

# Art and D&T Update

## 2021-2022

### Wallace Fields Junior School

Subject Leader: Caroline Jacques



**Miss C Jacques**  
Class Teacher and Art Lead



## Order of presentation:

- Actions implemented this year and last.
- Aims for the Autumn and Summer term.
- Actions implemented this term to achieve these aims.



# 2021 - 2022 Actions: Art Progression


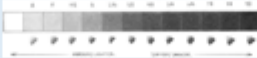
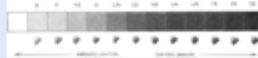
Progression Map

Art 2021-2022

Autumn

Spring

Summer

Skill taught		Application of skills and Knowledge			
		Year 3	Year 4	Year 5	Year 6
Drawing	Skill	<ul style="list-style-type: none"> <li>Observational sketching/ shading/ pressure applied to pencil</li> <li>Application of detail through first hand observation</li> <li>Blending chalk pastels and layering colours</li> </ul>	<ul style="list-style-type: none"> <li>Sketching/ shading/ pressure applied to pencil – sketching shapes free hand</li> <li>Application of detail through first hand observation – sketching 3D shapes and objects</li> <li>Portraits – observational drawing of each other. Show spatial awareness when drawing, where features are placed in relation to each other.</li> </ul>	<ul style="list-style-type: none"> <li>Sketching and shading with pencil charcoal experimenting with varying line width</li> </ul>	<ul style="list-style-type: none"> <li>Detail through close observation</li> <li>Arrangement of objects for still life pastel sketch</li> <li>Use of shading to show light source</li> <li>Use of perspective to develop depth</li> <li>Depict movement in drawings</li> </ul>
	Knowledge & Vocabulary	<ul style="list-style-type: none"> <li>Knowledge of appropriate pencil lead for sketching</li> </ul>  <p>VOCABULARY: light, dark, tone, shadow, line</p>	<ul style="list-style-type: none"> <li>Knowledge of appropriate pencil lead for sketching</li> </ul>  <p>VOCABULARY: portrait, pattern, texture, form, shape, outline</p>	<ul style="list-style-type: none"> <li>Knowledge of appropriate style of shading for different effects</li> </ul>  <p>VOCABULARY: hatching, cross-hatching, contour hatching, scumbling, stickling, line, mark, hard, soft, light, heavy, tone</p>	<ul style="list-style-type: none"> <li>Blending chalk pastels to show colour tone changes and shadow</li> <li>Sketching 3D to show perspective sketching/ gradual shading to show direction of light</li> <li>Use a variety of tools and select the most appropriate for the task</li> </ul> <p>VOCABULARY: shadow, reflection, smudge, blend, texture, pattern, form, shape</p>

Colour key ensures that progression map is easy to understand for teachers and the subject lead and ensures that curriculum coverage and progression is taking place.



# 2021 - 2022 Actions: D&T Progression

Progression Map

D&T 2021-2022

Autumn

Spring

Summer

Skill taught and Curriculum link	Application of Skills and Knowledge			
	Year 3	Year 4	Year 5	Year 6
<b>Project/Aim</b>	<b>1. Christmas packaging</b> <b>2. Smoothie</b> <b>3. Nightlight</b>	<b>1. Money containers</b> <b>2. Savoury Muffins</b> <b>3. Pop-up book</b>	<b>1. Shelters</b> <b>2. Biscuits</b> <b>3. Alarms</b>	<b>1. Slippers</b> <b>2. Hot Cross Buns</b> <b>3. Fairground Ride</b>
<b>Design</b>	• Design a package for a purpose	• Design a money collector and		

New this year



# 2021 - 2022 Actions: Book Looks

Subject Monitoring Book Looks (April 2022)		
Subject: Art		Year Group _____
<b>Alignment with subject scheme of work</b>	<b>Subject leader to identify enquiry areas to evaluate more qualitative aspects of teaching</b>	
Enquiry question:  Is what is recorded in children's books consistent with the subject progression of knowledge and skills?	Enquiry Question ( <i>suggestion – progress/quality/ key concepts</i> )  Are the pupils re-using the skills they learnt in previous years and building on these?	Enquiry Question: ( <i>suggestion - resources / sources</i> )  Is there enough choice of media to support and challenge the pupils?
Evaluation: <i>What Went Well (WWW)</i>	Evaluation: <i>What Went Well (WWW)</i>	Evaluation: <i>What Went Well (WWW)</i>
EBI / development	EBI/ development	EBI/development

A new book look template was created. This ensures that Art and D&T book looks are effective and a valuable use of time. This template is more relevant for the subject.



# 2021 - 2022 Actions: Assessment

Assessment in foundation subjects is one of the four **Whole School Key Priorities** areas this academic year. It has been made a focus to understand how we can assess whether our pupils are achieving the skills and knowledge intended in each topic or lesson.

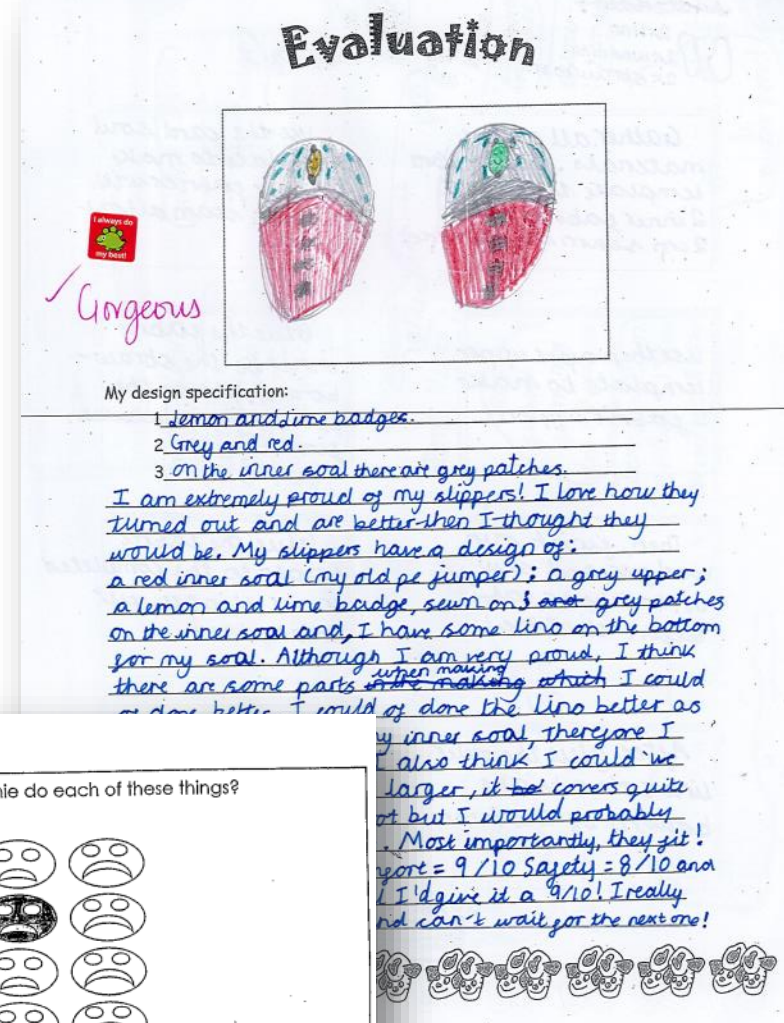


# 2021 - 2022 Actions: Assessment

The D&T booklets already have a self evaluation page at the end of the booklet which works really well.

It allows both pupil and teacher to assess whether they have understood and achieved the key skills.

It also allows pupils to reflect on what they would do differently next time.



**Evaluating**

You said you wanted your design to do these things (copy your design criteria here):

1. be colourful
2. be smooth
3. to taste tropical
4. be sweet
5. be juicy

How well does your fruit smoothie do each of these things?


Did you enjoy the taste of you fruit smoothie? Yes ☒ No

Did you like the look of your fruit smoothie? ☒ Yes / No

What would you change if you were making the fruit smoothie again? I would use the fruit in smaller bits to make it smooth.



# 2021 - 2022 Actions: Assessment

However Art didn't have as much structure to its assessment.

Teachers were asked to give the children an opportunity to self-assess their work at the end of each topic.

This is a fantastic sketch! You have thought carefully about how to use shading! 1dJ

What did you find most tricky about this drawing? What would you do differently next time?

I found the blending most hard and I would try to blend a bit better next time.

Rate how well you think you achieved each step to success:

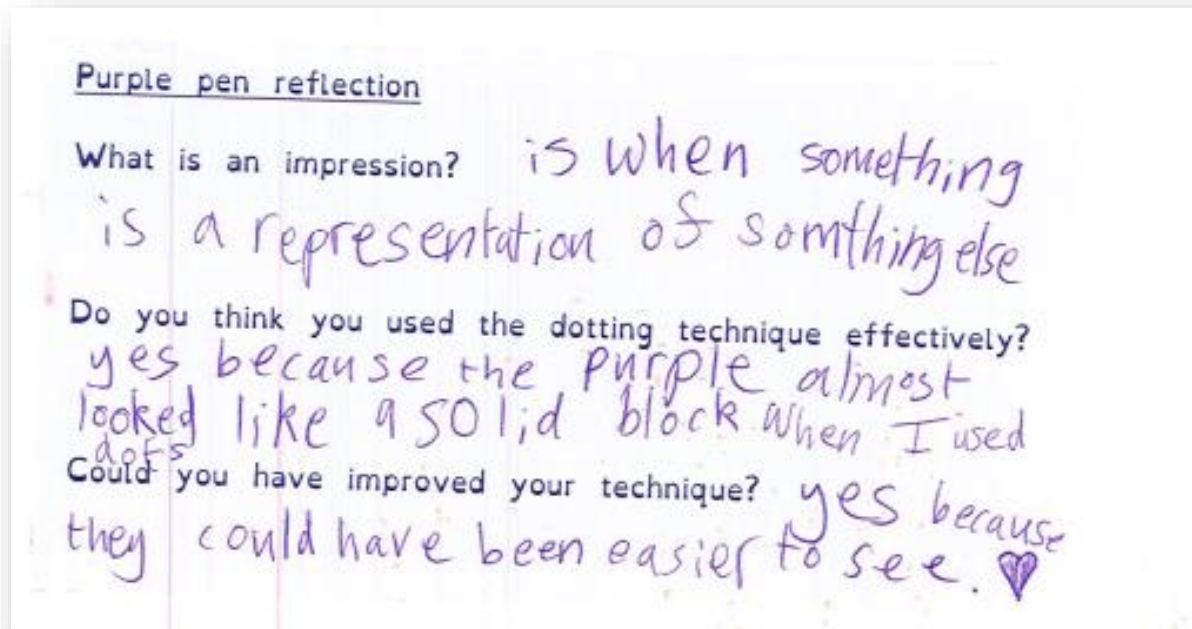
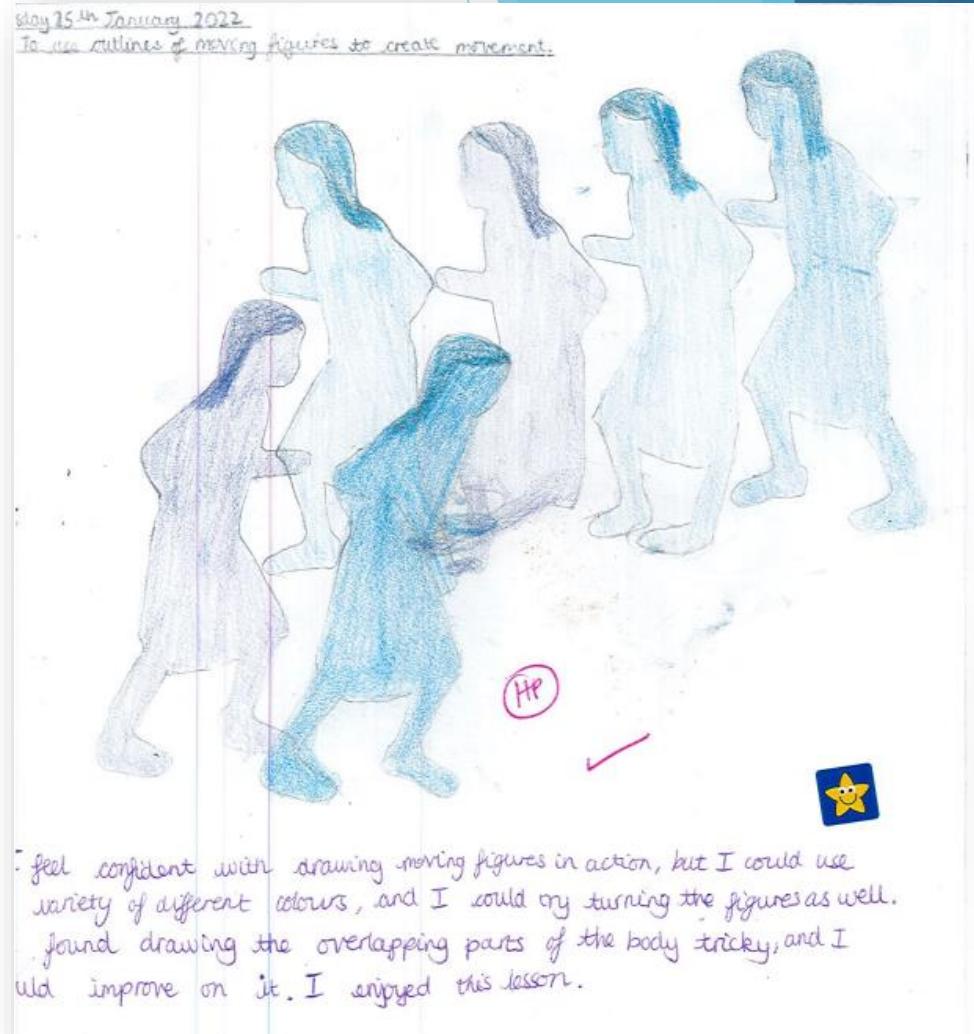
I can use pressure control	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
I can use one type of shading	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can use shading to show where the light is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>





# 2021 - 2022 Actions: Assessment

Pupils were given the opportunity to purple pen (reflect) on each piece of work, to demonstrate whether they have understood the aim of the lesson.



# Aims for Autumn/Spring Term

- Enrol the school in more Art and D&T competitions, both internally and externally.
- Ensure that the artists that are covered in each year group are made visible in the classroom.
- Ensure that Art and D&T projects are evidenced and there are examples of support, core and challenge projects readily available for teachers to access.
- Gather more pupil voice to find out how to improve the subject.
- Invite speakers in who can explain how they use Art and D.T in their work in order to inspire the children.
- Artsmark accreditation.



# Competitions

## Bourne Hall Competition

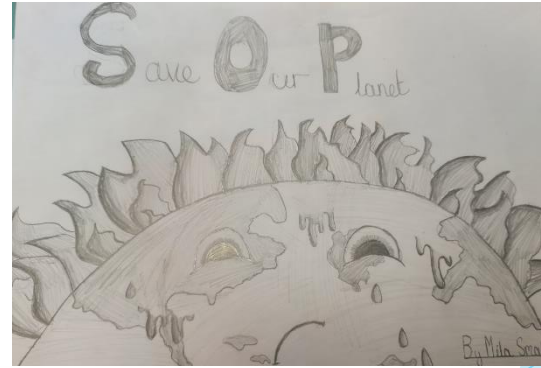


The school was a part of the external art competition at Bourne Hall. The exhibition took place in September and was a great success. One piece of Art per year group was displayed in Bourne Hall. The artworks will be displayed around the school.



# Save Our Planet Competition

An internal Art competition took place at the school. Learners from across the year groups were able to submit artworks that were in-line with the theme; *Save Our Planet*. The best pieces of Art in each year group received a prize. All learners were allowed to submit a piece of art. Children who may not have necessarily been artistic were given the opportunity to try.



Year 3-6 winners





# Pumpkin-making contest

A *Make Your Own Pumpkin* competition took place at the school just before the October half term. Children from all year groups took part and had the opportunity to compete. A great deal of money was raised by the P.T.A as the contest cost a pound to enter. The winners of the competition received a prize.

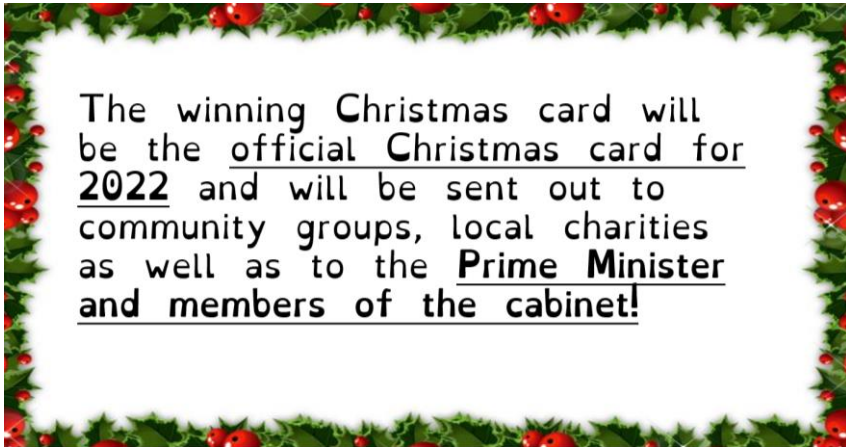


Winning pumpkins



# Christmas Card Contest

Chris Grayling Christmas Card Competition.  
This competition is still underway.



Fact files of the artists covered in each year group have been placed in each of the classrooms. In this way, learners are reminded of the different artists. The fact files work to inspire learners to try to use different skills when creating different pieces.

### Year 3

#### Artists to look at:

##### Georgia O'Keeffe

Georgia O'Keeffe is one of the most significant artists of the 20<sup>th</sup> century, renowned for her contribution to modern art. Born on November 15, 1887, the second of seven children, Georgia Totto O'Keeffe grew up on a farm near Sun Prairie, Wisconsin. By the time she graduated from high school in 1905, O'Keeffe had determined to make her way as an artist.

<https://www.okneffmuseum.org/about-georgia-okeeffe/>



"I had to create an equivalent for what I felt about what I was looking at – not copy it."



What will your artwork look like?

### Year 4

#### Artists to look at:

##### Frida Kahlo



Frida Kahlo is remembered for her self-portraits, pain and passion, and bold, vibrant colours. She is celebrated in Mexico for her attention to Mexican and indigenous culture and by feminists for her depiction of the female experience and form.

<https://www.fridakahlo.org/>

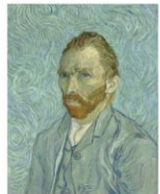


What will your artwork look like?

### Year 5

#### Artists to look at:

##### Vincent Van Gogh



Largely self-taught, van Gogh produced more than 2,000 oil paintings, watercolour drawings, and sketches, which became in demand only after his death. He also wrote scores of letters, especially to his brother Theo, in which he worked out his thoughts about art. "Always continue walking a lot and loving nature, for that's the real way to learn to understand art better and better," he wrote in 1874. "Painters understand nature and love it, and teach us to see."

[https://www.moma.org/learn/moma\\_learning/vincent-van-gogh-the-story-right-1889/](https://www.moma.org/learn/moma_learning/vincent-van-gogh-the-story-right-1889/)



What will your artwork look like?

### Year 6

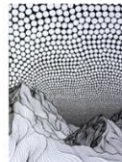
#### Artists to look at:

##### Christa Rijneveld



"For me, creating art is as much about the process as the end result. I don't care about the quickest way to make something; I put in the work, and lose myself in it, until I get to the desired, but imperfect, end result."

<https://www.christarijneveld.com/about>

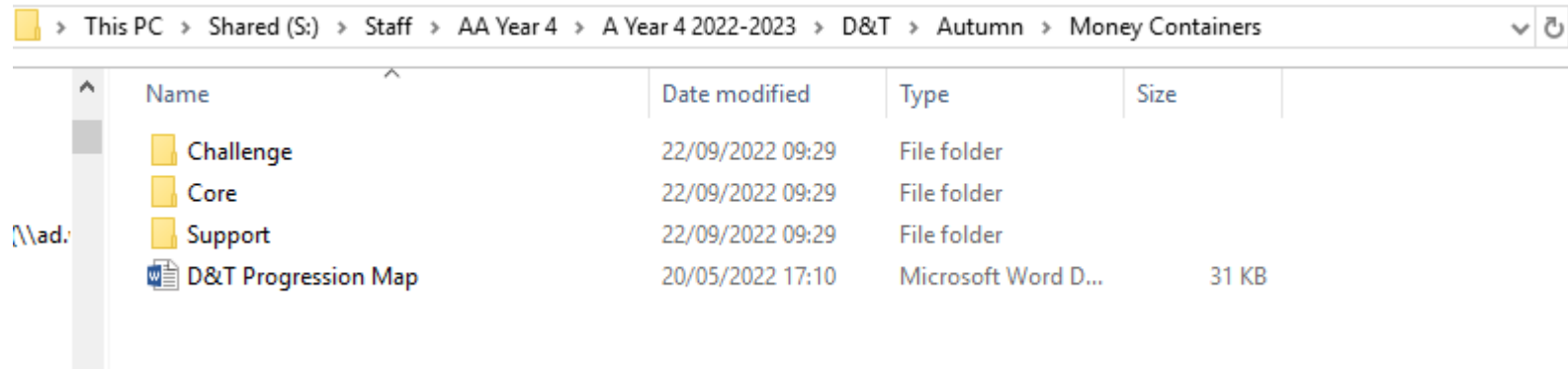


What will your artwork look like?





## Art and D&T folders, evidence of differentiated projects



Name	Date modified	Type	Size
Challenge	22/09/2022 09:29	File folder	
Core	22/09/2022 09:29	File folder	
Support	22/09/2022 09:29	File folder	
D&T Progression Map	20/05/2022 17:10	Microsoft Word D...	31 KB

Teachers from every year group have been instructed to place pictures of projects in each of the folders, thereby exemplifying how the skills are applied at different levels. This makes assessment more straight-forward and makes reflection by the art lead far easier.



# Coming Soon...

- Use pupil voice to determine which artists learners would like to study. Potentially change one of the two artists that are studied in the year group. This will make Art more learner-driven and thus, more interesting for students.
- Arrange for parents who use Art and D.T in their work to speak to learners, showing them that the subject can be used in their everyday life. This should inspire and create further interest in the subject.
- Start the process of obtaining Artsmark accreditation (funding and finding staff members to attend Artsmark courses are the first steps).

