



Great Meols
Primary School



Art and Design Policy

*“Every child is an artist. The problem is how we remain an artist once we grow up.” –
Pablo Picasso.*

Intent

Through our Art and Design curriculum pupils will develop –

- The ability to use visual language skillfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality.
- The ability to communicate fluently in visual and tactile form.
- The ability to draw confidently and adventurously from observation, memory and imagination.
- The ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media.
- A knowledge and understanding of other artists, craftmakers and designers.
- The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.
- Independence, initiative and originality which they can use to develop their creativity.
- The ability to select and use materials, processes and techniques skillfully and inventively to realise intentions and capitalise on the unexpected.
- The ability to reflect on, analyse and critically evaluate their own work and that of others.
- A passion for and a commitment to the subject.
- A deep understanding of challenging concepts known as ‘Golden Threads’. The Golden Threads for Art and Design are -

Line	Colour	Shape	Form
Texture	Pattern	Space	Shade

The detailed intent of the art and design curriculum is outlined in the following documents found on our school website –

- Art Progression Map
- Art Whole School Long Term Plan
- Knowledge Organisers
- GMPS EYFS subject overview

Implementation

EYFS

In the Early Years Foundation Stage (EYFS), the children's learning includes art, music, dance, role-play and imaginative play. The range of experiences encourages children to make connections between one area of learning and another, and so extends their understanding. We provide a rich environment in which creativity is valued and encouraged. Children are engaged in a range of imaginative and enjoyable activities, and their responses involve the various senses. The children are given the opportunity to work individually and collaboratively with others.

Years 1 to 6

- Through Years 1 to 6 children are taught to experiment, explore, create and review media within a variety of contexts. Children critique and evaluate work of other artists and children.
- An art sketch book is used for children to record their learning and to provide the opportunity for children to review and revisit their ideas.
- At the beginning of each topic, a knowledge organiser is stuck into their books. This knowledge is revisited regularly. The knowledge organiser contains the 'sticky knowledge' which is to be retained by pupils.
- Sticky knowledge is reviewed by the children and rigorously checked and consolidated by the teacher. All learning will start by revisiting prior knowledge for children to retrieve and revisit prior learning. Low threat retrieval tasks such as quizzes are incorporated into lessons to review learning and facilitate retrieval of knowledge to strengthen memory.
- Key substantive golden threads are revisited to ensure retention of knowledge and to build science schema by making connections across different units of study.
- At the end of a unit of work a photo of a child's finished product is added to their art sketch book. This final outcome is then evaluated by the children with strengths and improvements suggested.

Impact

- The subject leader is responsible for reporting on standards in art and design across the school to the governing body.
- We measure progress in art and design by assessing whether pupils know more, remember more and are able to do more.
- Children are encouraged to assess and evaluate their own work at the end of each unit to help them appreciate how they can improve their own product.
- Progress and achievement in art and design are passed on to parents and carers at open evenings and in the annual report.

References used to help shape this policy

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