



Griffin Primary School

Art and Design Policy



1	Summary	Art and Design Policy			
2	Responsible person	Charlene Metcalfe			
3	Accountable SLT member	Louise Pitts			
4	Applies to	<input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
5	Who has overseen development of this policy	Charlene Metcalfe			
6	Who has been consulted and recommended policy for approval	LGB			
7	Approved by and date	10.11.23 LGB			
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10	Related documents (if applicable)				
11	Disseminated to	<input checked="" type="checkbox"/> Trustees/governors <input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
12	Date of implementation (when shared)	Autumn Term 2023			
13	Consulted with recognised trade unions	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N			



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1. 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 throughout school, 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 National Curriculum for art and design aims to ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences.
- 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.

2. Whole School Curriculum Ambition

At Griffin Primary School, our ambition is to provide a curriculum for all of our students designed in response to what we already know about our children. Our over-arching goal is routed in promoting a positive attitude towards learning so that children enjoy coming to school, developing our children into life-long learners. Our curriculum is designed to provide all of our children with the core knowledge that helps them to make links between their prior and new knowledge, allowing them to develop a deeper understanding and be inspired to continue their learning outside of the classroom.

We aim to provide our children with stability through a consistent curriculum provision, allowing staff to become experts and build in assessment tools. The curriculum is sequenced effectively to enable prior knowledge to be built upon both throughout and across year groups. At the heart of our curriculum there lies a respect for all of the subjects we teach and how this provides our children with an insight into the world around us.

At Griffin we teach children how to develop their behaviours and habits to become effective learners through asking questions in order to develop their curiosity. Griffin's curriculum has been developed so that our children are not afraid to make mistakes and accept ways forward as support rather than criticism.

By the time the children leave Griffin, our ambition is to ensure that they have the necessary skills in Mathematics, English and communication so that they will become positive citizens in their community and the wider world.



3. Art and Design Curriculum Ambition

Our ambition is to stimulate creativity and imagination through art.

- Pupils will develop a love of art.
- Pupils demonstrate how to appraise the work of other artists and make links to their own.
- Pupils experiment with their ideas, use of colour, texture, form, pattern, different materials and processes.
- Pupils become proficient in drawing, painting, sculpture and printing to create individual final pieces.
- Pupils will know about great artists, both past and present, including craft makers, designers and architects.

4. Art and Design Curriculum Implementation

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

- LTP
- Subject schemes of work
- Year group schemes of work
- Progression of artists
- Subject specific skills
- Subject specific vocabulary
- Recap of prior learning – Remember when
- Use of WAGOLLS
- Sticky Knowledge
- Evaluation of the final piece
- CPD

5. Art and Design Curriculum Impact

- The 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 create final pieces which include skills they have been taught throughout the unit.
- 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.

6. 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. This is used to inform the schemes of work for each Art and Design unit. These are written by the subject leader in consultation with SLT and other members of teaching staff 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.

All children appraise pieces of art and all units of work include a focus artist. As the children progress throughout school they look at and are taught about the influence these artists had/have and what their legacy is. Children understand that their opinion on a piece of art is equal to others and that while they may like lots of art there will be others they are unsure of or don't like.

7. Art and Design 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 that 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.

8. Assessment of Art and Design

Teachers will assess children's work in Art and Design by making teacher assessment judgements during lessons and identifying if pupils have met the learning intentions for each lesson. Evidence may be seen in books, on 2D displays and most commonly through 3D models and photographs of children's work.

The schemes of work include an end point statement which indicates what the final piece of work will be based upon and the skills pupils will have used to achieve this.

9. 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.

10. Role of the Subject Leader

It is the responsibility of the subject leader to write the LTP and schemes of work for each Art and Design unit. The subject leader will also 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 leader's responsibility to ensure staff maintain a high quality of presentation in pupil's art books.

The subject leader produces an annual action plan for the development of Art and Design and also reviews impact termly; identifies next steps and any CPD needs. This working document is shared with Governors annually. The subject leader will also produce and narrate a presentation about their subject for the Governors bi-annually.

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 and reflect the skills pupils have used to create their finished piece.

This policy will be reviewed every two years.