design at Key Stage2 & 3 is taught with the emphasis on enjoyment and as a therapeutic experience following the National Curriculum. Students will also be taught new skills and subject related vocabulary. Teaching will be tailored and adapted to meet the needs of individual pupils and also the requirements of the whole group. Students will build a portfolio of work which should show evidence of progress and improvement of skills. Key stage 2 & 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.

**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.



|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| KS2 | |  | |  | |  | |  | |  | |  | |  | |  |  | |  | |  |  |
| Autumn |  | |  | |  | |  | |  | |  | |  | |  | | |  |  |  | |  |
| Autumn 1 | | | | | | | | | | | Autumn 2 | | | | | | | | | | | Remainder of term |
| Norse Art | | | | | | | | | | | Still Life Drawing | | | | | | | | | | | To complete any unfinished work. |
|  |  | |  | |  | |  | |  | |  | |  | |  | | |  |  |  | |  |
|  | |  | |  | |  | |  | |  | |  | |  | |  |  | |  | |  |  |
| Spring |  | |  | |  | |  | |  | |  | |  | |  | | |  |  |  | |  |
| Spring 1 | | | | | | | | | | | Spring 2 | | | | | | | | | | | Remainder of term |
| Portraits | | | | | | | | | | | Landscape Art | | | | | | | | | | | To complete any unfinished work. |
|  |  | |  | |  | |  | |  | |  | |  | |  | | |  |  |  | |  |
|  |  | |  | |  | |  | |  | |  | |  | |  | | |  |  |  | |  |
| Summer |  | |  | |  | |  | |  | |  | |  | |  | | |  |  |  | |  |
| Summer 1 | | | | | | | | | | | Summer 2 | | | | | | | | | | | Remainder of term |
| Ancient Greek Art | | | | | | | | | | | Japanese Art | | | | | | | | | | | To complete any unfinished work. |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year 7 | |  | |  | |  | |  | |  | |  | |  | |  |  | |  | |  |  |
| Autumn |  | |  | |  | |  | |  | |  | |  | |  | | |  |  |  | |  |
| Autumn 1 | | | | | | | | | | | Autumn 2 | | | | | | | | | | | Remainder of term |
| Baseline Assessment/Basic Skills Project | | | | | | | | | | | Autumn Leaves Project | | | | | | | | | | | To complete any unfinished work. |
|  |  | |  | |  | |  | |  | |  | |  | |  | | |  |  |  | |  |
|  | |  | |  | |  | |  | |  | |  | |  | |  |  | |  | |  |  |
| Spring |  | |  | |  | |  | |  | |  | |  | |  | | |  |  |  | |  |
| Spring 1 | | | | | | | | | | | Spring 2 | | | | | | | | | | | Remainder of term |
| Imaginative Art Project | | | | | | | | | | | Clay house Project/Seasonal Project | | | | | | | | | | | To complete any unfinished work. |
|  |  | |  | |  | |  | |  | |  | |  | |  | | |  |  |  | |  |
|  |  | |  | |  | |  | |  | |  | |  | |  | | |  |  |  | |  |
| Summer |  | |  | |  | |  | |  | |  | |  | |  | | |  |  |  | |  |
| Summer 1 | | | | | | | | | | | Summer 2 | | | | | | | | | | | Remainder of term |
| Emotions Project | | | | | | | | | | | Koinobori Project | | | | | | | | | | | To complete any unfinished work. |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year 8 | |  | |  | |  | |  | |  | |  | |  | |  |  | |  | |  |  |
| Autumn |  | |  | |  | |  | |  | |  | |  | |  | | |  |  |  | |  |
| Autumn 1 | | | | | | | | | | | Autumn 2 | | | | | | | | | | | Remainder of term |
| Egyptians Project | | | | | | | | | | | Looking at patterns Project | | | | | | | | | | | To complete any unfinished work. |
|  |  | |  | |  | |  | |  | |  | |  | |  | | |  |  |  | |  |
|  | |  | |  | |  | |  | |  | |  | |  | |  |  | |  | |  |  |
| Spring |  | |  | |  | |  | |  | |  | |  | |  | | |  |  |  | |  |
| Spring 1 | | | | | | | | | | | Spring 2 | | | | | | | | | | | Remainder of term |
| Puppets Project | | | | | | | | | | | Flower Project | | | | | | | | | | | To complete any unfinished work. |
|  |  | |  | |  | |  | |  | |  | |  | |  | | |  |  |  | |  |
|  |  | |  | |  | |  | |  | |  | |  | |  | | |  |  |  | |  |
| Summer |  | |  | |  | |  | |  | |  | |  | |  | | |  |  |  | |  |
| Summer 1 | | | | | | | | | | | Summer 2 | | | | | | | | | | | Remainder of term |
| Australian Art Project | | | | | | | | | | | Myths & Legends Project | | | | | | | | | | | To complete any unfinished work. |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year 9 | |  | |  | |  | |  | |  | |  | |  | |  |  | |  | |  |  |
| Autumn |  | |  | |  | |  | |  | |  | |  | |  | | |  |  |  | |  |
| Autumn 1 | | | | | | | | | | | Autumn 2 | | | | | | | | | | | Remainder of term |
| Fish Project - Scarpace | | | | | | | | | | | Portraits/Logo’s/Tags Project | | | | | | | | | | | To complete any unfinished work. |
|  |  | |  | |  | |  | |  | |  | |  | |  | | |  |  |  | |  |
|  | |  | |  | |  | |  | |  | |  | |  | |  |  | |  | |  |  |
| Spring |  | |  | |  | |  | |  | |  | |  | |  | | |  |  |  | |  |
| Spring 1 | | | | | | | | | | | Spring 2 | | | | | | | | | | | Remainder of term |
| Pop Art project | | | | | | | | | | | Shells Project | | | | | | | | | | | To complete any unfinished work. |
|  |  | |  | |  | |  | |  | |  | |  | |  | | |  |  |  | |  |
|  |  | |  | |  | |  | |  | |  | |  | |  | | |  |  |  | |  |
| Summer |  | |  | |  | |  | |  | |  | |  | |  | | |  |  |  | |  |
| Summer 1 | | | | | | | | | | | Summer 2 | | | | | | | | | | | Remainder of term |
| Mask Making/Landscapes Projects | | | | | | | | | | | Food Art/ Gargoyles Projects | | | | | | | | | | | To complete any unfinished work. |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year 10 | |  | |  | |  | |  | |  | |  | |  | |  |  | |  | |  |  |
| Autumn |  | |  | |  | |  | |  | |  | |  | |  | | |  |  |  | |  |
| Autumn 1 | | | | | | | | | | | Autumn 2 | | | | | | | | | | | Remainder of term | |
| Students to choose Coursework Title/Produce A Mind Map/ Begin studies from chosen Theme and Artists. | | | | | | | | | | | First board complete- links to Artist/Theme/showing developed independent ideas. Observational studies/refinement of work/experimentation of media. | | | | | | | | | | |  | |
|  |  | |  | |  | |  | |  | |  | |  | |  | | |  |  |  | |  |
|  | |  | |  | |  | |  | |  | |  | |  | |  |  | |  | |  |  |
| Spring |  | |  | |  | |  | |  | |  | |  | |  | | |  |  |  | |  |
| Spring 1 | | | | | | | | | | | Spring 2 | | | | | | | | | | | Remainder of term | |
| Second board complete- links to Artist/Theme/showing developed independent ideas. Observational studies/refinement of work/experimentation of media. | | | | | | | | | | | Third board complete- links to Artist/Theme/showing developed independent ideas. Observational studies/refinement of work/experimentation of media. | | | | | | | | | | |  | |
|  |  | |  | |  | |  | |  | |  | |  | |  | | |  |  |  | |  |
|  |  | |  | |  | |  | |  | |  | |  | |  | | |  |  |  | |  |
| Summer |  | |  | |  | |  | |  | |  | |  | |  | | |  |  |  | |  |
| Summer 1 | | | | | | | | | | | Summer 2 | | | | | | | | | | | Remainder of term | |
| Forth board complete- links to Artist/Theme/showing developed independent ideas. Observational studies/refinement of work/experimentation of media | | | | | | | | | | | Fifth board complete- links to Artist/Theme/showing developed independent ideas. Observational studies/refinement of work/experimentation of media. | | | | | | | | | | |  | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year 11 | |  | |  | |  | |  | |  | |  | |  | |  |  | |  | |  |  |
| Autumn |  | |  | |  | |  | |  | |  | |  | |  | | |  |  |  | |  |
| Autumn 1 | | | | | | | | | | | Autumn 2 | | | | | | | | | | | Remainder of term |
| Final board complete- links to Artist/Theme/showing developed independent ideas. Observational studies/refinement of work/experimentation of media. | | | | | | | | | | | Ensure All coursework is mounted on display boards and all coursework write up is completed. | | | | | | | | | | |  |
|  |  | |  | |  | |  | |  | |  | |  | |  | | |  |  |  | |  |
|  | |  | |  | |  | |  | |  | |  | |  | |  |  | |  | |  |  |
| Spring |  | |  | |  | |  | |  | |  | |  | |  | | |  |  |  | |  |
| Spring 1 | | | | | | | | | | | Spring 2 | | | | | | | | | | | Remainder of term |
| Look at Examination Paper and chose Exam question/ Mind Map Title and Artists. Begin looking at ideas for final piece/Start studies. | | | | | | | | | | | Ensure all examination preparation is complete including own photos and drawings. Experiment and refine final idea. Write up Examination Preparation Boards. | | | | | | | | | | |  |
|  |  | |  | |  | |  | |  | |  | |  | |  | | |  |  |  | |  |
|  |  | |  | |  | |  | |  | |  | |  | |  | | |  |  |  | |  |
| Summer |  | |  | |  | |  | |  | |  | |  | |  | | |  |  |  | |  |
| Summer 1 | | | | | | | | | | | Summer 2 | | | | | | | | | | | Remainder of term |
| Complete 10 hour examination. Write up and mount Final study. | | | | | | | | | | | Exam and coursework preparation for other subjects. Sitting GCSE Examinations for other subjects. | | | | | | | | | | |  |