

# Wood End Park Academy

## Art Policy

### Amazing Artist: the basic expectations of art at WEPA



- I can use my knowledge and skills to experiment with materials and designs.
- I can invent and create my own works of art, craft and design.
- I can think critically about my work (what I can change, what I can do now).
- I can understand how art and design contribute to the culture, creativity and wealth of our nation.
- I can draw, paint, sculpt using a variety of different techniques.
- I can analyse and evaluate creative works.
- I can name famous artists and designers and understand how their works contribute to culture and history.

### Structure of unit

Units and plans will follow the structure 'explore- create- evaluate'.

- Explore- in this phase the children will look at artists, sculptors and pieces of art to explore their style and techniques. They will spend time experimenting with tools and techniques, practising skills and developing their own preferred style.
- Create- in this phase the children will design and make their final piece of art. They will draw on their ideas and skills developed in the 'explore' phase to create an end outcome.
- Evaluate- in this phase the children will evaluate their final piece or the piece of another. They will discuss strengths, next steps and the process involved.

### Teaching and Learning (in addition to T&L policy)

Teachers need to have a thorough subject knowledge of the topic that they are teaching. A clear purpose and outcome needs to be displayed for the children at the start of the topic *e.g. real paintings and pictures, examples made last year or by teacher, artists work to inspire*. In some units teachers will be required to use skills and techniques that children have learnt in previous years so must know what they have covered.

### Techniques covered across the school

Year 1	Sculpture	Collage	Fabric painting
Year 2	Water colour	Sculpture	Collage
Year 3	Range of art techniques	Collage	Fabric painting
Year 4	Range of art techniques	Painting	Pastels/ crayons
Year 5	Sculpture	Printing	Water colour
Year 6	Printing	Painting	Art in Textiles

### Pupil Books (in addition to T&L policy)

Sketch books are to be used for the 'explore' phase of the children's work.

Sketch books are for exploring ideas and creating designs. The children should be free to use any technique or tool in any way that they wish.

The final outcome will not be done in the sketch book but separately. This will be used for display or in a portfolio.

A photo of the outcome may be taken and placed in sketch books for the evaluate session.

### Foundation Curriculum

*Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology*

*[Statutory framework for the early years foundation stage (2014)]*

### Displays and Classroom Environments

Each year group is to have a display in the corridor. This display can show final outcomes and processes needed to get there. It can also show the artist being studied, techniques the children have used and key vocabulary.

The school will also display a selection of art work from each year group on a gallery display.

### Promotion of Art

**Art ambassadors**- each year group will have at least one art ambassador, who will support researching the topic, creating a display, promoting the best quality outcomes.

**Arts exhibition**- bi-yearly 'exhibition of arts' will include art work that the children have completed. They will show the skills used to make these *e.g. painting, printing.*

**Amazing Artist**- promoted in each topic with emphasis on the process not just the outcome.

**Cross- curricular**- art projects will run throughout the year with links to areas of the curriculum and themes *e.g. black history month, world book day, spirited arts.*