



Griffin Primary School

Art and Design Policy

Reviewed By	Approved By	Date of Approval	Version Approved
Charlene Metcalfe	Governors	5.5.21	1.0

Aims and Objectives

The National Curriculum for Art and Design states that art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

The aims of teaching art are to ensure that all pupils:

- Produce creative work, exploring ideas and recording their ideas.
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using the language of art, craft and design.
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Subject Curriculum Intent

We want to stimulate creativity and imagination through art.

- Pupils are taught to appraise works of art and make links to their own.
- Pupils experiment with their ideas, use of colour, texture, form, pattern, different materials and processes.
- Pupils are taught how to improve their skills in drawing, painting, sculpture, textiles and printing to create final pieces.
- Pupils are taught about great artists, both past and present, including craft makers and the development of their art form/s.
- Pupils will improve their skills and have appreciation for the arts.
- Pupils will complete units during art weeks to enable skills to be taught and built upon.

Subject Curriculum Implementation

The implementation of the Art and Design curriculum is through a number of elements, outlined below:

- LTP
- MTP
- Curriculum knowledge
- Sticky Knowledge
- Subject specific skills
- Subject specific vocabulary
- Progression of artists
- Recap of prior learning – Remember when
- Assessment

- CPD
- Teacher subject knowledge
- Use of WAGOLLS
- Resources

Subject Curriculum Impact

- Outcomes of pupils in each year group.
- All pupils to become confident with the skills they are taught in each year group, building upon previous learning.
- Pupils to have an opinion about art, making links, where appropriate, to their wider learning.
- Pupils to have a knowledge of artists, their work and techniques they use.
- Pupils to know and build upon subject specific language.
- Pupils to create their own portfolio, building on skills and to use as a reference point.

Curriculum Planning

Art is a foundation subject in the National Curriculum. Our school uses the National Curriculum Art and Design Programmes of Study as the basis for its curriculum planning in Art and Design. At Griffin Primary School Art is taught termly through an Art week. This enables all pupils to develop their knowledge, skills and techniques sequentially before creating a final piece.

The long-term plan maps out the units covered in each term during the key stage. It is written by the subject leader in consultation with SLT and other members of teaching staff.

The medium-term plan for Art is used to support teachers in year groups writing their short term plan for Art week. These are checked by the subject leader and SLT to ensure the progression of skills and subject knowledge is sequential and accessible for all.

Activities are planned in Art and Design so that they build on the prior learning of the children. Children of all abilities are given the opportunity to develop their skills, knowledge and understanding, and we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school

Subject Provision across the school

EYFS

Art and design teaching in the Foundation Stage is based on Early Learning Goals (ELGs) set out in the Early Years Foundation Stage Framework (EYFS). Art and Design is 1 of 7 strands contribute to the ELG objectives. In the EYFS pupils are encouraged to experiment and safely use and explore a variety of materials, tools and techniques and experiment with colour, design, texture, form and function. They

are also encouraged to use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art and design as well as building on previously taught techniques. Pupils in EYFS should be able to talk about their creations and the processes they have used.

Key Stage 1

As pupils progress through Key Stage 1 they use their prior knowledge of tools and materials to explore and develop their ideas by drawing, painting, collage and sculpture by collecting ideas and talking about them. All pupils in Key Stage 1 use an artbook to record ideas and practice techniques as well as appraise pieces of art.

Key Stage 2

Pupil's creative development in Key Stage 2 should build on their experiences provided in Early Years Foundation Stage and Key Stage 1. It is important that the knowledge and skills in Key Stage 1 be extended and developed in Key Stage 2.

By the time the pupils reach Upper Key Stage 2 we aspire to equip them with the skills and confidence to develop their own ideas and adapt them as they progress.

In Key Stage 2 our pupils continue to use art books as an integral part of the exploration and development of ideas. The pupils use their art books as a means of recording, investigating and experimenting with materials, images and ideas. Pupils can map out what worked well in theirs and others art as well as thinking about how to further improve.

Resources

Griffin Primary School has a designated Art cupboard in which all the resources are kept. The resources are labelled to ensure easy access and to enable the Art lead to audit easily before each unit.

EYFS have resources which are suitable for the youngest children in our school to ensure the foundations of Art and Design can be taught.

Assessment for Learning

Teachers will assess children's work in Art and Design by making teacher assessment judgements during lessons. Evidence may be seen in books, on 2D displays and most commonly through 3D models and photographs of children's work.

Once a unit of work has been completed, a teacher assessment judgement is made about the work of each pupil in relation to the National Curriculum Age Related Expectations. Teachers formally assess the children's work using the online assessment tool, O Track. The children are assessed as Working Towards (W) or Expected (E).

Role of the Subject Leader

It is the responsibility of the subject leader to monitor the standards of children's work and the quality of teaching and learning in Art and Design. Monitoring may involve looking at planning, scrutinising work, lesson observations and pupil voice. Pupil voice is valued and helps to inform the vision and aims of Art and Design across the school, pupils are interviewed to gain an insight into the subject. It is the subject leads responsibility to ensure staff maintain a high quality of presentation in pupils art books.

The subject leader produces an annual action plan for the development of Art and Design and also reports termly to the governing body. The subject lead ensures resources are available for units to be taught and will provide support if/ when needed for staff. The subject lead will also ensure the art displays in the school are of a high standard.

This policy will be reviewed every two years.