



**Wood End Park Academy**  
**Art Policy**

## Introduction

This policy reflects the school's values and philosophy in relation to the teaching and learning of Art and design.

Art is a foundation subject within the National Curriculum. The aims of teaching Art are consistent with the academy's commitment that all pupils are entitled to an excellent full curriculum.

The key aim of Art is to enable pupils to learn how to communicate creatively. They will be inspired to experiment and create their own pieces as well as become familiar with how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

## Subject Intent

At Wood End Park Academy, we use Art to allow students to nurture both their creativity and imagination, as well as develop their fine motor skills. Using a wide range of mediums, children are encouraged to experiment with colour, tones, shades, and texture. Our students build upon foundational practices, with the curriculum structured to allow for cross curricular links to be made. Throughout the year, children are exposed to an array of artists, spanning several historical periods, and embracing many different cultures. Over the course of the year, our students develop all aspects of their artistic abilities, through a series of targeted learning questions (lessons), which culminates in the production of their 'masterpiece' work. They are then expected to critique and self-reflect on their artwork, an important skill to develop as they transition into Key Stage 3.

## Art in Our Curriculum

Through Art and design pupils should:

- Have their intellectual, innovative and creative abilities stimulated to generate and optimise their designs and creations
- Integrate and apply art knowledge and understanding  
Use the key art vocabulary associated with the unit, this will be promoted by our 'vocabulary ladders'
- Develop skills in looking at different artist's creations and combine this with associated values related to social, environment, spiritual, moral, aesthetic and economic aspects.
- Develop artistic skills, including communicating a message/ vision, generating ideas, practicing techniques and adapting as you go
- Use materials, a variety of techniques, tools (both hand and computer controlled) to create quality pieces
- Develop the personal qualities needed to complete a design project from initial ideas to finished piece
- Recognise that art is expressive, imaginative and personal and therefore will be unique to them.
- Work autonomously and collaboratively with others on tasks

We follow the National Curriculum (2014); 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.

## Implementing Art and design

The minimum amount of Art undertaken should be one unit per term. This is usually delivered as a unit of work at the end of one of the half terms.

Units of work will always include types of activity so that children have the opportunities to develop their Art capability through:

- Research beforehand of pieces of art (by an artist or over a period of time)
- Exploring via various modes of design
- Having A go
- Ongoing evaluation and reflection.

The above are in line with our teaching and learning policy.

## Planning for Art

Teaching staff currently develop their own units of work for this subject. Co-working with a senior leader supports a set of lesson plans being improved from the previous year to achieve even higher outcomes.

Units of work are mapped across the year groups to ensure balance and progression- see our overview at the back of this policy.

Focused practical tasks should be used to teach the correct use of tools and equipment.

Learning questions are planned and delivered to engage the children, drive the learning in the lesson and the work in the lesson builds towards an answer.

Relevant links with DT, maths and IT should be made in unit plans.

In planning a unit consideration should be made of the following;

- Developing children's art skills, including generating and developing ideas, clarifying their task;
- creating sketch books to communicate ideas, planning and evaluating;
- Acquiring and refining the practical skills and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- Application of skills from other curriculum areas e.g. mathematics and measuring; IT to control a design; DT to ensure the design and make process
- Use of the Opening Minds skills especially: valuing diversity, working for a real life purpose, establishing value for money and risk-taking.

## Curriculum Coverage

During the Foundation Stage children will work towards the areas of learning set out in the Early Years Foundation Stage that underpin the curriculum planning for children from birth to five.

During the **Foundation Stage children** will be encouraged to:

- Fit things together and take them apart
- Explore and select materials and equipment
- Change the shape and arrangement of objects, in a variety of ways, for example stacking, connecting, stretching, enclosing
- Experience and experiment with a range of technology with support
- Use a variety of tools safely
- Use skills such as cutting, joining, folding and building for a variety of purposes
- Talk about what works/ does not work and suggest improvements
- Recognise a problem and suggest ideas for solving it
- Help to plan the sequence and details of tasks
- Build and construct with a wide range of objects, selecting appropriate resources, and learn to adapt their work when necessary
- Select the tools and techniques they need to shape, assemble and join the materials they are using
- Use creations to act as props in role play etc.

**Key Stage One** will build on and further develop these skills.

During **Key Stage One** and **Key Stage Two** we must ensure that a balance of experiences and materials are delivered and used. In delivering units of work we must look for progression in skills, and ensure knowledge about processes and techniques is taught.

Progression will be ensured by reference to the schemes of work and by each teacher knowing the content that they are required to teach. Continuity will be ensured by all staff conforming to the agreed mode of working as outlined in this policy.

## Learning Outcomes

Children will create a range of artwork. A good quality finish will be expected in all art activities appropriate to the age and ability of the child.

Children will keep examples of their work in their sketch books to aid assessment and progression and finished products will be displayed in the classroom and around school.

Examples of work and relevant photographs will be made available to the subject co-ordinator as evidence of work completed and as an aid to monitoring progression and assessment.

## Inclusion

In line with the school's Inclusion Policy, each child will have an equal entitlement to all aspects of the Art curriculum. We believe that it is important for all children to experience the range of Art activities. We will use opportunities within Art to challenge stereotypes.

Throughout all Art work, care will be taken to differentiate tasks and teaching styles in order to take into account the whole spectrum of individual needs. Consideration needs to also extend to children who are left handed or colour blind.

## Health and safety

Teachers will always teach the safe use of tools and equipment at the outset of each unit and insist on good practice. Children will be taught to return tools to the appropriate place when not in use.

## Assessment, recording and reporting

Teacher assessment should concentrate on the aspects of capability in order to inform future teaching and learning. Examples of work, including photographs will be kept in sketch books to demonstrate work completed and progression whenever possible. Each unit has 'end of unit expectations' which describe what children might be expected to know and be able to do. This also shows the range of expectations for the more able and less able. This should help teachers to determine those who are performing to the age-related expectations and making sound progress and those who are performing at a different level. In cases where performance is different to the norm, the learning questions and particularly the learning outcomes should be analysed to inform future teaching to ensure the child is further extended or focused teaching is used where progress has not been made.

At the end of each term, a pupil from each class is awarded the 'Amazing Artist' Curriculum Award.

## Resources

At present, basic resources are stored in a central Art area. It is the responsibility of the lead teacher in each year group to manage the resources required during their unit and advise the subject co-ordinator if additional resources are required.

In relation to everyday general resources, our aim is to organise classrooms in such a way to promote the development of independent learning. Resources and equipment should be clearly marked and labelled in order to allow visual access to the children.

Safe and tidy working practices are encouraged at all times.

## Budget

Managing the funding for Art is the responsibility of the principal.

Each year financial consideration will be given to:

- New equipment investment
- Equipment renewal

- The purchasing of sufficient materials to cover the breadth of art
- Staff training needs

## Review

This policy will be reviewed by the subject leader every four years. Amendments will be made where necessary after consultation with teaching staff and the governing body.

In reviewing teaching and learning that has taken place, we must look for progression in art and design skills, and ensure knowledge about processes and techniques is taught effectively.

A critical aspect of teaching is to review work by asking:

- What worked well in the unit?
- What was the children's reaction to the unit?
- Did it extend the most able?
- How did we help access for those with special needs?
- Did we have any resource problems with the unit?
- What would you change if doing it again?
- What advice would you give other teachers regarding this unit?

WEPA Art Overview						
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS						
1		Sketching toys	Collage: My school building		Leaf impressions with clay	
2		Pointillism		Observational drawing/ Sketching		Beach Collages
3		Stone Age cave art		Roman Mosaics	Rainforest Collages	
4		Tudor Portraits		Pattern/Stencils	Pablo Picasso	
5	Georgia O'Keefe			Greek Pottery	Digital Art	
6	Andy Warhol		Aboriginal art			Bayeux Tapestry