



# **Tuition, Medical and Behaviour Support Service**

## **Curriculum Policy - Primary Art and Design**

**Harlescott Education Centre**

<b>Reviewed:</b>	October 2023
<b>Next Review:</b>	October 2024
<b>Responsibility:</b>	Jade Griffiths/Beth Evans

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## **AIMS AND PRINCIPLES**

Through the teaching of art we aim to ensure that all of the pupils receive their entitlement to a high quality, inclusive and broad and balanced curriculum that reflects their individual academic needs. Considered, purposeful and enjoyable mixed ability and mixed age group planning will cater for the students' diverse SEND and will respond to the varied learning styles of our pupils. We will promote the value of learning through high standards in teaching. This will support the pupils own personal, social, emotional and behavioural needs to encourage and facilitate independent and reflective learners.

Our Art and Design Policy follows The National Curriculum 2014 Guidelines and 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.

## **PURPOSE OF STUDY**

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

### **Subject content**

#### **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.

## Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

## PLANNING

The 'Tuition, Medical and Behaviour Support Service' (TMBSS) exists to meet the needs of students aged between 5 and 16 across Shropshire who cannot be taught in school for a short period of time. Our key purpose is to provide a high-quality learning experience appropriate to the needs of the individual student. Ultimately, we are a short-term intervention.

TMBSS Primary operate from Harlescott Education Centre which caters for students in Years 1 to 6. Children can access two different models at Harlescott, depending on their circumstances. These are the Sixth Day Provision Model (for permanently excluded students) and the Shared Placement Model (alongside a mainstream school) accessed via the Inclusion Advice Forum.

The Shared Placement Model is for morning and afternoon students who attend for 4 sessions weekly and have a partner school. Shared Placements are 16 weeks in length. These students access our core offer as follows:

English  
Maths  
Science  
ICT  
RE/PSE  
RSHE  
PE

It is hoped that during our short-term intervention these students would access the art curriculum within their mainstream setting.

The Sixth Day Provision Model is full-time and these placements are 13 weeks in length. Due to the short-term nature of placements at TMBSS Primary, we strive to provide a broad, balanced curriculum including art, although it is not covered in the same depth as it would for a student accessing full-time mainstream/specialist education.

Details of both offers are contained within the Medium and Long-Term Curriculum Plans. Six Day Provision Students will have access to a half term of art every term.

Once Sixth Day Provision students are on a short integration plan, attending their mainstream school for full days, they may not be attending TMBSS on the day is taught.

Taking the above into consideration, at TMBSS primary, we strive to embed art across the curriculum as a cross curricular subject and teach it where appropriate.

It is on this basis which we have planned our 'Long Term Plan' over a 'One Year Cycle' in Key Stage 1 and a 'Two Year Cycle' in Key Stage 2.

## Key Stage 1

	Autumn	Spring	Summer
Cycle A and B	St Paul's Cathedral	Exotic Birds	The Galapagos Islands and Charles Darwin

## Key Stage 2

	Autumn	Spring	Summer
Cycle A	Talking Textiles	People in Action	Journeys - Mixed media
Cycle B	Still Life: William Morris	Landscapes: Turner, Monet	Investigating Pattern

## ASSESSMENT and RECORDING

This is achieved through:

- discussion with pupils;
- observation of pupils;
- marking work.

## MONITORING AND EVALUATION

This is achieved by the Art and Design coordinator through;

- monitoring and evaluation of pupils' work;
- planning for embedding art across the curriculum.

## MARKING WORK

The purpose of marking is to move children forward in their learning.

1. Feedback and marking should be part of a process in which children need to have some involvement.
2. Written or verbal comments made by the teacher could link back to the learning objective and/or success criteria.  
Written or verbal comments made by the teacher could give advice / suggestions / clues on how to 'close the gap'.  
Written or verbal comments made by the teacher could set out the 'next steps' for learning.

For further guidance and detail on marking, please refer to TMBSS Marking and Feedback Policy.