



# Expressive Arts

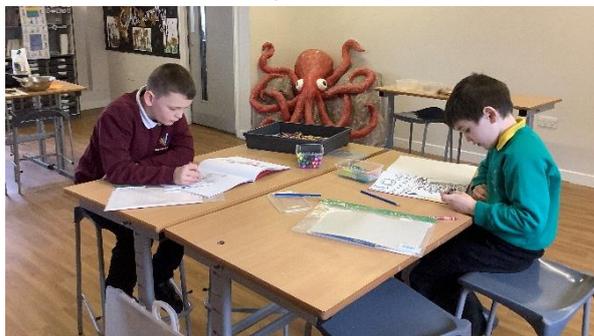
## What is Expressive Arts?

Expressive Arts is a Health and Wellbeing intervention that uses Art as a medium for creativity, independence, expression and communication. Learners enjoy the process of creating and viewing one another's art work. They use creative techniques such as drawing, painting, collage, colouring, sculpting and sensory media to express themselves artistically. The biggest advantage is that Art can express things that are not verbally expressible particularly for learners who don't have the language to talk about what's inside of them. The aim is to enable learners to discover an outlet for often complex and confusing emotions that cannot always be expressed appropriately.

## What are the key principles of Expressive Art?

Expressive Arts encourages learners to:

- Be creative and express themselves in different ways.
- Develop important skills, both those specific to the expressive arts and those which are transferable such as self-expression, observation, discipline, experimentation, creativity, behaviour management, perseverance, and confidence building.
- Explore and express feelings, unwind and heal.
- Develop resilience and possibly reconcile conflicts.
- Improve self-awareness and boosts self-esteem.
- Practice and develop interaction and social skills.



# Pathways to Success

P2S



## What does an Expressive Art session look like?

Learners have their own sketchbook and participate using a range of Art media throughout the session, tailored to individual learner's needs. There is also an opportunity to express themselves using their sketchbooks using resources in the art room. It's about the process rather than the product. Everyone can be successful in this session because it's not about artistic skill, it's about healthy expression through all of these art materials we have here in the art room.

The sessions are playful, learner led and strengths based and support progress towards their targets in Art.

At the end of the session we clean up and have a discussion about how they feel.

*Activity examples include:* painting with vehicles, making zen balls (making a lavender scented play dough) and making their own emotion and calming bottles.

*A session example includes:* creating a magazine collage about yourself, looking through collage boxes and collecting items you think expresses something about yourself.

## What is the structure of the session?

1. Enter session to calm music  
Introduction to activity, reaffirm expectation within the session
2. Learner to access activities of their choice throughout the session (20 minutes)
3. **Reflection time, and an opportunity to share what they have experienced.**

## How is evidence captured and assessed?

Evidence for Expressive Arts is captured through Earwig and Boxall profiling. Photographs are taken throughout the session and an evaluation sheet is completed at the end of each session for every learner to capture small details. An Earwig assessment will be created for each session. The Autism Framework can be used alongside the Earwig assessment. Boxall profiles will be completed at the end of every term.

Learners are observed as to how they interact with an activity and with other people. Behaviours are noted when a learner enters the classroom and when they leave.

## How long does a learners usually stay on Expressive Arts (and rationale)?

