

Art 23: All pupils in Sperrinview have the right to lead a full and decent life with dignity and independence and to play an active part in the community (RRS team 2015)

Art 28: Every pupil in Sperrinview has the right to an education which will be differentiated to meet their individual needs (RRS team 2015)

Sperrinview Special School Art and Design Policy

Rationale

Art and Design offers pupils a means of expressing their physical, emotional and intellectual awareness of themselves and their relationship with their environment to an extent commensurate with the ability of each individual. The means of expression are visual and tactile.

In Sperrinview School we aim to develop and encourage the creative potential of every pupil. To nurture and enhance the pupils' artistic skills, opportunities for development are provided. We recognise the value of creative work in the development of the pupils and value the work that is produced.

Key Experiences in Art and Design

1. To enrich pupils' sensory experiences and develop creative potential in all our pupils.
2. To develop intellectual, language and practical skills though participating in both two and three dimensional work.
3. To investigate and experiment with a range of materials and processes, to record ideas and observations from first hand experience, memory and imagination.
4. To foster a sense of achievement, enjoyment and self-esteem through encouraging individual self expression.

5. To have opportunities to see and respond to the work of artists, crafts workers, designers and peers and use this work as a stimulus for creativity.

Aims

Through Art and Design Education we wish to stimulate, encourage and develop in each pupil:

- The ability to relate/express his/her own experiences, ideas and feelings and respond to them
- The ability to express him/her self in two or three dimensions - using a range of available materials
- An awareness of the creative possibilities of the various materials being used
- The ability to solve problems related to the application of materials and/or equipment
- The manipulative skills which will ensure full expression of the experience, thought or feeling
- A healthy respect for the materials used and an awareness of safety implications
- A relevant, working receptive and expressive vocabulary
- Any special aptitude or interest which may develop confidence and as a result lead to further personal development
- An attitude of cooperation, social responsibility and a general awareness of the quality of the environment
- A willingness to become involved in a cooperative venture pertaining to a particular theme
- A demonstration of respect for their own work as well as the creations of others.

Pupils can realise their intentions in Art and Design through a combination of experiences in:

Drawing and Painting

Printmaking

3D construction

Textiles

Malleable Materials

Organisation and Methodolgy

Art and Design is taught and reinforced within each class and in a variety of settings in the wider community:

- on an individual basis
- in small group lessons (size, flexibility and composition will be determined by the class teacher)
- paired work (similar ability or less experienced pupils with more experienced pupils)
- whole class teaching
- whole school projects eg scenery for school productions

Classroom organisation is determined by several factors:

- The individual needs of the pupils/students
- The number of pupils/students
- The nature of the activity
- The diverse range of resources available (human and physical eg standing frames, wheelchairs, work stations etc)

Where practical, pupils are encouraged to help with the preparation and maintenance of the classroom before and after practical activities.

The classroom team consists of a class teacher plus classroom assistant(s).

At the age of 16 students enter the School Leavers' Programme. Art and Design becomes Part of Leisure and Vocational Skills.

As developmental milestones are not reached at predictable times, teaching approaches must be flexible. These include:

- Modelling
- Sharing
- Guiding
- Visual approaches [for pupils within the Autistic Spectrum]

The emphasis will be on promoting pupils' learning through the provision of quality, concrete, active experiences across the curriculum eg multi sensory experiences, structured play, environmental visits etc.

Teachers' expectations will ensure that all tasks will have clearly identified learning outcomes and are matched to pupils' abilities and interests.

Display

- Pupils are encouraged to produce work for display, competitions, promotions and community projects
- Pupils should be encouraged to assist with the display of their work in a way that will enhance the immediate environment
- Individual teachers are responsible for the display boards in and close to their own classrooms. These will change at intervals during the school year
- Some permanent displays exist within the school. These have been created in partnership with other schools and agencies.
- Pupils and visitors to the school have an opportunity to view pupils' work in corridors and communal areas.

Roles and Responsibilities

The coordinator for this subject is Mrs Jo McAnerney. The Principal has overall responsibility for the implementation of the policy.

Teachers, when planning, will take account of pupils' needs and the Revised NI Curriculum. These will be reflected in the Schemes of Work and Individual Education Plans.

Each teacher presents the co-ordinator and the Principal with termly copies of topic webs and half termly planners. These, along with discussion between the co-ordinator and teacher(s), are used to determine continuity and progression.

Parental Involvement

We recognise the importance of meaningful, regular and positive communication between parents and teachers. Parents are provided with opportunities, formally and informally, to discuss their child's progress and to become familiar with and involved in the work of the school. This happens through:

- Home/School books
- Homework (see Homework Policy)
- Telephone contact
- Parent meetings
- Parent Workshops
- Displays of art work

Staff Development

The co-ordinator will keep abreast of current developments and ensure that staff are updated through:

- School-based INSET
- EA Southern Region-based INSET
- External courses
- Educational journals eg Special Children

Also see document "The Role of the Subject Leader"

External Support

Parents

Local and wider community

EA Southern Region

Teachers' Centre

Disability Arts

East Tyrone FE College

Artists in Schools [Arts Council]

Monitoring and Evaluation

The Art and Design Policy will be monitored and evaluated on an ongoing basis through consultation with pupils, staff and parents. (Also see *Assessing, Recording and Reporting Policy*).

Examples of evidence include records of educational and environmental visits, Sperrinmags, photographs, video footage, class-produced books, news books, wall displays Records of Achievement, work in black portfolios and any other relevant materials.

Review

A sub-committee of the Board of Governors will monitor and evaluate the effectiveness of this policy as part of a timetabled, on-going process.

Signed: _____ Date: _____