

Art



First we used the window as a light box to carefully trace the outline of our chosen superheroes, before colouring them in.

Believe • Belong • Become

Vision

Our aim in school is to ensure we truly understand the pupils we teach.

Our school values

We believe in ourselves and each other.

We all belong in our community.

Everyone becomes the best they can be.

Longford Park is a school for pupils with identified social, emotional and mental health difficulties, and its policies must reflect this. Whilst this is a primary diagnosis for the majority of pupils here, our pupils can be best summarised as having 'multiple vulnerabilities'. Due to the nature of the difficulties experienced by all of our pupils, the curriculum has to be flexible and adaptive to individual needs.

A great deal of emphasis is placed upon the social and emotional development of the pupil, the ability to co-operate, share, to tolerate each other, respect themselves and each other and to contribute to a positive atmosphere within the school. The school is dedicated to creating a safe and secure learning environment with the intention of raising the pupils' self-esteem and eradicating any feelings of worthlessness and failure. In order to reach these goals, the school encompasses a variety of teaching methods and learning styles.

The curriculum provided is flexible in its approach and delivery. This is to facilitate learning at all levels, accommodating pupils who have not had recent experience of the National Curriculum. In response to this, each overview for the core curriculum areas is a basic framework from which to work from so as to allow for the needs of a changing pupil population.



Aims

At Longford Park School, the curriculum is designed to recognise children's existing knowledge. Within each subject, we have identified a very succinct outline of the knowledge that pupils need to acquire by the end of each year. As a result of careful planning, pupils consistently relate back to previous learning when exemplifying learning related to their current topics or themes. Through carefully considered first hand learning experiences, we will allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers.

Our curriculum is a powerful vehicle utilised to maximise the potential of each individual and overcome all barriers to learning.



Our Curriculum Drivers



Believe, Belong, Become



Problem solving



*Mental health
and well-being*



Vocabulary



Our Curriculum Drivers



Believe, Belong, Become

In order for our pupils to Believe, Belong, Become, our curriculum offers opportunities for pupils to express themselves appropriately in various different ways; therefore developing their emotional intelligence alongside their academic skills. When pupils feel unsettled, they need to have reassurance from their key adult to help with emotional regulation. Using psycho-educational interventions from their Class Team, pupils are able to receive the bespoke support they need to so that pupils are ready to learn.

We have the same academic aspirations for our pupils as our mainstream friends, so pupils are expected to learn the National Curriculum, but with lessons that are tailored to the needs of pupils. To do this, we have to make sure pupils understand how their learning now links to their future. Pupils, parents and staff are expected to have the highest possible aspirations for their futures.

We believe in ourselves and each other, we belong to our school's community and we become the best we can be.

Problem solving

Enabling children to express themselves supports their wellbeing. Social skills and the ability to communicate and cooperate with others is also a key life skill which our children need support to develop in order to feel a sense of belonging throughout their lives. We feel our pupils greatly benefit from learning the key Mathematical and English skills through real-life activities, for example shopping, café, cooking or role play situations within school. This will help pupils to see the purpose of their learning whilst also motivating them and enabling them to learn life skills at the same time.

Finding answers for ourselves makes learning exciting!



Our Curriculum Drivers



Mental health and well-being

Discussing mental health and well-being is a part of daily life at LPS, for staff and pupils. As well as recognising what we can do to help ensure good mental health, it is important pupils can recognise the full spectrum of their own emotions and have the appropriate, age-related

vocabulary to discuss these. Well-being is taught about within the wider context of building self-esteem, emotional well-being, relationships and healthy lives. This begins in EYFS and develops through to Year 6. The intention of our work in this area is to prepare our pupils for the opportunities, responsibilities and experiences of adult life.

We recognise the need to work as a whole school community to ensure a shared understanding of RSE and the values underpinning it and to deliver an effective programme that meets the needs of our pupils, taking into account their SEMH and complex needs.

I understand I might experience different emotions at different times and can use the words to talk about how I feel.

Vocabulary

When teaching vocabulary, it is important for pupils to learn the meaning of the word. This is called semantics. Pupils also need to learn the sound pattern, which is called phonology. Once pupils are confident in using the words, they then need to learn how to write it down. This is called orthography. Using appropriate vocabulary is useful for not only academic progression, but this is also essential for the acquisition of inter-personal skills.

It's important I learn the right words so that people understand what I say. This is important not only for me when I speak, but also when I write.



Important Terms

Curriculum drivers shape our bespoke curriculum. They are derived from evaluating the SEN and themes of our pupils, our beliefs about addressing barriers to learning, mental health awareness and our core values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities underpinned with mental health understanding.

Curriculum breadth is shaped by our curriculum drivers, cultural capital, subject topics and our ambition for children's experiences to bring learning to life.

*Our curriculum distinguishes between subject topics and **golden threads**. Curriculum threads are the specific aspects of subjects that are woven throughout the subjects to build and strengthen the concepts being taught and reinforce progression over time.*

Vocabulary is how we teach pupils to learn about words; including mental health and subject specific vocabulary. We enable pupils develop the language and interpersonal skills needed throughout life.

Core values are how we underpin the curriculum with the believe, belong, become core values. We believe in ourselves and each other, we belong to our school's community and we become the best we can be. Pupils can reflect daily on how their SEMH need has been addressed by linking to the core values.

Mental health is how our specialist teaching of SEMH supports the learning of individuals who have SEMH needs through teaching useful strategies, such as; social skills, emotional wellbeing, and mental health. Teaching children how to recognise the signs of positive and problematic mental health and knowing how to get the support in an effective way.

Problem solving is engaging with our pupils at the initial signs of encountering a problem. SEMH needs may manifest through challenging behaviour or low mood. Our specialist teachers maximise the potential of children by working with them to overcome their barriers to learning, and on how recognising and explicitly teaching the specific skills needed to support identified individuals.

Pedagogy is the method and practice of teaching, especially as an academic subject or theoretical concept. Staff have a shared pedagogy of supporting children with SEMH and complex needs and core values that align with a unique skill set and understanding for our pupils, often fed by latest research and up-to-date training.



Intent

We want all children to embed knowledge in art and design over time so that they will develop their creativity and imagination by exploring the visual, tactile, sensory qualities of materials and processes, discuss their own work, and that of their peers by making references to artists that have inspired them.

Through Art we aim to develop pupils' resilience and develop creative, critical thinkers. Enabling the opportunity to teach pupils that mistakes are ok whilst encouraging them to think how to correct or improve their work. Pupils are also encouraged to express their individuality & emotions through their artwork, taking ownership of their own pieces and using art as a tool for promoting positive wellbeing and self-regulation.



Believe • Belong • Become

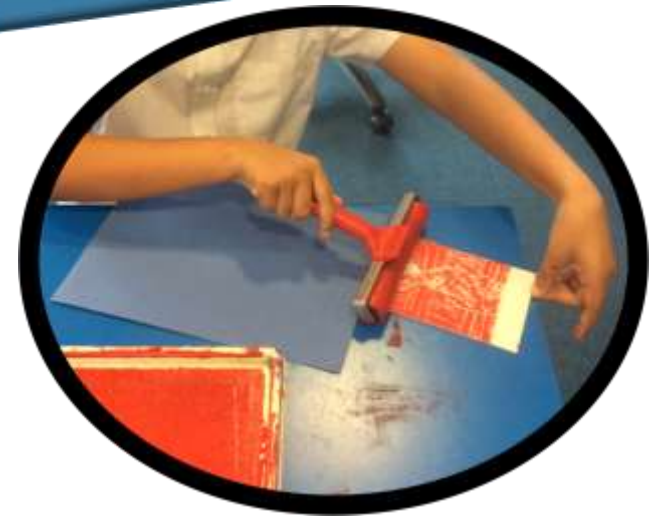


Implementation

Pupils at Longford Park are encouraged to be creative and critical thinkers, which is especially encouraged through the arts. Each class completes 3 different art projects per year. During the art lessons, there is a progression of skills across the school within:

- *Exploring and developing ideas*
- *Drawing*
- *Painting*
- *Sculpture*
- *Collage*
- *Textiles*
- *Printing*
- *Studying the work of other artists*

All children in school have their own sketchbook to record the process and artistic experimentation within. These are referred back to during art lessons to encourage reflective discussions with peers.



Long Term Plan

National Curriculum	Class	Autumn		Spring		Summer	
		Artist	Skills	Artist	Skills	Artist	Skills
<p>EYFS Framework: Expressive Arts & Design: It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>	Flannigan and Newiss (EYFS)	Paul Klee	Exploring and Developing Ideas, Work of Artists, Printing <i>rubbing, stamping, pressing & rolling</i> Sculpture <i>using a variety of techniques with recycled & natural resources.</i>	Sara Sherwood	Exploring and Developing Ideas, Work of Artists, Drawing <i>lines using different materials/thickness</i> Painting <i>experimenting with different brushstrokes/foils & primary/secondary colours</i>	Alma Thomas	Exploring and Developing Ideas, Work of Artists, Textiles <i>dyeing to change the colour & decorating with glue to add detail</i> Collage <i>arranging a variety of materials that have been torn out to add texture</i>
<p>KS1: 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</p>	Lamb (KS1/LKS2)	Yayoi Kusama	Exploring and Developing Ideas, Work of Artists, Printing <i>copying an original print by making own simple print blocks (eg. by cutting veg/pieces of card)</i> Sculpture <i>cutting/combining shapes to make recognisable forms using clay</i>	Romero Britto	Exploring and Developing Ideas, Work of Artists, Drawing <i>experimenting with line and texture through different materials & dots/lines</i> Painting <i>mixing colours & altering tints/shades</i>	Gustav Klimt	Exploring and Developing Ideas, Work of Artists, Textiles <i>weaving and decorating with glue or decorations</i> Collage <i>selecting different colours & using a range of materials to create effect.</i>
<p>KS2: 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 create sketch books to record their observations and use them to review and revisit ideas - 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</p>	Broomhead Shafai Pearce Tan (LKS2)	Faith Ringgold	Exploring and Developing Ideas, Work of Artists, Textiles <i>using stitching to join materials and add texture</i> Collage <i>using different techniques with a range of materials (eg. overlapping, assimilation, mosaic and montage)</i>	Henry Moore	Exploring and Developing Ideas, Work of Artists, Drawing <i>looking at tone/texture (eg. hatching) and light/dark (eg. shading) with different pencils</i> Sculpture <i>joining techniques with clay & adding materials to create detail</i>	Edward Saidi Tingatinga	Exploring and Developing Ideas, Work of Artists, Painting <i>mixing colours effectively and using a range of brush techniques to create shape, pattern & lines.</i> Printing <i>make printing blocks and use more than one colour to layer in a print</i>
	Lamb Patel Harvey (UKS2)	Van Gogh	Exploring and Developing Ideas, Work of Artists, Painting <i>with acrylic/oil paints to create texture & create colour palette</i> Textiles <i>sawing, overlapping various fabrics & adding decorations for texture & effect</i>	Yinka Shonibare	Exploring and Developing Ideas, Work of Artists, Printing <i>experiment with different styles/types of print & create a repeating patterned background</i> Collage <i>add a mixed media collage to a printed background to create unusual patterns</i>	Archibald Leitch	Exploring and Developing Ideas, Work of Artists, Drawing <i>shadows and perspective with a range of media</i> Sculpture <i>use tools to carve shape/texture/pattern using materials other than clay (eg. wire, foil, wood/ac)</i>

Click here to view our long term plan for this academic year



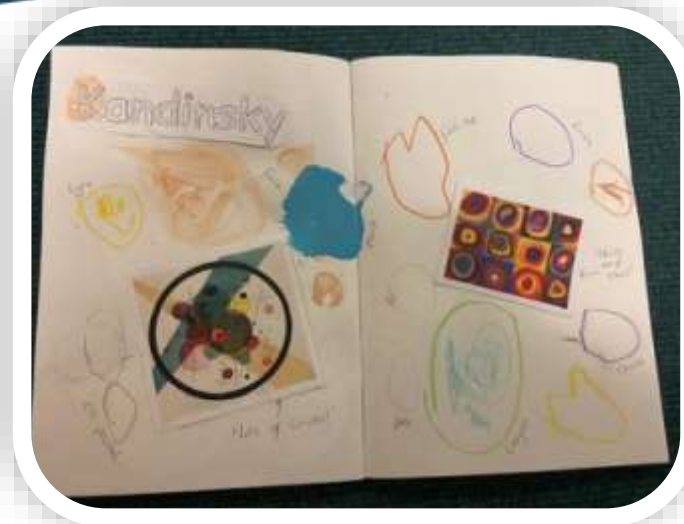
Impact

The children are responsible for recording their own progression in sketchbooks, therefore enabling them to express their individuality and personal artistic preferences through art and design.

Some projects form part of larger collaborative pieces which are then displayed around school.

Teachers track the skills demonstrated by each individual pupil on a termly basis to assess the progress made.

Children are encouraged to reflect on both their own achievements and the achievements of others as part of each topic.



Cultural Capital

The range of artists studied is carefully selected by the school's art lead with diversity at the forefront.

Children learn about artists who specialise in a variety of areas and whom the children may be able to relate to. The artists life is studied and discussions revolving round similar life experiences and ambitions take place.

Significant cultural and religious events are celebrated throughout the school with theme days. These days usually involve children experiencing art from different cultures or religions to their own and actively participating in creating pieces of work.

Family events take place throughout the year which encourage parents/carers to participate in arts & crafts activities with their child, sharing their own skills and enjoyment whilst promoting a positive wellbeing.

Children experience trips and visits across the curriculum, with links made to art knowledge and skills. For example discussing artwork observed in museums during a history trip or making sketches during geography fieldwork trips.



Use of Technology

Computers and iPads are used to research for examples of famous artworks and for the children to find out more about the artist being studied.

The use of technology and the Internet enables children to visit virtual tours of art galleries from around the world and explore pieces which they would otherwise be unable to see.

Some projects studied also use technology to create digital art pieces.



British Values

Democracy	Rule of Law	Individual Liberty	Tolerance	Mutual Respect
<p>Take the views and opinions of others into account when deciding upon collaborative projects or outcomes.</p> <p>Take turns and be able to work to instructions from others .</p>	<p>Understand rules relating to sensible use of equipment.</p>	<p>Understand rules relating to sensible use of equipment.</p> <p>Opportunities to express pupils' own individuality, views and ideas.</p>	<p>Work as a team.</p> <p>Discuss and reflect on each other's work constructively.</p> <p>Offer support and advice to others .</p>	<p>Offer support and advice to others .</p> <p>Discuss and reflect on each other's work constructively.</p>



Pupil Voice

I love art because you get to design things and use colours.

I find art quite stressful especially when I make mistakes.

Some of the stuff we use I've never used before—I've never even heard of some of it before!

Drawing & colouring in calms me down.

I like using the clay the most.

I like art, although we don't do it very much. I'd like to do it more often.

