



## **Art and Design Policy – Key Stage one and above.**

|                            |   |
|----------------------------|---|
| <b>Ratifying Committee</b> | <b>Curriculum &amp; Standards Committee</b> |
| <b>Date</b>                | <b>June 2025</b>                            |
| <b>Review</b>              | <b>Annually</b>                             |

The starting point for Art and Design at the Bridge is what pupils already know, understand and can do. Work consolidates and support remembering what is already known and also work on achieving the next step. Art and Design provides a context for pupils to work in the use of their senses and early foundational concepts such as cause and effect. The curriculum progresses through skills and knowledge with practical activities in a sequential and progressive way leading to the National Curriculum. It covers progression linked to drawing, painting, sculpture and work on artists.

## **Rationale**

**Exploration, expression and creativity** are at the core of our Art and Design curriculum at The Bridge School. We encourage pupils to explore the materials in the world around them through multisensory exploration and encourage them to create their own interpretations of their experiences.

Our art curriculum allows pupils to express themselves artistically through a range of topics and themes. **Personal expression, demonstrating preferences and choice making** underpin all aspects of teaching and learning with art at The Bridge. Pupils also explore a range of artwork to develop their understanding of various techniques and appreciate the perspectives/choices of others.

Within all art lessons, pupils consistently have opportunities to extend their learning. Practitioners provide differentiated support to promote the development of artistic skills and knowledge and scaffold pupils' next steps. Pupils are motivated to use their skills, e.g. drawing, cutting, collaging and creating sculptures. We encourage pupils to reflect on their artwork, celebrating and analysing what they have created.

At The Bridge School, we use bespoke, sequenced, small-step descriptors that outline the key knowledge and skills within art. These descriptors provide an easy to use, aspirational framework that ensures all pupils make progress in what they know, what they can do and what they can remember.

Across all subjects and at all key stages, the overall intent is that the pupil engages, achieves, and makes the most personal progress they can over time to enable them to have the most fulfilling, enjoyable, and independent life possible.

## **Intent**

At all key stages, the overall intent is that each pupil engages, achieves, and makes the most personal progress they can over time to enable them to have the most fulfilling, enjoyable, and independent life possible.

The school has mapped out:

- the intended progression of fundamental key skills and knowledge for pupils working at below pre-key stage standards that are pre-subject specific. School defines this as working at the level of Early Development (ED). The Art and Design planned units of work provide a context/theme for pupils to engage in learning and to achieve pre subject cross-curricular

specific skills and knowledge/targeted outcomes linked to EHCP set with parents/carers and from any advice from other professionals.

- the progression/intended sequence of learning of early foundational skills and knowledge including linked key vocabulary and concepts for Art and Design working towards the NC programmes of study (Appendix A), defined as Subject Specific (SS). Subject specific descriptors link to the relevant area the EYFS Curriculum - Expressive Arts and Design, Communication and language, Literacy, Understanding the World, Physical Development and PSED.

Early Development (ED) and Subject Specific (SS) descriptors are detailed on our online assessment system – Onwards and Upwards, and within the Curriculum Booklet – T:\Bridge\Bridge K Drive\POLICIES & DOCUMENTS\A SCHOOL SUBJECT POLICIES\Curriculum Progression Booklet.

The Lead adult may need to break steps down into smaller steps or add or widen.

For each pupil their next step will be based on their assessed previous skills and knowledge rather than for their age or year group- it will be highly personalised. Due to the particular special needs of an individual pupil, some pupils may not have an even profile and steps may be broken down and further personalised. The curriculum provides the opportunity for pupils to access a broad and balanced curriculum at a differentiated level meeting statutory requirements.

The following form the foundation of all delivery:

- engagement and enjoyment
- communication and understanding
- personal and social development including increasing awareness of self, their own emotions and relationships with others.
- independence including life-skills

### Progress within the Curriculum

- For our pupils, progression is not necessarily only movement up a ladder of skills and knowledge. Lateral progression is also important in being able to apply the skills and knowledge they have learnt e.g. to different contexts, situations, with different people, in different environments.
- Retention of the foundation fundamental learned skills and knowledge to embed into the long-term memory is also important for our pupils- to know more and remember more.

### Implementation

#### How is it delivered?

- Art and Design is taught as specific subject with a rolling programme of units (enabling mixed year classes to support classes with appropriate groupings and friendships) (Appendix B) enabling the lead adult to plan lessons and sequence of lessons to:
  - Support engagement in learning.
  - Consolidate existing skills and knowledge to retain them and embed in the long-term memory.

- Work on next steps (understanding for some pupils this can be an uneven profile linked to their SEN) and break steps down further if needed.
- For some pupils exposing them to the foundations of higher skills as pupils may have particular strengths or motivations and it may lay foundations for later learning.
- Work on the application of the skills and knowledge e.g. using in a different context, with different materials, with different people or applying within a different task.
- Work on early underpinning foundational knowledge that build into different types of knowledge (e.g. disciplinary and substantive - see Appendix C)
- To have varied content to widen engagement and experiences of pupils.
- Art and Design skills can also be consolidated in delivery through other subjects- strong links to Writing and Design and Technology skills,
- High quality teaching with engagement strategies outlined in Support Plans and EHCP outcomes, communication systems and integration of therapy advice where relevant.
- Time in a lesson if required to target and consolidate a specific skill, this may include a skill covered in a previous unit that may be learned or mastered with continued repetition but not covered in the current unit.
- Correct modelling by staff and addressing of any misconceptions linked to Art and Design.
- Exciting, motivating and varied content to support engagement with opportunities taken to enhance cultural capital within curriculum delivery in school and out of school when possible.
- Key areas of creating, drawing/painting and sculpting techniques, using a range of art and design techniques (linked to colour, pattern, texture, line, shape, form and space), expressing views and experience and knowledge of artists covered across the rolling programmes.
- Primary and Secondary phase have a coordinator linked to the Art and Design curriculum. EYFS has a coordinator for the linked area of the EYFS curriculum. The Primary and Secondary phase coordinators alongside the Heads of Phase (who oversee the phase curriculum)- See Appendix D for roles and responsibilities.
- Staff should model and support the process/ skills rather than doing things for the pupils to refine the end result.
- Some pupils may have specific needs that need to be carefully considered and planned for to support their access the Art and Design curriculum, for example, physical disabilities, sensory impairment or sensory issues such as tactile defensiveness. Through the planning and delivery process the coordinator may need to consider the following:
  - Alternative access e.g. use of software programmes
  - Use of adapted tools
  - Providing opportunities to participate and engage with adult support to ensure pupil has access to any relevant curriculum opportunities based on prior assessment
  - Lead adult to seek advice on assessment from Co-ordinator and Head of Phase for those who have physical difficulties that may impact on any criteria descriptor.

### Time Allocation

- Time Allocation:
  - There is no specific time allocation given by the DFE
  - Most classes in each key stage have a weekly lesson. For pupils who are working at pre-subject specific levels and pupils in specialist classes, teachers may reduce

content and cover reduced units to enable other priority areas including therapy programmes to be implemented.

- Annual Art and Design day (s) linked to a whole school theme. Throughout many themed days and events Art and Design knowledge and skills are used.
- There are planned work packs to support remote learning and the lead adult of the class can provide specific work linked to the pupil and skills as needed.

### Resources

The Subject Co-ordinator will be able to advise staff on resources in school and where to locate them. This includes on-line resources, unit resource boxes, detailed medium-term planning, shared PowerPoints. Further shared planning and shared resource making is encouraged with the proviso that the teacher is clear for their individual pupils what they want them to learn/next steps and the planned lesson enable this learning to take place. All these structures reduce teacher workload.

### Training of staff

For new staff, there will be some essential initial training priorities e.g. Safeguarding/ Prevent, Fire and Health and Safety, Safer feeding, Safer Positioning, Moving and Handling etc. New staff induction year also prioritises underpinning skills and knowledge e.g. linked to communication and understanding and also the school ethos and values. The Lead adult will support new and existing staff in understanding the pupils work tasks and expected learning/ access for the pupils staff are working with. The Lead adult may provide some wider training on skills and knowledge relevant to the class and pupil. Staff will during their induction period and for staff on an on-going basis have training in subject knowledge. Subject training packs are completed (or in process of being amended) for staff to access. Staff can access with personal work devices. Further training is prioritised through self-review process.

### Health and Safety

Staff should work in accordance with the School Health and Safety Policy and risk assessments.

- Lead staff member alongside all staff are responsible for checking that there are no obvious breaches of Health and Safety guidelines.
- Lead staff member will consider pupils individual risk assessments and their ability level when planning use of tools and equipment. Staff to assess hazards and risks specific to individual pupils' pupil.
- All staff will dynamically risk assess throughout delivery and seek advice or stop if they have concerns.
- Risk assessments in relation to equipment will be followed but with an understanding that the risks for each pupil in relation to pupil's individual profile need to be dynamically risk assessed.
- Visits risk assessments need to be completed and agreed.
- Lead adult needs to ensure that COSSH assessments have been carried out and known for materials use- see Health and Safety Support Assistant
- Electrical item checks should be carried out as per risk assessment. Visual checks on equipment and environments for safety before use should be carried.
- Lead adult ensures assessments are compiled and followed for all visits and permission has been granted.

- All health guidelines are followed when handling substances that could be harmful to health.
- Sensory rooms are used appropriately and guidelines followed.
- All pupils are aware of safety issues when using accessing equipment – at a level appropriate to their learning needs and understanding
- All staff understand hazards and risks when using tools and equipment

### Impact

The aspiration for all pupils who attend the Bridge School is they achieve their potential in all aspects of their development and live the most independent life possible. All pupils who attend the Bridge School, have severe/ profound learning difficulties. Many pupils have additional needs such as autism, physical disabilities, sensory impairments, complex medical needs etc. We work in a determined way to ensure that all pupils can achieve the most they can.

The outcome of the curriculum is highly individual. All achievement and progress is celebrated. Progress for our pupils can be demonstrated by:

- Pupils making progress towards/achieving their intended outcomes set with parents/carers for 12 months within the EHCP annual meetings. These outcomes are informed by any relevant professionals working with the pupils.
- Pupils making progress towards outcomes when reviewed in 6 month review meetings with parents/carers.
- Pupils making progress/achieving in the Art and Design curriculum planned by teachers either demonstrating pre subject cross curricular skills and knowledge or subject specific skills and knowledge. Progress and achievement in all subjects are within reports to parents in either EHCP (Annual Review) report or annual Curriculum report.
- Achieving external accreditation for secondary aged pupils e.g. OCR accreditation.
- Using existing skills in a wider range of contexts.
- Supported transition within, in and out of the setting.

### *NB*

- *Please note that the intended skills and knowledge are on school tracking documents and may have been updated. If there have been any revisions this will be updated in this policy when it is reviewed annually.*
- This policy is set alongside the Curriculum (Key stage one and above policy), Teaching and Learning Policy, Engagement Policy, Planning Assessment and Reporting Policy (EYFS / Primary / Secondary) and subject curriculum policies.

## **Appendix A - National Curriculum and Early Years Framework- Art and Design**

The Bridge skills and knowledge curriculum leads to the skills and knowledge progression outlined in the National Curriculum below.

### **Art and Design National Curriculum**

The national curriculum for art and design aims to ensure that all pupils:

- 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.

### **Attainment targets for National Curriculum**

Key stage 1 – Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

KS4 Art and Design is module based with external accreditation through OCR. It is a continuation of skills and knowledge studied at KS3.

### **EYFS Curriculum – Art and Design elements**

The whole school subject specific Art curriculum is designed to build on the skills developed within the Early Years Foundation Stages, particularly within expressive arts and design – creating with materials and being imaginative and expressive.

## Appendix B

The rolling programme of units provide an enriching context for pupils to be engaged, extend their motivation and enjoyment, new experiences whilst working on retention and application of skills and knowledge and also to progress to next steps. It is designed to reduce teacher workload. Key remains that when using the units to support delivery the lead adult is clear on the learning in the lesson or series of lessons for each pupil is and that the unit content can be adapted as the priority is the targeted learning for the pupils in the class.

### Rolling Programme of Art and Design Units

|                | Key Focus<br>Sculpture/Design<br>and Make<br>(Opportunities<br>for revisiting<br>painting,<br>drawing and<br>other<br>techniques) | Linked<br>Artists  | Key Focus<br>Painting/Drawing<br>and Other<br>Techniques | Linked<br>Artists                          | Key Focus<br>Painting/Drawing<br>and Other<br>Techniques | Linked<br>Artists                |
|----------------|---|--|--|--|--|----------------------------------|
| Programme<br>1 | Buildings   | Frank<br>Gehry   | Mother Nature<br>Designer                                | Claude<br>Monet<br>Van<br>Gough<br>Matisse | Exploring Colour   | Paul Klee<br>Mondrian<br>Pollock |
| Programme<br>2 | Bugs and<br>Minibeasts  | Louise<br>Bourgeois  | Poster Design  | Andy<br>Warhol<br>Peter<br>Blake           | Picture This   | Finnabair                        |
| Programme<br>3 | What is<br>Sculpture?   | Gaudi<br><br>Henry<br>Spencer<br>Moore-<br>Town<br>Park Link | Journeys   | Salvador<br>Dali                           | What a<br>Performance!                                   | Benny<br>Anadallo                |

| <b>Whole School</b> |                     |                        |                     |
|---------------------|---------------------|------------------------|---------------------|
| <b>Term</b>         | <b>Autumn</b>       | <b>Spring</b>          | <b>Summer</b>       |
| <b>Programme 1</b>  | Buildings           | Mother Nature Designer | Exploring Colour    |
| <b>Programme 2</b>  | Bugs and Minibeasts | Poster Design          | Picture This        |
| <b>Programme 3</b>  | What is Sculpture?  | Journeys               | What a Performance! |

## **Specialist classes**

The Head of specialist classes and the linked teachers will select a theme being covered in the main school Primary or Secondary Phase. This will enable some shared participation if this is planned for specific pupils. The Head of Phase will track the themes chosen over time. The theme is a context for delivering the intent of the curriculum and themes may be revisited based on engagement.

## **Appendix C**

### **Different types of knowledge- examples and context of the Bridge School**

*Substantive knowledge.* This is about learning established facts. For pupils with severe and profound learning difficulties this may be pupils' understanding of concepts linked to the subject, e.g. line, shape, colour, texture. It may also include pupils' understanding and knowledge of media, e.g. painting, sculpture, digital art.

*Disciplinary knowledge.* This relates to individual's understanding of subject matter concepts and how these concepts relate to form a larger body of knowledge. At the earliest level in Art, this may include asking questions, exploring materials and processes, developing ideas and reflecting on their own work.

## **Appendix D**

### **Roles and responsibilities**

#### **Art and Design Co-ordinator**

- Ensure that the curriculum meets the statutory requirements
- Ensure the rolling programme provides coverage of the key aspects required
- Ensure the planned units are reviewed prior to delivery in relation to the breadth of ability, the special educational needs of pupils in relation to their access to the curriculum, any progression in technology/research and any internal data.
- Review the intended skills and knowledge progression in relation to any changes to the school population, research, advice from professionals and teacher/parent/carer feedback.
- Ensure that they are professionally up to date in their subject area including self-identifying required training opportunities.
- Provide training for teachers and support staff including highlighting any common misconceptions.
- Liaise with the schools ECF coordinator/mentor to provide training and support for newly qualified teachers.
- Liaise with Head of Phase to support new teachers.
- Work with whole school assessment coordinator on internal moderation.
- Work with Heads of Phase on use of curriculum coordinator time to observe practice and carry out deep dives in Art and Design.
- Ensure that the unit delivery is well resourced including online shared resources.

- Complete annual self-evaluation reviews to inform whole school improvement planning.
- Liaise with the EYFS coordinator for the linked area of the curriculum.
- Design and deliver training to parents/carers as part any agreed parent offer.

### **Teachers**

Ensure that they have current subject knowledge to effectively teach their designated group of pupils.

- Ensure that they follow the medium-term planning for Art and Design and liaise with subject coordinators over any content or specific resources.
- Ensure they differentiate the Art and Design curriculum in the units of work and set appropriate unit objectives/lesson targets in line with pupils assessed levels and the intended skills and knowledge.
- Extends unit content/context for their designated group of pupils if necessary and feeds back to the Art and Design coordinator.
- Ensure that Art and Design work in other subjects links to the pupils assessed level of skills and knowledge.
- Ensure that they contact coordinators or Heads of Phase for any specific advice or to ask questions.
- Ensure they assist their support staff in their understanding of the Art and Design curriculum and their subject knowledge.
- Complete assessment, recording and reporting in relation to whole school policy.

### **HLTA's**

If this is the area of curriculum they are planning- work as above in liaison and with support of class teacher.

### **Support staff:**

- Engage with training and self-identify If they require further training, advice and support in relation to the delivery of Art and Design to their designated group of pupils.
- Implement the teacher/HLTA planning and direction and follow the whole school policy on assessment.
- Effectively support the pupils to access the curriculum
- Make accurate observations and feedback on learning to inform next steps. Complete assessment, recording and reporting in relation to whole school policy.

### **Governors:**

- Task the head teacher (via the Art and Design Co-ordinator) to ensure that the curriculum being taught meets statutory standards.
- Review the Art and Design Policy by asking challenging questions to ensure that delivery matches the schools ethos and aims, inclusion for all, progression pathway and assessment shows pupil progress.
- Monitor the Art & Design aspect of the SIP to ensure tasks are completed.