



The Poplar Adolescent Unit
Therapeutic Education Department

ART CRAFT AND DESIGN TECHNOLOGY POLICY

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Clare Varley – January 2019	

Aims and Objectives

Design technology, art and craft prepare young people to take part in the development of tomorrow's rapidly changing world. The subjects encourage them to be autonomous and

continuous problem solvers, both as individuals and as part of a team. It enables them to identify and develop ideas by making original products while developing independent thinking and craft skills.

Through the study of art, craft and technology the students can enhance their understanding of social environmental issues as well as the aesthetic through planning, research and evaluation throughout the work. Art and design technology helps all young people to become discriminating and informed consumers, and potential innovators.

The aims of Art, craft and design technology are –

- To develop imaginative thinking in young people and enable them to talk about what they like and dislike while designing and making
- To enable them to talk about how things work, and draw and model their ideas
- To encourage the appropriate resources and tools and promote healthy and safe working
- To explore a wide range of materials and resources
- To develop skills that can be transferred across the curriculum and to other subjects
- To raise self esteem and develop a potential hobby

- **Intent** – That all young people should engage with art sessions. That some of these that are not doing GCSE or A level are will be able to attain accreditation through ASDAN and /or the Trinity Arts Award if they are a longer stay patient.
- **Implementation** – Young people are assessed as part of induction and given a key teacher. The art teacher will talk to them about what we offer, show them examples of past work, and encourage the young person to participate. The benefits of art as a therapeutic tool and coping strategy are shared, as well as the bonus of a nationally recognized certificate.
- **Impact** – Some of the young people will be willing to try and find therapeutic benefit by learning a new skill in art, craft or design. Some will follow the process through and raise self esteem by achieving accreditation for the work. Some may be demotivated for a variety of reasons and choose not to engage at all, and some will have highly academic coursework that requires a lot of their time.

Teaching and Learning

Staff use a variety of learning styles in all lessons. There's a mix of group and individual tasks according to the nature of the project they select. We encourage sharing of work and to add advice and comments in a respectful manner. The young people evaluate existing products, their own work and that of others.

In all classes there are people of differing ability and interests, we recognise that and endeavour to provide learning for all by matching the complexity of the task to the learning needs of the child. This can be done in several ways –

- Setting common tasks that are open-ended and can have a variety of results
- Setting tasks of increasing difficulty so that not all students will complete all tasks.
- Grouping by ability and differentiating task to each group

Our assessment process looks at a range of factors – classroom organisation, teaching materials, learning styles, differentiation, so that additional or different methods can be put in place to enhance the student learning experience.

The IEP (individual education plan) may include, as appropriate, specific targets relating to art, craft and design.

Contribution to Other Curriculum Areas

Use of English is encouraged in all project briefs -; there's planning, evaluation and accounts of other artists or designers. This involves written articulation of their ideas and to compare and contrast their views with those of other people. Through discussion young people learn to justify their own views and clarify their ideas.

Students encouraged to present work creatively and use art and design to explore creativity through science, forest and coastal schools sessions. They make posters for PHSE topics and present work digitally too

ICT is used as a support for design projects and valuable for research and presentation skills. Students can use software, downloads and editors to enhance and diversify the look of their work.

Spiritual, moral, cultural and social development cuts across all aspects of the curriculum. During phse and citizenship slots students are encouraged to display what they have learned visually, perhaps by doing posters, signage or a presentation to promote an organisation etc.

After school activities are offered on the ward. These tend to be therapeutic in nature and are delivered by the therapy team.

Recently the ward has employed an activities co Ordinator to do other things in unstructured time with the young people. The activities are often art and craft based, and they share ideas and resources with the art staff

Resources

We are fortunate to have a wide range of art, craft and technology resources that students have access to and can work with safely. Resources are chosen based on level of risk to the young people who are vulnerable to harm due to the school setting. Resources are largely kept in the art room, some locked away, in purpose built, spacious and light surroundings. In addition to the expected art resources we have sewing machines, a bank of computers and an IMAC. Books are insitu on a well stocked bookshelf and available to borrow as needed. If a student needs particular materials to work with we can usually negotiate to meet their needs.

An annual financial review and resource bid including, for example, a record of resource and budget planning is held and reviewed by our finance team at the start of each academic year. We no longer have separate budgets as we are such a small provision; rather, we request resources as needed. The decisions are made by the teacher in charge and the finance team.

Health and Safety

The general teaching requirements for health and safety apply across these subjects. We have food safety training for those young people that want to do it and the food technology teacher holds a food hygiene certificate. There are 2 trained first aiders one of whom is the art teacher. Before any electrical equipment is made available a demonstration and induction is given to the student, and knowledge and understanding is verified before they proceed. Sewing machines are a good example of this. Although several activities involve sharp objects etc these are risk assessed by the school and again on an individual level by the ward so steps are taken to minimise risk. If young people prepare and present food they are shown how to use cooking equipment and utensils safely and hygienically. They wear protective clothing and are aware of clean work surfaces, minimal obstruction etc. They are encouraged to be mindful of infection control.

Risk assessments are done twice daily and given to ward for approval. The nature of the task and any equipment that may present risk (sharps) is listed. It's a medical decision taken by ward staff on observing the young person's presentation at that point in time.

Design and Technology Curriculum

We have adapted aspects of the national scheme to the circumstances within our school and we use the therapeutic benefits of art and design to help the recovery of patients in a school setting. We plan activities that will build on prior learning of the individual. The use of project books as templates ensure that work is methodical, contains all necessary parts and that the book forms a structured frame in which to work. It contains all elements of a KS3 project but in a condensed form – it should be achievable in around 10 hours. This fits in with an ASDAN module from the short course in expressive arts book which is a much used research here.

Young people design and make objects that reflect some of their own personal interest. This reinforces self awareness and a sense of identity that may be eroded by mental health issues.

Assessment and Recording

Teachers assess the work done and progress made on a weekly basis and it is usually recorded via the CRM (clinical review meeting) for which there is a slot each week. Education is an integral part of this meeting and a weekly report is prepared outlining progress and raising any issues. Photos are kept of past work as evidence and also a good reference point for others. The images demonstrate that although people have artistic skills on a range of different levels, all can achieve and produce something that will raise their self worth.

Art and Design Assessment Policy

Art and Design is not a core subject in secondary education – rather, it is a general subject offered at KS3, with an option to study at KS4, GCSE level, when a student enters year 10.

At Poplar, we recognise the academic, recreational and holistic value of Art and Design as part of our curriculum, and deliver it as a timetabled subject activity with opportunities for outside accreditation from ASDAN and Trinity College, London.

We have a wide range of interests and abilities across our cohort, therefore we aim to

- Set common tasks that are open ended and can have a variety of results
- Provide differentiation by task level and expectation, and by level of support
- Offer resources that encourage the young person to work in mixed media

- Raise self-esteem by realising outcomes that are structured, aesthetically pleasing and where possible resulting in accreditation

If the student studies Art as a GCSE or A Level subject we will follow the scheme of work set by their home school, using resources provided by that school that are appropriate and current.

If a student is at KS3 level, has not taken Art as an option, or is currently not in education or training, they can access our options to study towards one or 2 national certificates.

Assessment points –

Phase 1 – on induction, the student will have a discussion with the tutor based around previous experience in art, hobbies and interests that can be used for inspiration. The student is asked to produce an A4 pencil drawing for their initial task, giving us an idea of baseline levels and support likely to be needed.

Phase 2 – The student is shown a range of options from pre existing project books. These cover a range of outcomes in Art, Craft and Design and can be found in the course file. The books lay down a pro forma for the student to work within, ensuring that all areas of the design and make methodology are covered as advised in National curriculum guidelines. During this 2 week (approx.) period the student would be expected to produce research and annotate this, analysing their choices. They would research an artist of their choice and move on to initial design work. The outcome can be adjusted to personalise the project books to suit the desired outcome of the young person.

Phase 3 – If this stage of treatment is entered into, we would work with the student to develop the designs into a piece of artwork/product design, which they evaluate. The resulting body of work will lead to an ASDAN Expressive Arts short course award worth 1 credit.

If the student wishes to make further progress, and they are likely to stay with us for a further period of time, they move through to a Level 1 Arts Award Bronze accredited by Trinity College London. This is an approx. 40 hour course achieved by compiling a detailed body of work, a final item and evidence of skill sharing with others.

Assessment is undertaken through lesson observation and critique of work. Discussing the work with the student on an ongoing basis enhances their evaluative skills and challenges them to raise their levels and their aspirations. The lead teacher for Art and Design will set levels periodically, and also assist other staff in delivery of Art and Design across the curriculum, diverging into other subject areas.