



# Provision for SEN and more able in Art

## **Introduction:**

Within our Art Curriculum, the overall ethos is to develop the school values of inspire, challenge and achieve.

## **SEN**

Children identified as having an additional need may require this to be addressed in art and design or they may find that this area of the curriculum is a strength. It is important that all children can make progress at their own uniquely defined starting point and that teachers support children to make progress at their own pace.

SEN provision in art and design spans through all teaching and learning. Teachers use AFL to support their decisions regarding the activities they choose for children or the level of support they give.

Modelling is an intrinsic part of the art-teaching-process and children are taught using whole class modelling by the teacher and tutorials by other professionals via websites. It is this combination of provisions that provides children with broad and balanced overview of what it means to be an artist.

Differentiation can be seen through the use of basic, advancing and deep tasks which can form different outcomes or offer different levels of support to achieve the same outcome. It is this level of individual challenge that makes our art curriculum unique to Westacre.

## **More able**

As with many other subjects, children can be gifted in one or more areas of art. Whether this is expressed through use with painting, pencil sketching, clay, collage, printmaking or mixed media, it is important to us that children are able to explore these talents and push boundaries. The curriculum is designed to explore many different areas of art to ensure a good range of skills can be explored by the children who attend here.

Across the three year groups, tasks are designed to allow freedoms for those who are most able. We do this through basic, advancing and deep tasks. Deep tasks are designed to allow children to fully explore their own creativity and have more independence as they work through different termly projects.

The curriculum is designed to explore four key areas that develop a 'project-based' approach with children. As children work across the three years they learn to recognise the key knowledge categories as a process they take through a project. The knowledge categories are Research and Respond, Explore Media, Record and Realise Intentions.

Provision for art is also explored through clubs that take on various forms throughout the year. There have been opportunities to take part in both an art club and a craft club individually and these contribute to developing and expanding children's artistic abilities to beyond the classroom.