Responding to pupil’s needs when teaching Art and Design

***The importance of art and design to pupils with learning difficulties***

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences, and is a unique way to understand and respond to the world, and to communicate with others. Pupils learn about the place and role of art, craft and design in life today, as well as in different times and cultures. In particular, art and design offers pupils with learning difficulties opportunities to:

• Experience, experiment with and use colour, form, shape, space, texture and pattern • explore different materials and processes

• respond to and communicate what they see, feel and think, on their own or working with others

• value and assess their own and others’ achievements. In response to these opportunities, pupils can make progress in art and design by:

• moving from responding to familiar ideas and themes when they start their work, to exploring ideas for different reasons, and selecting and using relevant information to help them develop their ideas

• sensory exploration and the use of a variety of materials and processes (to make images and artefacts), investigating and combining materials and processes, organising visual and tactile qualities and matching these to ideas and intentions

• being aware of their own and others’ work, describing what they think and feel about their own work, and the work of artists, craftspeople and designers.

***Exploring and developing ideas***

Exploring and developing ideas begins with sensory experiences and the world of the imagination. Pupils may experience different materials and ways of developing ideas by using colour, shape, space, pattern and texture. Teaching this aspect across key stages can help pupils to:

• record their observations of the world around them, for example, by looking at objects more closely and from different angles

• select starting points for their work by making simple choices

• respond to starting points in different ways, for example, feelings, moods, facial expressions. Investigating and making art, craft and design Investigating and making art, craft and design begins by pupils experimenting with different materials and processes to communicate ideas, feelings, moods and preferences in two and three dimensions, and on different scales. Teaching this aspect across key stages can help pupils to:

• use and then combine materials to make textures, patterns and different visual effects

• choose suitable tools, materials and techniques

• represent observations, ideas and feelings and make images and artefacts.

***Evaluating and developing work***

Evaluating and developing work begins by pupils developing communication and interaction skills (including appropriate vocabularies) and working with others. Teaching this aspect across key stages can help pupils to:

• focus on, and then recall, what they and others have done and recognise similarities and differences, for example, look, follow and examine certain parts of their own and others’ work

• communicate what they like and dislike about their own work, and the work of different artists, craftspeople and designers

• be aware of what they have done in their current work and recognise how they could make changes. Knowledge and understanding Investigating and making begins by pupils exploring and developing ideas, then evaluating and extending them. Knowledge and understanding supports this process. Teaching this aspect across key stages can help pupils to:

• identify natural and made materials and objects through sensory investigation

• explore and use materials, processes and techniques

• identify and use visual and tactile elements, for example, colour, texture, pattern, shape and form to create different effects

• observe and respond to the work of artists, craftspeople and designers from different times and cultures.