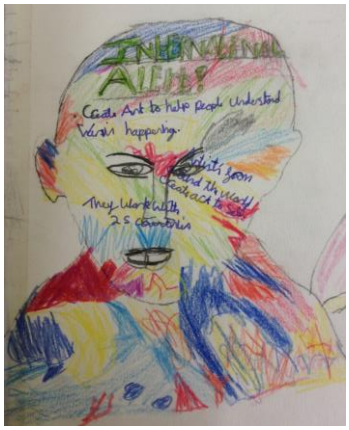
Case Study – An exploration into the impact of art on the Sense of Self

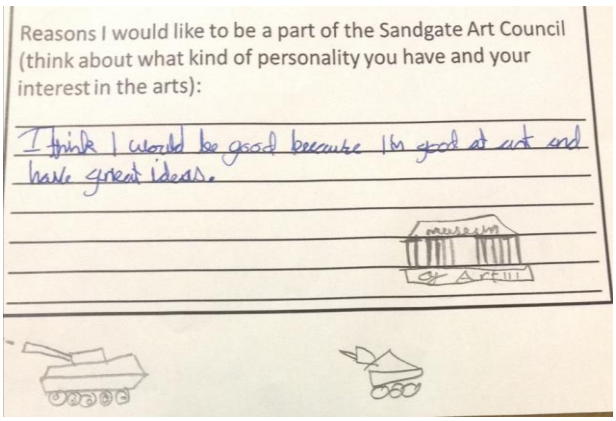


The impact of the art curriculum has clearly had an impact on Child A. Child A has a complex background and, at the start of the year, found it quite difficult to contain his emotions. When a small (often trivial) remark would be made by a peer or if the teacher spoke to him about his behaviour, he would become very angry and storm out of the classroom.

The year group have chosen to take part in the Explore Art Award and, since starting the award in October, there has been a great change in Child A's behaviour; the arts have seemed to help him express and find himself.

During his studies, Child A has become more confident in speaking in front of his peers, often bringing in art from home to show the class and asked his teacher if he could have a sketchbook to take home to continue with his art. The class teacher agreed and his love of art has continued to flourish. Child A recently bought in a magazine which teaches the reader how to draw super heroes and shared his learning – and the magazine- with his peers. The last time that Child A exited the classroom or had an outburst was last year (2015).

Child A's sketchbook was one of the six requested by Art Award moderators and he (along with his year group) passed the Art Award Explore. As well as this, he applied and was elected to become a member of the school's art council. At the most recent parent's evening Child A's parents commented upon his demeanour at home, noting how he seems much calmer and happier. They also mentioned that he seems to be enjoying school more and looks forward to going to school. This is reflected in his well-being in the classroom, his improved relationships with his peers and the progress that he has made in his learning. It is hoped that his love of art will continue to help him grow not academically but socially and emotionally too.



Catherine Thomas – Art Leader