

Art and design Progression Model

Engagement Curriculum

- Phase 5** Art and design is not taught as a discrete subject, it is embedded into all areas of the engagement curriculum and is a key part of the student's development. Art is taught as part of a cross-curricular approach that focuses on learners exploring and experimenting with texture, shape, colour and pattern. Art is used to encourage communication, expression, recall and develop focus. Pupils explore and experiment with a variety of media and materials, this creative process supports students to develop within the 4 areas; sensory and physical, cognition and learning, social emotional and mental health and communication and interaction. These creative elements are taught with a focus on real life contexts such as community Inclusion, care, creativity and emotions.
- Phase 2,3,4** Art is not a discrete curriculum subject, it is embedded across the curriculum in a variety of ways. Learners access art through play-based activities and exploration opportunities building on their engagement curriculum. Pupils explore and experiment with a variety of media and materials which support the development of key milestones. Art is taught as part of a cross-curricular approach that focuses on learners exploring and experimenting with texture, shape, colour and pattern. Art is used to encourage communication, expression, recall and developed focus.
- Phase 1** Art is not a discrete curriculum subject within the phase 1 engagement pathway. It is immersed in their curriculum everyday; exploring and using media and materials which support their cognitive development as well as their independent skills. They work to be imaginative across their personalised curriculum. Pupils sing songs, make music and dance. They experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Pupils use the knowledge they have about media and materials in original ways, thinking about uses and purpose. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. Sensory stories play an essential part of the curriculum.
- Engagement Profile**
Cherry Garden

Core Curriculum

- Phase 5** In phase 5 Art and design is largely used as a facilitator to develop fine motor skills, as well as supporting development in sensory and physical areas. Art is taught as a discrete subject for those that chose it as an option, as well as being included in all students curriculum as part of topic based learning. Pupils develop a wide range of art and design techniques focusing on using colour, pattern, texture, line, shape, form and space (formal elements). Students continue to develop skills in drawing, painting and sculpture, through this they are able to share their ideas, experiences and imagination. Pupils create artwork in response to real life contexts as well as links to key artists and creative practitioners.
- Phase 4** Art is taught as a discrete subject as well as included in topic based learning across the curriculum. Pupils develop a wide range of art and design techniques focusing on using colour, pattern, texture, line, shape, form and space (formal elements). Pupils use a range of materials creatively to design and make products. They use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Pupils create artwork in response to learning about key artists and creative practitioners. Their progress is tracked on the E curriculum on IASEND as well as their PLIM.
- Phase 2,3** Art is taught as a discrete subject as well as through topic based learning to develop key skills. Milestones and half termly aims are used to motivate and inspire pupils to learn. Milestones divide blocks of learning into manageable chunks for pupils following an adapted primary national curriculum. Pupils use a range of materials creatively to develop art skills. Art is implemented across the curriculum and supports development of skills such as fine motor etc. They use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Pupils begin to learn about the work of a range of artists, craft makers and designers. Progress and attainment is tracked through S curriculum on IASEND as well as Progress and attainment is tracked through their PLIM.
- Phase 1** Art is not a discrete curriculum subject within the core pathway. Art and design is embedded in the curriculum through topic work and project based learning. The students working on the core curriculum are beginning to experiment with mixing colours and develop more profound mark making. Students in the core pathway are developing awareness of the purpose of familiar tools, using for a purpose and develop ability to describe what they are creating or doing.
- Cherry Garden**

Extended Curriculum

- Phase 5** Art is taught as a discrete subject when chosen as an option. Students have opportunity to work towards entry level, level 1 and GCSE art. Pupils use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through a variety of creative methods. Students are either working towards a qualification (GCSE) or taking Art as an option to develop skills and confidence. Art is used to positively impact and support pupils in terms of their social and emotional needs as well as developing key skills.
- Phase 4** Art is taught as a discrete subject. Art is included in topic based learning across the curriculum. Phase 4 continue to develop skills from phase 3. They continue to learn about artists, in further depth, making links to their own work. New skills are developed related to the formal elements of art. Pupils begin to use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through a variety of creative methods. Their progress is tracked on the N curriculum on IASEND.
- Phase 2,3,4** Art is taught as a discrete subject where milestones and half termly aims are used to motivate and inspire pupils to learn. Milestones divide blocks of learning into manageable chunks for pupils following an adapted primary national curriculum. Pupils use a range of materials creatively to develop art skills. Art is implemented across the curriculum and supports development of skills such as fine motor etc. They use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Pupils begin to learn about the work of a range of artists, craft makers and designers. Progress and attainment is tracked through their PLIM.

Art and design Progression Model

CPD: Links with a variety of creative partners/ providers such as, Northern Print, New Bridge project, Baltic, Mortal Fools and Northumberland libraries. CPD for art teaching staff with NSEAD (National Society for Education in Art and Design), Culture Bridge North East, Tyne and Wear museums, Creative classrooms. Staff trained drawing therapy, drawing and talking. Links with arts award and artsmark North East.

Content (Intent): Teachers have agreed on a coherent sequence of learning from EYFS to Key Stage 5 using the Art and design National Curriculum framework. Teachers reflect on what content is necessary for pupils dependent on their cognitive, behavioral, physical, communication and sensory needs. The order of teaching is based upon ensuring acquisition of skills and enabling character traits as well as empowering and inspiring pupils through progress linked to their EHCP/PLIM. Teachers plan systematic repetition of the most crucial content to make sure it is used functionally across different contexts (depth of learning). Our art and design curriculum encourages pupils to grow into positive, responsible and independent people who can work and co-operate with others while developing their knowledge and skills, so that they achieve their full potential. Art enables pupils to experience and see things in new ways, thus challenging their construction of the world. We value and mark the cultural capital that every child brings to school and support them to develop a positive sense of their own identity and culture.

Activities, Expectation and Challenge (Implementation): Lesson activities are challenging to pupils academically and in regard to their EHCP targets. Personalised learning and individual outcomes are linked to pupil interests ensuring high expectations, appropriate challenge and retention of the content taught as well as the activity itself. Expectations are high for all pupils developing their cognitive, behavioral, physical, communication and sensory needs. Reward systems and visual aids are used to motivate learning where appropriate. Ability grouping ensures pupils are being challenged and planning is sequential over time, to deliver highly engaging and meaningful learning. For pupils working in the engagement pathway, the following strategies are used to develop shared attention: Intensive Interaction, Attention Autism, PECS, Makaton, Sensory Stories.

Assessment and Progression (Impact): Pupils make good progress by accessing appropriate content which is measured using a suitable assessment system. The curricula follow a progression model that identifies the most useful knowledge for cumulative sufficiency. Ongoing assessment identifies pupils that need further support. Teachers are aware of previous learning, current learning and future learning. There is a solid understanding of appropriate qualifications/accreditations for pupils to access in order to plan for future pathway opportunities, allowing challenging targets to be set in line with life goals. Some pupils (Engagement Pathway) make smaller steps of progress and this is accounted for and monitored through the specific assessment system (MAPP).

Art and design Interventions: Drawing and talking. Play therapy. Speech and language. VMI, handwriting, Launchpad to literacy (motor skills), lego therapy.

Cultural Capital: Cultural capital is a vital part of the art and design curriculum. Art and design is embedded with cultural capital experiences for pupils. Pupils have the opportunity to experience art from around the world as well as how art is embedded around us and in the local community. Pupils have the opportunity to experience the arts and culture within specific lessons as well as across the wider curriculum and in extra curricular sessions.

Integrated Therapies: There is strong collaboration between Speech and Language Therapy (SaLT), and senior teachers in identifying the most appropriate programmes, for example fine motor skills and speech and language (colourful semantics etc) and their implementation. Many children with developmental difficulties find fine motor skills (drawing, painting, manipulating materials) very challenging; the occupational therapist (OT) works closely with teachers to develop these skills through multi sensory and carefully graded approaches. Therapies, such as play therapy, have a strong link to art and design in that they use it as a means of communication and interaction. Mark making tools are a medium that are used for non directive play therapy within school.

Pupil Premium: Our approach, reinforced by research from the EEF, prioritises improvements in the quality of education and teaching, including supporting pupils' access to learning. Utilisation of the PPG will benefit wider pupil groupings in school, specifically raising the quality of interventions in supporting best outcomes.

Art and design Action Plan

Area	Deep Dive	Action	Time (aim)	Who	Impact
Early Years	Pupils experimenting with range of media and experimenting. Particular focus on motor skills. Using communication to create artwork. Clear links to weekly class targets as well as PLIM. Time spent on developing one skill before moving onto next, eg. Holding a paint brush correctly.	Plan and discuss with Phases 2 and 3 Planning meetings with creative subject leads. Planning shared with phase teachers.	1 year	JM SO EY class teachers	Strong, successful, sequential learning and planning between phase 1, 2 and 3. Teachers are ambitious and make necessary adjustments to maximise opportunities and enjoyment. Teachers implement learnt knowledge. Students confidence is developed across the curriculum.
Engagement	Art is being taught to support understanding across each personalised curriculum. Taught in line with PLIM and MAPP to ensure meaningful progression. Pupils are using a range of media and experiment with texture, shape, colour, pattern ; developing motor skills, communication, engagement.	Planning across the pathway to ensure consistency. Development of create targets within the students PLIMs. Planning meetings with creative subject leads and other engagement pathway classes. Planning shared with phase teachers/ pathway leads.	1 year	JM ES Engagement class teachers	Strong, successful, sequential learning and planning between engagement pathway classes, as well as where appropriate with other phases. Teachers are ambitious and make necessary adjustments to maximise opportunities and enjoyment. Teachers implement learnt knowledge. Students confidence is developed across the curriculum.
Core	Art is being taught as both a discrete lesson once per week as well as being part of topic based learning. Vocational Options and Student-directed learning is evident within higher phases. Topic based learning is a strong motivator to increase skills within art and design. Students working towards personal goals. Developing individual skills to produce high standard of work.	All discrete art lessons are tracked on IASNEND. Planning created and developed between creative subjects. Planning shared with phase teachers. Integrated therapies input to develop strategies used for fine motor.	1 year	JM PFH Core class teachers	Strong, successful, sequential learning and planning between the core pathway classes. Teachers are ambitious and make necessary adjustments to maximise opportunities and enjoyment. Teachers implement learnt knowledge. Students confidence is developed across the curriculum.
Extended	Art is being taught as a discrete lesson once per week. Phase 3, 4 and 5 have an art lesson with subject lead. Phase 2 have a discrete subject with their class teacher. Students are working towards accreditations within higher phases. All students are developing skills within the art curriculum which support progress towards their PLIMS.	Art further used across the curriculum. Art extra curricular groups, in particular for qualifications. Teachers share knowledge and skills. Planning shared with phase teachers.	1 year	JM JB Extended class teachers	Strong, successful, sequential learning and planning between extended pathway classes. Teachers are ambitious and make necessary adjustments to maximise opportunities and enjoyment. Teachers implement learnt knowledge. Students confidence is developed across the curriculum.
Whole School	Evidence of all phases successfully giving pupils art and creative opportunities on a daily basis in CHS. Art is being taught primarily as a discrete subject. Art has links to all areas of the curriculum. There is fluidity in the curriculum between phases and class groups. Sequential learning is evident.	Promote art for well being Recruit staff to support running of art/ creative lunch time clubs, which can cater for the needs of all pupils. Co-planning within creative subjects.	1 year	JM ES PFH JB Phase leads Class teachers	Stronger, more sequential learning across school. Further development of creative skills. Creative opportunities outside of lessons which will support well being. Deeper understanding of skills and opportunities.