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Staff Responsibility:	Rachel Dench
Singed by chair:	
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## **Art and Design Policy Greenfield Primary School**

### **Introduction**

“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.” (National Curriculum 2014).

### **Overview**

At Greenfield Primary School art and design will be a subject used to enable pupils to develop knowledge, skills and understanding.to communicate their thoughts and ideas across the curriculum. All pupils will be taught art and design to engage, inspire and challenge them. Their developing knowledge, skills and understanding will equip them to experiment, invent and create their own works of art, craft and design. As pupils become artists and designers, they will be taught to think critically and develop a more rigorous understanding of art and design. Through our art long term plan, cross-curricular work, linked to class topics and theme days, will learn that art and design both reflect shape and our history, and contribute to the culture, creativity and wealth of our nation. We will also link our art and design work to our local history and culture.

### **INTENT**

1. To use the programmes of study of the National Curriculum for art and to underpin teaching and learning.
2. To enable pupils to produce creative work, exploring their ideas and recording their experiences.
3. To help pupils become proficient in drawing, painting, sculpture and other art, craft and design techniques.
4. To teach pupils how to evaluate and analyse creative works using the language of art and design techniques.
5. To ensure that pupils know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
6. To use the wider subjects of the curriculum where appropriate to provide a stimulus however there may be occasions where this may not be possible or appropriate so we intend to teach some art unit discretely to ensure coverage.

7. To inspire confidence and pleasure in art.
8. To provide an imaginative and co-ordinated art programme which will foster enthusiasm for art and design.

## **IMPLEMENTATION**

1. Pupils will be taught to use a range of materials creatively to design and make products.
2. Children will learn how to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
3. Pupils will be taught how to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
4. Pupils will be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
5. . Each child has a sketchbook. We give the child ownership of their sketchbook in order to foster their sense of creativity. Children use their sketchbooks to record observations, use them to review and revisit ideas and to make initial sketches, develop skills, record ideas and develop opinions.
6. All children will be encouraged and shown how to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).
7. All will learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work using subject specific vocabulary.
8. Theme days will help to ensure all knowledge and skills are covered.
9. Our long term plans define what we will teach and ensure appropriate balance and distribution of work across each term. Teachers have the flexibility to cover multiple objectives within a shorter time frame if the progression of skills are more effective to be taught closer together.

## **IMPACT**

During their lifetime at Greenfield Primary School, children will benefit from a rich broad and balanced programme of art and design. They will experience and experiment with a wide range of materials as they explore art and design and grow to flourish as artists and designers. They will build a growing awareness of the art and design which runs through their own history, local history, culture and other cultures as they are introduced to the world of artists and works of art.

Through following a clear long term plan in line with the National Curriculum, it is expected that teaching and learning will show progression across all key

stages within the strands of Art and Design. Subsequently, more children will achieve age related expectations in Art at the end of their cohort year and Key Stage. It is our aim that children will retain knowledge and skills taught within each unit of work, remember these (building on the long term memory of skills) and understand how to use and apply these in their own art work, whilst beginning to understand what being an 'artist' means.

Our Art and Design curriculum will also lead pupils to be enthusiastic Art and Design learners, evidenced in a range of ways, including pupil voice, their final pieces and sketchbooks, determining the extent to which objectives are met within each lesson and overall, at the end of each unit. Achievements are celebrated in classrooms during walking-galleries and corridor displays.

By the time children leave Greenfield Primary School, we want them to have developed a passion for art and creativity, working both independently and collaboratively. They will have grown in confidence when using a range of tools and techniques, becoming artists that can apply the skills and knowledge that they have developed throughout the years and respond critically to their own and other's work.