

Art and D&T Update

Summer 2023

Wallace Fields Junior School



- Highlighting the intentions of our Art and D&T curriculum at Wallace Fields Junior school.
- How we ensure that our intentions are implemented.
- The progression throughout KS2 in the subject.
- What has been added to the curriculum as a result of pupil voice.
- Competitions and upcoming plans.

Art

Curriculum Intent

At Wallace Fields Junior School, we value Art and Design as an important part of a child's opportunity to access a broad and balanced curriculum. Our intent is to provide children with a variety of opportunities to develop their artistic skills, a sense of creativity and to express their individual thoughts, interests and ideas. We also aim to inform the children about artists throughout history, how they have shaped the world around us and contributed to the culture, creativity and wealth of a region or nation.

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.

How we ensure that our intentions are implemented

Drawing, painting, sculpture and collage are the key skills taught in the curriculum. The skills are split into the three different terms and focused on throughout the term. These skills are built upon each year, ensuring that, by the end of year six, learners are proficient at using different techniques.

Learners are able to explore ideas and often choose their learning; they choose which object they would like to sketch and then sketch that object through observation.

Outdoor learning and paired work takes place in Art lessons, ensuring that ideas are shared and lessons are interactive.

Children are also able to reflect and record what they enjoyed and what they could improve on in their piece of work. They are encouraged to highlight key vocabulary that relates to the topic of work, ensuring that artistic jargon is fluent and proficient. Key vocabulary for the topic is stuck in at the start of the new term.

In each year group, two artists are studied. Their works are analysed and similar techniques that these artists used are practised. A third artist to be studied has been added to each year group's curriculum, due to popular demand of the learners.

Artists covered:

- Year 3- Georgia O'Keeffe and Bridget Riley
- Year 4- Frida Kahlo and Claude Monet
- Year 5- Vincent Van Gogh
- Year 6- Cristina Rijneveld and Clarice Cliff

- The progression throughout KS2 in the subjects

As stated previously, skills are built on throughout the year groups.

Learners start for example, in year three, sketching by learning to apply pressure to the pencil to make different shades of light and dark.

By the end of year six, they are expected to use shading to show a source of light and depict movement.

This progression takes place as a result of building the skills throughout their primary schooling.

In addition, vocabulary for each skill taught is built on as learners progress through the year groups.

The use of key vocabulary when writing reflections on their work is encouraged.

Pupil voice feedback:

- 100% of children said that they enjoyed Art.
- Three children stated that they would like to engage in more painting. This will be considered in planning for next year.

Across the year groups, children stated that they wished to learn about different artists:

- | | |
|---------------------------|---------------------------|
| Year 3: Wassily Kandinsky | Year 4: Leonardo Da Vinci |
| Year 5: Banksy | Year 6: Banksy |

- A lesson was created for each year group which highlighted the artworks of the artist. In addition, learners were given the opportunity to apply the skills that each of these artists was famous for.
- Posters of the artists currently studied as well as the new artists that will be studied were created and displayed in each classroom for each year group.

Artists to look at:


Georgia O’Keeffe

Georgia O’Keeffe is one of the most significant artists of the 20th 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.okeeffemuseum.org/about/georgia-okeeffe/>

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

Georgia O'Keeffe



What will your artwork look like?

Wassily Kandinsky

Wassily Kandinsky was a Russian artist and theorist. He believed that there was an intense relationship between music and colour. He used colours to express different emotions. He used vivid colours in his paintings and became known as the father of abstract art.

How will you mix and blend colours as Kandinsky has?

•Competitions and upcoming plans

-*Save our Planet* internal Art competition. Fantastic submissions which encouraged external, cross-curricular learning.

-Chris Greying Christmas card competition: Natalie Wong in year five won the competition.

Upcoming:

Year four coronation decorations -May 2023

Artsmark: Statement of commitment to be submitted before then end of June

Summer internal Art competition- June/July 2023

Epsom/Ewell art showcase at Bourne Hall-September 2023



D&T

Curriculum Intent

At Wallace Fields Junior School, we value Design and Technology (D&T) as an important part of a child's opportunity to access a broad and balanced curriculum. Our intent is to provide children with a variety of opportunities to develop their skills in the four key areas of D&T: designing, making, evaluating and technical knowledge.

The National Curriculum for Design and Technology aims to ensure that all pupils:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- Critique, evaluate and test their ideas and products and the work of others
- Understand and apply the principles of nutrition and learn how to cook

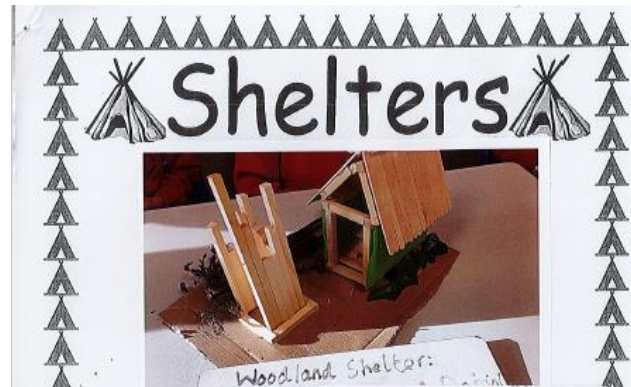


How we ensure that our intentions are implemented

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
Project/Aim	1. Christmas packaging 2. Smoothie 3. Nightlight	1. Money containers 2. Savoury Muffins 3. Pop-up book	1. Shelters 2. Biscuits 3. Alarms	1. Slippers 2. Hot Cross Buns 3. Fairground Ride
Design	Design a package for a purpose	Design a money collector and		

Each term, each year group takes part in a D&T week. The project is planned by the learners, the relevant market research is undertaken and at the end of the week, the children apply what they have learnt.

Learners are given a D&T pack filled with interactive activities that prepare them for the project. Learners are given the opportunity to reflect on what went well in each part of their project as well as what they could improve on. Real-life planning skills are taught as learners complete activities such as interviews and health and safety scenarios.



Year five D&T pack

How we ensure that our intentions are implemented

In order to monitor the D&T projects, I go into each year group during the D&T weeks and conduct pupil voice. I read through the children's work packs, ask them questions about their projects and ask what they have enjoyed about the week.

I have also asked teachers to upload an example of a challenge, core and support work pack onto our shared area. In this manner, I am able to establish the standard of work being completed. I am also able to analyse what aspects of the projects worked and what didn't, thereby improving the projects for the following year.

Subject monitoring observations also take place with myself and S.L.T members where year groups' projects are discussed. Notes from the observations are made available for teachers in order to ensure that changes are implemented in each year group, if needed.

Challenge	30/01/2023 09:11	File folder	
Core	30/01/2023 09:10	File folder	
Money Containers-Previous years	30/01/2023 09:12	File folder	
Support	30/01/2023 08:37	File folder	
Challenge, Core and Support Photos	30/01/2023 09:13	Adobe Acrobat D...	1,906 KB
D&T Progression Map	20/05/2022 17:10	Microsoft Word D...	31 KB
Photos	30/01/2023 09:11	Adobe Acrobat D...	3,311 KB
S.M.O	30/01/2023 17:28	Adobe Acrobat D...	681 KB

Year four-D&T resources- Autumn

The Progression throughout KS2 in the subject

Each project in each year group encourages learners to practise different skills. This ensures that learners have learnt an array of practical skills by the end of year six. These skills range from making a fruit salad, to sewing a money container to building a shelter. The skills get progressively more challenging throughout the year groups.

The planning and preparation for each project within the work packs gets progressively more challenging.

Learners are taught skills that they will use in their everyday lives and possibly within their future careers.



Year four money container

Competitions and upcoming plans

Halloween, Pumpkin-making competition: October 2022.

Easter, Make your own egg competition: March 2023.

Upcoming:

TBC: EAL specialised workshop.

Learning about insects and design activities-June 2023.

