

Art at Fox Wood



Fox Wood School

Together we shine



FUNctional Skills

How can art support our pupils to be more independent in day to day activities?

- Promoting individuality
- Encouraging choice making
- Developing fine and gross motor skills
- Selecting and using tools appropriately
- Enhancing life skills, turn taking and peer working

Art for our learners is essential. It allows pupils to explore their senses, use their voice and express themselves independently. It provides pupils with the opportunity to create their own work, there are no right or wrong answers. Each piece of art work can be different and unique, allowing pupils to feel heart and feel part of their own friendship group or community. It is essential to remember that it is the journey that is important, not the finished product.



Art



Fox Wood School



Art at Fox Wood

The intent of the Art curriculum at Fox Wood School is to:

- ensure all pupils produce creative and imaginative work.
- provide the opportunity to explore their ideas and record their experiences.
- Support pupils in becoming confident and proficient in a variety of techniques including drawing, painting, sculpting, as well as other selected craft skills, e.g. collage, printing, weaving and patterns.
- develop their interest and curiosity about art and design through a series of lessons offering skills and knowledge progression.



Sequence of learning

Art at Fox Wood has been subdivided into the following sections; Painting, Collage, Printmaking, Sculpture, Drawing, Textiles and Digital Media. These sections have been mapped into the long term plans for each class. By doing this, it ensures that a broad and balanced curriculum is taught across the board. It also supports us in mapping out the revisitation of topics to ensure that we maximise long term memory retention for our pupils. The elements of Art; line, tone, shape, space, texture, colour and form are explored throughout all sections. These are NOT developmental sections; drawing should not automatically come before Painting; it may do but then again, it may not. Each area overlaps in many ways and different sections can be used alongside other sections if and when appropriate within the holistic experience. Art and the teaching of Art should NOT be concerned with product. The purpose of Art as an educational subject for those with severe learning difficulties is not to produce a painting, a sculpture, a print or a drawing or a Mother's Day card or a picture to show Ofsted what wonderful work our learners can do. This will either happen or it won't. As soon as teachers start to get overly concerned with product they are in danger of leading the artistic process and stifling creativity. Teachers should facilitate the artistic process, but they shouldn't lead.

Implementation

The implementation of the Art curriculum is largely individual and will be dictated by which curriculum tier the pupil is working within. Within the pre-formal curriculum, pupils will experience Art through a wide variety of specialised sensory experiences. Pupils that are working within the semi-formal curriculum will engage in Art through a combination of sensory experiences alongside taught & practiced Art concepts, including producing, exploring and recording. Pupils working within the formal curriculum will experience a range of taught concepts and develop their knowledge of digital media, textiles and sculpture. At all 3 tiers of the curriculum, the learning is individualised and sequenced at appropriate steps for each learner.

Impact—recent data review

The most recent data review indicates that most class groups make good progress in Art each term -this can sometimes be more or a little less depending on the topics covered during this time period. Opportunities for development are offered where there are anomalies in data such as focused support interventions, professional development courses and peer support. Opportunities for increased coverage of Art include; Art Therapy, Community Arts Week and Arts Award Accreditation.

The EQUALS scheme aligns to the 2014 National Curriculum revisions and is specifically for pupils working below age related expectations with PMLD, SLD and MLD.

