



Art Policy 26/27

The school is committed to reviewing this policy regularly to ensure it remains compliant with current legislation, statutory guidance, and best practice.

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Based on the Pearson BTEC Level 1/Level 2 Tech Award in Art and Design Practice specification.

1. Curriculum Vision

This curriculum is designed specifically for learners in Kassia with additional needs including ADHD and autism. The curriculum prioritises:

- Predictable routines and structure
- High levels of practical engagement
- Short, achievable outcomes each lesson
- Sensory-aware classroom practice
- Creative confidence and self-expression
- Regulation through making and practical exploration
- Explicit modelling and scaffolding
- Vocabulary development through visual learning
- Emotional safety and relationship-based teaching
- Frequent opportunities for success

The course has been designed around:

- 1 x 90-minute lesson per week
- 39 teaching weeks in Year 10
- 35 teaching weeks in Year 11
- Gradual build-up toward independent portfolio work
- Embedded assessment preparation
- Reduced cognitive overload through repetition and routine
- Project-based learning linked to learner interests wherever possible

The curriculum follows the Pearson BTEC structure:

- Component 1: Creative Practice in Art and Design (internally assessed)
- Component 2: Responding to a Brief (externally assessed synoptic component)

2. Qualification Structure

Component	Guided Learning Hours	Assessment Type
Component 1: Creative Practice in Art and Design	72 GLH	Internal assessment (Pearson-set assignment)
Component 2: Responding to a Brief	48 GLH	External synoptic assessment

The qualification requires learners to:

- Investigate artists and designers
- Generate ideas

- Experiment with materials and techniques
- Develop practical skills
- Reflect and refine work
- Present a portfolio
- Respond independently to a creative brief

3. Kassia Adaptations

ADHD-Friendly Approaches

Lesson Structure

Every lesson should follow a consistent structure:

1. Meet and regulate (5 mins)
2. Visual lesson overview (5 mins)
3. Demonstration/modelling (10 mins)
4. Practical task 1 (20 mins)
5. Movement/reset break (5 mins)
6. Practical task 2 (25 mins)
7. Reflection and tidy routine (10 mins)
8. Exit ticket/self-evaluation (10 mins)

Strategies

- Chunk tasks into small achievable stages
- Use timers and countdowns
- Provide immediate praise and feedback
- Use practical over written outcomes where possible
- Use visual instructions
- Build in movement opportunities
- Offer choices of materials and themes
- Use high-interest contemporary artists

Autism-Friendly Approaches

Environment

- Predictable routines
- Clear workstation boundaries
- Reduced sensory overload
- Quiet spaces available
- Visual timetables
- Clear expectations
- Minimal surprise changes

Communication

- Literal instructions
- Modelling before independent work
- Visual exemplars
- Sentence starters for evaluation
- Structured reflection templates
- Explicit vocabulary teaching

Assessment Adaptations

- Portfolio templates
- Writing frames
- Audio-recorded reflections where appropriate
- Photo evidence accepted
- Teacher scribing where required under access arrangements
- Extended completion windows where appropriate
- Regular mini-deadlines

4. Curriculum Intent by Year

Year 10 Intent

Year 10 focuses on:

- Building confidence
- Developing studio habits
- Exploring materials safely
- Understanding artists and designers
- Learning creative processes
- Developing practical experimentation
- Creating portfolio habits
- Completing Component 1

Year 11 Intent

Year 11 focuses on:

- Refining practical specialisms
- Building independence
- Strengthening portfolio presentation
- Responding to briefs independently
- Preparing for supervised assessment
- Completing Component 2

5. Recommended Art and Design Pathways for Kassia Delivery

The specification allows flexibility. For a PRU setting, the most accessible and engaging pathways are:

Recommended Core Areas

Drawing and Illustration

- Low-cost
- Accessible
- Highly adaptable
- Supports regulation
- Strong foundation skills

Mixed Media and Collage

- Immediate success
- Sensory engagement
- Flexible outcomes
- Supports experimentation

Printmaking

- Structured processes
- Repetition and routine
- High engagement
- Good for confidence building

Photography and Digital Art

- Motivating for reluctant learners
- Supports modern creative interests

3D Construction and Sculpture

- Practical engagement
- Supports sensory learners

Graphic Design

- Clear vocational pathways
- Digital engagement
- Structured outcomes

6. Year 10 Scheme of Work (39 Weeks)

Autumn Term 1 (Weeks 1–7)

Foundation Skills and Studio Habits

Week	Focus	Learning Objectives	Activities	Evidence
1	Introduction to BTEC Art	Understand course structure and expectations	Studio tour, sketchbook setup, baseline drawing	Baseline observational drawing
2	Mark Making	Explore expressive marks and materials	Charcoal, graphite, ink experiments	Technique pages
3	Formal Elements	Understand line, shape, tone, texture	Visual tasks and artist links	Formal elements worksheet
4	Colour Theory	Explore colour mixing and emotional impact	Paint mixing tasks	Colour wheel and mood study
5	Observational Drawing	Develop looking and recording skills	Still life drawing	Observational study
6	Artist Investigation	Research a contemporary artist	Mood board and annotation	Artist research page
7	Mini Project Assessment	Apply learned skills in short project	Personal response artwork	Mini portfolio review

Autumn Term 2 (Weeks 8–14)

Experimental Materials and Processes

Week	Focus	Learning Objectives	Activities	Evidence
8	Collage and Composition	Explore arrangement and layout	Magazine collage work	Collage experiments
9	Printmaking	Learn mono printing techniques	Mono print workshop	Print samples
10	Texture and Surfaces	Explore texture in art	Texture rubbings and mixed media	Texture studies
11	Sculpture Basics	Construct simple 3D forms	Card and wire sculpture	3D maquette
12	Photography Skills	Composition and camera basics	Photo walk	Contact sheets
13	Digital Editing	Basic digital manipulation	Canva/Photopea tasks	Edited images

Week	Focus	Learning Objectives	Activities	Evidence
14	Reflection and Review	Evaluate strengths and interests	Portfolio review	Self-assessment

Spring Term 1 (Weeks 15–20)

Creative Investigation Project

Theme: Identity and Self

Week	Focus	Learning Objectives	Activities	Evidence
15	Theme Introduction	Investigate identity in art	Artist research	Mood board
16	Primary Research	Gather personal source material	Photography and sketches	Research pages
17	Idea Generation	Develop creative responses	Thumbnail sketches	Idea sheets
18	Material Testing	Experiment with media	Mixed media workshop	Technique tests
19	Development	Refine strongest idea	Extended practical work	Development pages
20	Final Outcome	Produce resolved piece	Final artwork	Outcome and reflection

Spring Term 2 (Weeks 21–26)

Graphic Communication and Visual Messaging

Week	Focus	Learning Objectives	Activities	Evidence
21	Typography	Understand fonts and layout	Poster experiments	Typography page
22	Logo Design	Create visual identity	Branding exercises	Logo designs
23	Street Art and Graffiti	Explore urban visual culture	Spray-paint simulations	Street art designs
24	Poster Design	Combine image and text	Awareness campaign poster	Final poster
25	Digital Graphics	Use digital design tools	Canva graphics	Digital portfolio
26	Review and Assessment	Present graphic work	Peer critique	Portfolio pages

Summer Term 1 (Weeks 27–33)

Component 1 Preparation

Week	Focus	Learning Objectives	Activities	Evidence
27	Understanding the PSA	Explore assignment structure	Sample assignment analysis	Planning sheet
28	Research Methods	Develop investigation skills	Artist comparison	Research pages
29	Recording Ideas	Improve annotation and recording	Sketchbook workshops	Annotation tasks
30	Experimentation	Broaden material use	Rotational workshops	Experiment pages
31	Refinement	Improve and revisit ideas	Development work	Refinement studies
32	Portfolio Organisation	Structure evidence clearly	Portfolio building	Organised folder
33	Mock Task	Timed mini assignment	Controlled practical work	Mock submission

Summer Term 2 (Weeks 34–39)

Component 1 Pearson-Set Assignment Launch and Start

Week	Focus	Learning Objectives	Activities	Evidence
34	Assignment Release	Understand brief and tasks	Assignment unpacking	Planning pages
35	Task 1 Investigation	Research and investigation	Artist/context research	Investigation evidence
36	Task 2 Idea Generation	Generate creative ideas	Mood boards and sketches	Idea sheets
37	Task 3 Experimentation	Explore techniques	Practical workshops	Technique evidence
38	Task 3 Development	Refine outcomes	Development work	Refinement pages
39	Interim Assessment	Review progress and targets	One-to-one tutorials	Assessment records

7. Year 11 Scheme of Work (35 Weeks)

Autumn Term 1 (Weeks 1–7)

Component 1 Completion

Week	Focus	Learning Objectives	Activities	Evidence
1	Restart and Re-engagement	Revisit assignment requirements	Portfolio audit	Action plan
2	Practical Development	Improve technical quality	Workshop support	Development work
3	Final Outcome Production	Produce resolved piece	Independent making	Final outcome
4	Portfolio Refinement	Improve presentation	Editing and layout	Portfolio pages
5	Recording and Annotation	Complete written elements	Annotation support	Written evidence
6	Internal Assessment	Finalise Component 1	Controlled completion	Submission
7	Resubmission Window	Improvement opportunity	Targeted refinement	Resubmission evidence

Autumn Term 2 (Weeks 8–14)

Transition into Component 2

Week	Focus	Learning Objectives	Activities	Evidence
8	Understanding Briefs	Explore creative briefs	Commercial brief analysis	Notes and responses
9	Audience Awareness	Understand target audiences	Persona creation	Audience profiles
10	Planning Projects	Time management and organisation	Gantt charts and plans	Planning sheets
11	Mock Brief Project	Begin mini response project	Research and ideas	Development pages
12	Development Workshop	Refine ideas and techniques	Independent work	Technique tests
13	Final Response	Produce mini final piece	Timed practical work	Outcome

Week	Focus	Learning Objectives	Activities	Evidence
14	Presentation Skills	Present portfolio clearly	Verbal presentation	Portfolio review

Spring Term 1 (Weeks 15–20)

Advanced Skills and Synoptic Preparation

Week	Focus	Learning Objectives	Activities	Evidence
15	Refining Personal Style	Build creative identity	Independent exploration	Style boards
16	Combining Techniques	Use mixed processes	Layered media workshops	Experiments
17	Review and Improvement	Develop evaluative skills	Critique sessions	Review sheets
18	Timed Creative Challenges	Work under pressure	60-minute tasks	Challenge outcomes
19	Portfolio Curation	Select strongest evidence	Editing portfolio	Curated portfolio
20	Mock External Assessment	Simulate exam conditions	Mini supervised task	Mock assessment

Spring Term 2 (Weeks 21–26): Component 2 External Assessment Preparation

Summer Term 1 (Weeks 27–35): Component 2 External Assessment Window

Week	Focus	Learning Objectives	Activities	Evidence
27	External Brief Released	Understand Pearson brief	Brief analysis	Initial planning
28	Research Phase	Gather inspiration and sources	Research activities	Research portfolio
29	Idea Generation	Develop multiple ideas	Sketches and concepts	Idea sheets
30	Experimentation	Test materials and techniques	Practical sessions	Technique tests

Week	Focus	Learning Objectives	Activities	Evidence
31	Development	Refine strongest ideas	Extended practical work	Development pages
32	Development and Review	Improve outcomes	Teacher checkpoints	Refinement evidence
33	Final Outcome Production	Produce final response	Controlled practical work	Final artwork
34	Portfolio Presentation	Organise and annotate	Portfolio completion	Final portfolio
35	Submission and Celebration	Submit work and reflect	Exhibition and evaluation	Final submission

8. Assessment Schedule

Component 1 Internal Assessment Timeline

Stage	Suggested Timing
Skills development and workshops	Year 10 Weeks 1–33
Pearson-set Assignment begins	Year 10 Week 34
Controlled assessment work	Year 10 Week 34 – Year 11 Week 6
Internal marking	Year 11 Week 6
Resubmission window	Year 11 Week 7
Moderation preparation	Year 11 Week 8

Component 2 External Assessment Timeline

Stage	Suggested Timing
Mock preparation	Year 11 Weeks 8–26
External brief release	Year 11 Week 27
Supervised assessment period	Year 11 Weeks 27–34
Submission	Year 11 Week 35

9. Weekly Lesson Structure Template (90 Minutes)

Time	Activity
0–5 mins	Meet and regulate

Time	Activity
5–10 mins	Visual lesson overview
10–20 mins	Teacher modelling/demo
20–40 mins	Practical activity 1
40–45 mins	Reset/movement break
45–70 mins	Practical activity 2
70–80 mins	Reflection and peer feedback
80–90 mins	Tidy routine and exit ticket

10. Essential Studio Equipment and Materials

Furniture and Environment

Essential

- Large wipe-clean tables
- Adjustable stools/chairs
- Drying rack
- Lockable storage cupboards
- Flat file storage drawers
- Shelving units
- Sink access
- Teacher demonstration table
- Visualiser/projector
- Whiteboard
- Pinboards/display boards
- Calm regulation area
- Task lighting
- Charging station

SEND-Friendly Additions

- Noise-reducing headphones
- Visual timers
- Fidget tools
- Weighted lap pads
- Individual workstation dividers
- Soft lighting options
- Visual instruction boards
- Colour-coded storage

Core Drawing Materials

Per pupil:

- A3 sketchbook
- A4 sketchbook
- Graphite pencils (HB–8B)
- Erasers
- Pencil sharpeners
- Fine liners
- Coloured pencils
- Oil pastels
- Soft pastels
- Charcoal sticks
- Rulers
- Glue sticks
- Scissors

Shared:

- Cartridge paper
- Sugar paper
- Tracing paper
- Mount board
- Masking tape
- Spray fixative

Painting Materials

- Acrylic paints
- Watercolour paints
- Poster paints
- Palettes
- Assorted brushes
- Water pots
- Aprons
- Table covers
- Easels
- Sponges
- Mixing trays

Printmaking Equipment

- Foam printing sheets
- Lino blocks (soft cut for SEND learners)

- Printing rollers
- Printing trays
- Printing inks
- Mono printing materials
- Relief printing tools
- Safety cutting tools
- Drying lines/racks

Sculpture and 3D Materials

- Cardboard sheets
- Modroc
- Air-dry clay
- Wire
- Wire cutters
- Masking tape
- Glue guns (low-temp)
- PVA glue
- Recycled materials
- Foam board
- Craft knives (staff supervised)
- Cutting mats

Photography and Digital Equipment

- iPads or laptops
- Digital cameras
- SD cards
- Colour printer
- Photo paper
- Scanner
- Ring lights
- Editing software access

Recommended software:

- Canva
- Photopea
- Adobe Express
- Pixlr
- Procreate (if using iPads)

Textiles Materials (Optional but Recommended)

- Fabric scraps
- Embroidery hoops
- Needles
- Threads
- Felt
- Fabric scissors
- Sewing machine
- Heat-transfer vinyl
- Fabric paints

11. Recommended Artist and Designer References

Accessible Contemporary Artists for Kassia Learners

Drawing and Illustration

- Jean-Michel Basquiat
- David Shrigley
- Quentin Blake
- Tim Burton

Street Art and Identity

- Banksy
- Keith Haring
- Shepard Fairey

Colour and Expression

- Yayoi Kusama
- Frida Kahlo
- Henri Matisse

Photography

- Cindy Sherman
- Martin Parr
- Steve McCurry

Sculpture and 3D

- Louise Bourgeois
- Antony Gormley
- Nick Cave

Graphic Design

- Saul Bass
- Peter Saville
- Paula Scher

12. Behaviour and Engagement Systems

Recommended Systems

Regulation Before Learning

- Calm arrival routine
- Music during practical work
- Visual expectations
- Emotional check-ins

Motivation Systems

- Portfolio point rewards
- Artist of the week
- Display opportunities in reception
- Mini exhibitions
- Certificates for resilience and creativity

De-escalation Strategies

- Choice-based tasks
- Alternative seating
- Reduced written demand
- Visual rather than verbal reminders
- Time-out regulation passes

13. Portfolio Expectations

Each learner should build:

Year 10

- Research pages
- Material experiments
- Artist studies
- Annotation practice
- Development work

- Photography evidence
- Sketchbook evidence

Year 11

- Refined portfolio presentation
- Independent planning
- Evaluation and review
- Final outcomes
- Synoptic evidence

14. Staffing

Teacher

- N Curran non specialist (training available through Pearson)
- Understanding of trauma-informed practice
- Familiarity with BTEC moderation through training

Support Staff

- TA support during practical sessions
- Literacy support for annotation
- Emotional regulation support

15. Health and Safety Considerations

Essential policies required:

- Tool safety
- Printmaking safety
- Glue gun supervision
- COSHH awareness
- Digital safety
- Safe storage procedures
- Cleaning routines
- Apron and PPE expectations

SEND considerations:

- Sensory sensitivities
- Noise management
- Safe movement around studio

- Predictable transitions
- Visual safety signage

16. Suggested Homework Approach

Traditional homework is not recommended for Kassia learners.

Instead use:

- Photography tasks
- Artist image collection
- Mood board creation
- Gallery website exploration
- Reflective voice notes
- Collecting textures/materials

Homework should always be optional or low stakes.

17. Long-Term Outcomes and Progression

This curriculum supports progression into:

- Level 2 Art and Design
- Level 3 Creative Media
- Photography
- Graphics
- Games Design
- Illustration
- Fashion
- Creative apprenticeships
- Community arts projects

It also develops transferable skills including:

- Communication
- Independence
- Problem solving
- Organisation
- Emotional regulation
- Confidence
- Collaboration
- Reflective practice

18. Final Recommendations

Most Important Success Factors at Kassia

1. Relationships first
2. Predictable routines
3. Practical over theoretical
4. High success rate activities
5. Small achievable steps
6. Flexible evidence collection
7. Strong visual teaching
8. Sensory-aware environment
9. Celebration of individuality
10. Consistency across staff

This curriculum has been intentionally designed to balance:

- BTEC assessment requirements
- SEND accessibility
- Kassia engagement needs
- Limited curriculum time
- Learner wellbeing
- Vocational authenticity

The structure allows us to create one fully planned lesson per week while maintaining clear progression toward both components of the qualification.