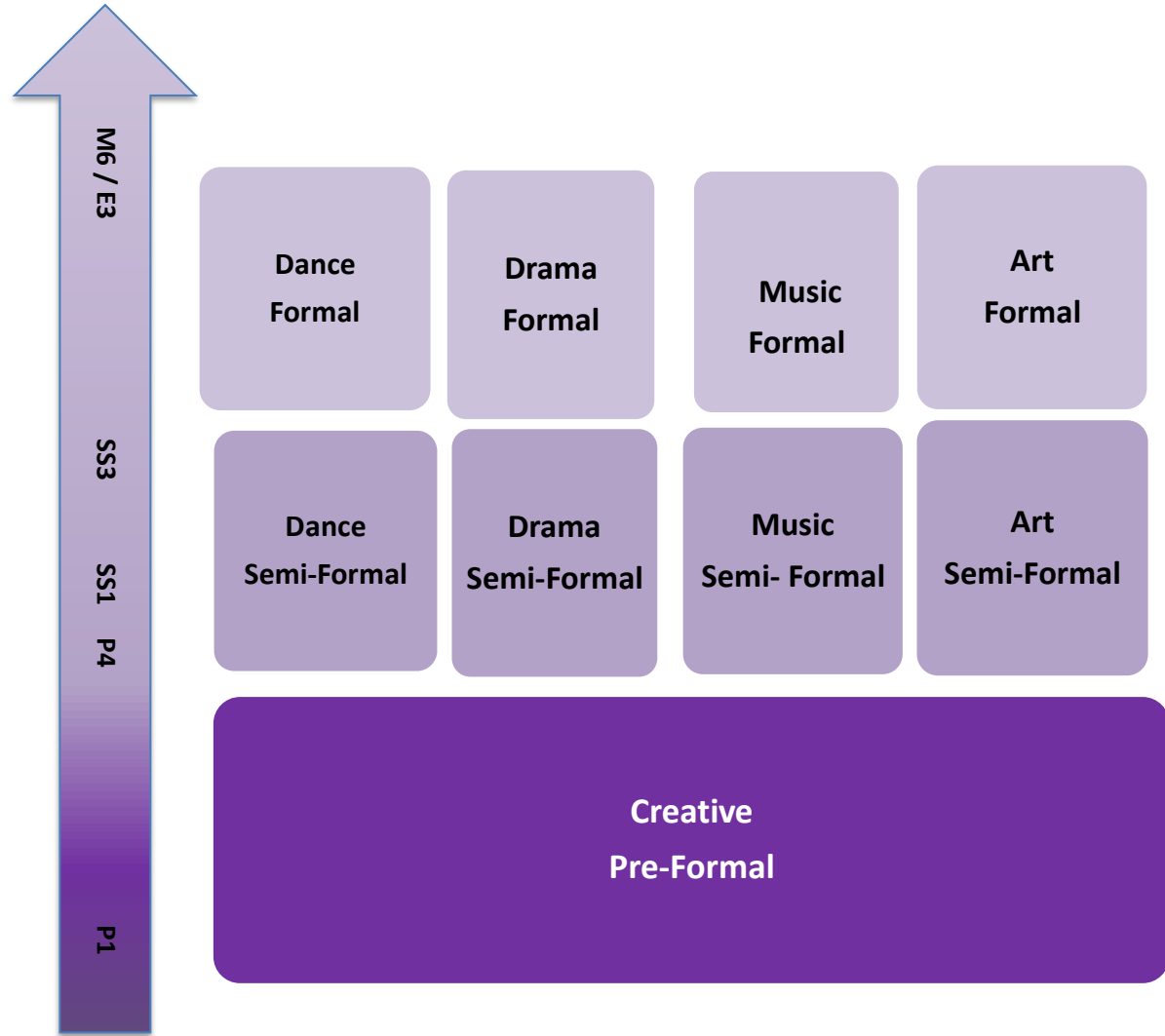




Curriculum Areas at St Giles – Formal Art Curriculum Creative Pathway Art



Formal Art Curriculum

Intent - What are we trying to achieve through our curriculum?

The Formal Art curriculum aims to:

- Be primarily accessible to those young people in the school with moderate learning difficulties.
- Support learners to develop their interests as well as their skills and knowledge
- Deliver a planned programme of objectives, content, learning experiences, resources and assessment based on but not exclusive to the National Curriculum 2014.
- Ensure that learning is linked to the development of life skills, independence and practical activities and is consolidated and applied in practical sessions.
- Provide a combination of integrated approaches as well as discrete skills and subject specific content.
- Be interconnected to encourage the transference of skills and knowledge across the learning pathway, whilst allowing for specific subject knowledge and understanding to be embedded.
- Recognise that some of our learners may not be physically able to complete practical processes without full support, but that they should be involved in choice and decision making about the process;
- Be accessible to all through collaboration with a range of other professionals as part of a bespoke provision of supported access and personalised approaches e.g. support from OT for fine motor skills development
- Enable older pupils working at the formal level to pursue accreditation pathways e.g. Artsaward.
- Teach learners to:
 - Produce creative work, exploring their ideas and recording their experiences
 - Become proficient in drawing, painting, sculpture and other art, craft and design techniques
 - Evaluate and analyse creative works using the language of art, craft and design
 - Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Curriculum Design;

Our art curriculum is designed around the five key areas, as outlined in the National Curriculum.

These are **Generating Ideas, Making, Evaluating, Knowledge and Preparation for life and participation.**

Implementation - How is our curriculum being delivered?

Curriculum Delivery

Art may be taught through

- **Subject specific lessons**
- **Themed topics** delivered through termly cross curricular topics organised in cycles by the Middle and Upper Schools, providing opportunities for learners to link experiences to make connections.

Curriculum Coverage

In the Middle and Upper School learners are supported with Art - cognition and challenge through;

Generating Ideas - exploring ideas and and recording experiences.

Assessment Framework Level	Curriculum Content What the learner is learning	What the adult working with the learner does	Enabling Responsive Environment Learning Opportunities and Equipment
Bridging levels 1, 2, 3	To look at different artists work and their ideas	Provide images for learner to choose from, enlarge or reproduce to appropriate size for learner, tape paper down and provide appropriate tools and materials. Give examples of work provide photos of learners viewpoint printed at 50% opacity for them to work on top of. Encourage learners to continue and make several pieces of work	Postcards and reproductions from a wide range of Art works and Artists. Collections of interesting objects to work from including opportunities to go outside of the room and encounter Nature Internet searches to find images that they independently choose Paper, sketchbooks, art materials and tools, such as pencils, pens, pastels, paint.
	To draw, photograph or paint from objects or images in front of me		
	To draw from my imagination		
	To find an image I like to give me an idea		
	To draw, paint or communicate my ideas		

Assessment Framework Level	Curriculum Content What the learner is learning	What the adult working with the learner does	Enabling Responsive Environment Learning Opportunities and Equipment
Milestone 1	To look at different artists work and their ideas	Provide range of images to engage learner, (enlarge or reproduce to appropriate size), tape paper down and provide tools and materials that will be suitable. Give examples of work provide photos of learners viewpoint printed at 50% opacity for them to work ontop of. Encourage learners to continue and make several pieces of work	Postcards and reproductions from a wide range of Art works and Artists. Collections of interesting objects to work from including opportunities to go outside of the room and encounter Nature Internet searches to find images that they independently choose Paper, sketchbooks, art materials and tools. Symbols and topic boards
	To draw, photograph or paint from objects or images in front of me		
	To draw from my imagination		
	To find an image I like to give me an idea		
	To draw, paint or communicate my ideas		
Milestone 2	To choose an Artist, look at their work and their ideas	Support research to find Artist using books postcards or internet, look at several works and identify theme with learner, using appropriate communication methods. Encourage careful looking to create image, support by showing or identifying basic shapes and colours as seen. Provide a range of materials to allow exploration, paint pastels crayons, collage, etc Collect all work and keep in learners folder/sketchbook. Encourage reviews of work made before starting new work for ideas.	Postcards and reproductions from a wide range of Art works and Artists. Collections of interesting objects to work from including opportunities to go outside of the room and encounter Nature Internet searches to find images that they independently choose Paper, sketchbooks, art materials and tools. Symbols and topic boards
	To make a (recognisable) image with visual links to the objects in front of me		
	To draw from my imagination with some detail		
	To show my ideas using a range of materials To use a sketchbook to record my observations		
	To use a sketchbook to review and go back to ideas		
Milestone 3	To research Artists work and their ideas	Time to research independently, using books postcards or internet, support collecting printing and recording information about Artist including themes, using appropriate communication methods. Encourage careful looking to create images, identifying basic shapes and colours as seen. Provide a range of materials to allow	Postcards and reproductions from a wide range of Art works and Artists. Collections of interesting objects to work from including opportunities to go outside of the room and encounter Nature Internet searches to find images that they independently choose Paper, sketchbooks, art materials and tools. Symbols and topic boards
	To make a recognisable image from the objects in front of me		
	To draw from my imagination with detail and describe my work to others		
	To show my ideas using a range of materials in different ways		
	To use a sketchbook to record my ideas for objects and images		

	To use a sketchbook to go back to ideas review and improve my work	<p>exploration, paint pastels crayons, collage, etc</p> <p>Collect all work and keep in learners folder/sketchbook. Encourage reviews of work made before starting new work for ideas.</p> <p>Primary-infront of you Secondary from an image. Learners to have time to build up ideas and repeat using a range of materials and methods.</p>	
	To make a drawing from primary and secondary observation		
	To draw from my imagination using a range of materials		
	To show my ideas using a range of mediums and techniques		
	To use a sketchbook to clearly record observations, plan ideas,		
	To use a sketchbook to link my ideas to a theme and practise using materials		
	To use a sketchbook to review, evaluate, improve my work		

Making - Using skills and techniques

Assessment Framework Level	Curriculum Content What the learner is learning	What the adult working with the learner does	Enabling Responsive Environment Learning Opportunities and Equipment
Bridging levels 1, 2, 3	To make images and objects	Provide opportunities to allow access for learners to use materials and equipment	Sloping tables, trays for painting in, adaptive equipment, gloves with textures on (pattern making) shaped sponges, cookie cutters, stencils, Choosing sheets with photo and symbols on of both materials and equipment
	To explore mixing colours together to make colours I want	Set up colour wheels for them to mix	
	To make an image and try to make pattern	Offer shaped sponges, cookie cutters ,print blocks for a pattern	
	To choose from equipment given	Make visual and symbol equipment and materials sheet for learners to identify their choices	
	To choose from materials offered		
Milestone 1	To make images and objects that start to link to my ideas	Provide opportunities to allow access for learners to use materials and equipment	Sloping tables, trays for painting in, adaptive equipment, gloves with textures on (pattern making) shaped sponges, cookie cutters, stencils,
	To choose colours and mix some together to make a colour I want.	Set up colour wheels for them to mix	
	To make a simple pattern		

	To use a range of equipment offered To choose which materials I will work with (pastels, paint, colouring pencils etc.)	Offer shaped sponges, cookie cutters ,print blocks for a pattern Make visual and symbol equipment and materials sheet for learners to identify their choices	Choosing sheets with photo and symbols on of both materials and equipment
Milestone 2	To make objects and images that link to my ideas	Provide opportunities to allow access for learners to use materials and equipment	Sloping tables, trays for painting in, adaptive equipment, gloves with textures on (pattern making) shaped sponges, cookie cutters, stencils, Choosing sheets with photo and symbols on of both materials and equipment
	To choose colours and mix some together to make a colour I want.	Set up colour wheels for them to mix Offer shaped sponges, cookie cutters ,print blocks for a pattern	
	To make a simple pattern and repeat it	Make visual and symbol equipment and materials sheet for learners to identify their choices	
	To choose the correct equipment for the task in hand		
Milestone 3	To make objects and images to explore my ideas	Provide opportunities to allow access for learners to use materials and equipment	Sloping tables, trays for painting in, adaptive equipment, gloves with textures on (pattern making) shaped sponges, cookie cutters, stencils, Choosing sheets with photo and symbols on of both materials and equipment
	To choose colours and mix them together to make a colour I want.	Set up colour wheels for them to mix Offer shaped sponges, cookie cutters ,print blocks for a pattern	
	To use materials and techniques in a range of different ways	Make visual and symbol equipment and materials sheet for learners to identify their choices	
	To choose the correct equipment for my idea		

Evaluating - Analyse and Evaluate creative work

Assessment Framework Level	Curriculum Content What the learner is learning	What the adult working with the learner does	Enabling Responsive Environment Learning Opportunities and Equipment
Bridging level 1, 2, 3	To choose from words/symbols offered to describe work	Support describing work using AAC, symbols, prepared scaffolded writing sheet, Model how to answer questions about learners work and the work of others Simple examples using the supportive resources	Prepared AAC personalised for individual access to support non-verbal learners achieve this
	To say what I feel about my work		
	To say what I feel about others work		
	To talk about the similarities between art works		
	To identify which Artist made work like me		

Assessment Framework Level	Curriculum Content What the learner is learning	What the adult working with the learner does	Enabling Responsive Environment Learning Opportunities and Equipment
Milestone 1	To tell others about my work	Support describing work using AAC, symbols, prepared scaffolded writing sheet, Model how to answer questions about learners work and the work of others Simple examples using the supportive resources	Prepared AAC personalised for individual access to support non-verbal learners achieve this Art terms reference sheets colour line form etc Emotions symbol sheets
	To say what I think and feel about my work		
	To say what I think about the work of others		
	To talk about how a piece of work makes me feel		
	To talk about the similarities and the differences between art works and artists		
	To find an Artist who has made work like me		
Milestone 2	To talk about my work describing how I made it To use some simple art terms when talking about my work (colour shape form line) To use some simple art terms when talking about the work of others	Support describing work using AAC, symbols, prepared scaffolded writing sheet, Model how to answer questions about learners work and the work of others Simple Art terms sheets for reference Scaffold answers using symbols etc Provide support in encouraging choices they will make to tell others about their views of others work	Prepared AAC personalised for individual access to support non-verbal learners achieve this Art terms reference sheets colour line form etc
Milestone 3	To talk about my work describing how I made it and why To use simple art terms when talking about my work (colour shape form line) To use simple art terms when talking about the work of others To talk about others work saying why I like it and what can be changed	Support describing work using AAC, symbols, prepared scaffolded writing sheet, Model how to answer questions about learners work and the work of others Art terms sheets for reference Scaffold answers using symbols etc Provide support in encouraging choices they will make to tell others about their views of others work	Prepared AAC personalised for individual access to support non-verbal learners achieve this Art terms reference sheets colour line form etc Scaffolded sentences 'I like ... because...'

Knowledge - creative, historical and cultural works

Assessment Framework Level	Curriculum Content What the learner is learning	What the adult working with the learner does	Enabling Responsive Environment Learning Opportunities and Equipment
Bridging levels 1, 2, 3	To recognise from a choice of 2 an Artist I have been learning about	Offer a choice of two artists, encourage using communication board name and words to describe Artist.	Prepared AAC personalised for individual access to support non-verbal learners achieve this Artist name and image of work to identify them Communication board symbols postcards of artists
	To say if I like their work and why		
	To tell others about the work		
Milestone 1	To name an Artist they have been learning about	Offer names and images of artists work for them to identify Artist. Scaffold answers using symbols etc Provide support in encouraging choices they will make to tell others about their views	Prepared AAC personalised for individual access to support non-verbal learners achieve this Scaffold sheets, pictorial information,
	To describe their work and say if they like it and why		
	To tell others something about the art works they have looked at		
	To sometimes say when they were made		
Milestone 2	To name an Artist and talk about their work using some simple art terms	Offer names and images of artists work for them to identify Artist. Provide Art terms sheets for reference Scaffold answers using symbols etc <ul style="list-style-type: none"> • Provide support in encouraging choices they will make to tell others about their views • What else was happening around Artist ? to link with time Artist came from 	Prepared AAC personalised for individual access to support non-verbal learners achieve this Scaffold sheets, pictorial information,
	To link my Artist to a place in culture and history with support		
Milestone 3	To choose an Artist and talk about their work using simple art terms	Offer names and images of artists work for them to identify Artist. Provide Art terms sheets for reference Scaffold answers using symbols etc	Prepared AAC personalised for individual access to support non-verbal learners achieve this Scaffold sheets, pictorial information, posters with timelines of Art movments,
	To find out about the Artist and their life and place them in a historical or cultural context		
	To research art movements and find an artist I like who works in that style		

	To explore a historical or cultural period and collect relevant images	<ul style="list-style-type: none"> • Provide support in encouraging choices they will make to tell others about their views • What else was happening around Artist ? to link with time Artist came from. Collect images using internet books etc to show historical cultural periods and movements in Art • Support identifying figurative or abstract images using Matisse-Bach and Francis Bacon/ David Hockney portraits 	Examples of styles of work -linking to architecture music etc
	To look at works of art and know that they fit into a period, style or major art movement from ancient times to the modern day		
	To describe a few major art movements based on the work I have looked at		
	To explain what a figurative or abstract work is		

Preparation for life and participation

Assessment Framework Level	Curriculum Content What the learner is learning	What the adult working with the learner does	Enabling Responsive Environment Learning Opportunities and Equipment
Milestone 1	To choose my favourite Art activity	Support making choices. Scaffold of questions to allow learner to choose between art activities	Prepared AAC personalised for individual access to support non-verbal learners achieve this Symbols or equipment, a simple choosing sheet collections of symbols to add to choosing sheet
Milestone 2	To choose my favourite Art activity and explain why I like it to others	<ul style="list-style-type: none"> • Support with Scaffold of questions to allow learner to choose between art activities and why they chose one 	Prepared AAC personalised for individual access to support non-verbal learners achieve this Symbols, a simple choosing sheet collections of symbols of activities and descriptive words colour, pattern, subject of piece, etc to add to choosing sheet
Milestone 3	To choose my favourite Art activity and explain why I prefer this to others, and describe or show a piece of work I am proud of	<ul style="list-style-type: none"> • Scaffold of questions for learner to choose between art activities and why they prefer one activity. Show work they made, reasons 	Prepared AAC personalised for individual access to support non-verbal learners achieve this. Symbols, a simple choosing sheet collections of symbols of

		work was chosen. Model answers that can be used to describe /show work	activities and descriptive words colour, pattern, subject of piece, Symbols expressing feelings happy, proud, etc to add to choosing sheet
	To express myself, my opinions and emotions through creating art works	<ul style="list-style-type: none"> Using Symbols or writing frameworks to support model the answers that could be given 	Prepared AAC personalised for individual access to support non-verbal learners achieve this. Symbols, a simple choosing sheet collections of symbols of activities and descriptive words colour, pattern, subject of piece, Symbols expressing feelings happy, proud, etc to add to choosing sheet

Impact - What difference is our curriculum making?

Progress in the Formal Art Curriculum is currently assessed using St Giles Bridging and Milestones

Individual targets for learners in this curriculum area may also be reflected in the annual outcomes set for each key stage through the learner's Education, Health and Care Plan under Cognition and learning or Physical and Sensory. These annual targets are set and broken into smaller steps on Timelines. Progress is recorded regularly using the Timelines. These are discussed and moderated on a termly basis at Progress meetings and reported on annually through the EHCP Annual Review.

At Key Stage Four learners work towards achieving a Bronze Arts Award or complete AQA unit awards.