



### Art and Design

#### **Intent**

“Every child is an artist. The problem is how to remain an artist once we grow up”  
(Pablo Picasso)

We want to offer experiences that engage, inspire and challenge students, equipping them with the knowledge and skills to experiment, invent and create their own works in school, and at home. As students 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 and creativity of the world we live in.

#### **Aims**

**The National Curriculum for art and design aims to ensure that all students:**

1. produce creative work, exploring their ideas and recording their experiences
2. become proficient in drawing, painting, sculpture and other art, craft and design techniques
3. evaluate and analyse creative works using the language of art, craft and design
4. know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.



### Implementation

At Griffin, Art and Design teaching and learning is linked to the whole school theme and class 'Big Question'.

The Art and Design Progression Ladder is used as a tool for planning and assessment, and to ensure skills and knowledge development.

All students (EYFS to Y6) focus on the same area of Art and Design at the same time, for example in Autumn 1, students focus on drawing and painting skills. This block of learning culminates in a whole school display of self-portraits.

All year groups also make at least one London gallery visit each year.



## Impact

"I enjoy sketching and using different materials to draw. I also like painting with different textures like sand and glue."  
(Kyron, Y5)



"I like learning different ways to sketch and sculpt and shade and using my own ideas to make my designs."  
(Nuha, Y6)

