

Wensum Art Curriculum



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The Wensum Curriculum

Intent

At Wensum we believe that **our curriculum should raise aspirations, develop independence and offer all children real-life experiences.** These are central in the development and delivery of the curriculum across all subject areas.

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils 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, creativity and wealth of our nation.

At Wensum we aim for the study of art to ignite children's creativity and engage, inspire and challenge pupils. Our children will be guided to learn about different techniques whilst exploring a range of artists and craft makers from around the world. Children will also have opportunities to discover art and craft from different time periods and genres, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

Our curriculum documents are designed to ensure that the knowledge, skills and vocabulary are mapped out and children's understanding and learning is built on each year. The aim is for our children to leave KS2 ready to take on the challenge of a subject-based timetable at secondary level and with a passion for learning and knowledge.

Implementation

We teach the National Curriculum and ensure that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. It is important that the children develop progressive skills of an artist/ craft maker throughout their time at Wensum and enjoy/ value the importance of the process or art and craft rather than the outcome. In Art, our children develop skills to discuss similarities, differences and make links to their work and that of others in their own sketchbooks. We focus on skills for drawing, painting, sculpture, textiles, digital media and printing across both key stages.

Each year group has a Long Term Plan developed by the Art Subject Lead. Successful timetabling is key to the success of the curriculum delivery. We have committed to a combined Art and Design Technology long term plan using Kapow.com as our supportive resource point. Medium Term Plans are written by year groups with the support of the Subject Leads to ensure the necessary coverage and progression as set out in the Curriculum documents. For Art, planning has been used to create a curriculum that is broad, balanced and deep. The Design Technology curriculum has been created alongside with a long term plan for each year group which maps skills, knowledge and vocabulary over

three half terms (with the other three half terms following the Design Technology long term plan). This is carefully mapped out to ensure learning is progressive.

In Art, we aim to grow ambition through our teaching and we ensure children see themselves represented in the learning ensuring they have a good knowledge of art and craft makers across a range of nationalities and cultures. We ensure that Art inspires children and opens the world of *work and future careers*.

The daily visual timetable in all classes from Y3 to Y6 informs children of what subjects will be studied when. Our aim is for children to be taught in a range of ways and for these to be recorded in their sketchbooks.

Sessions begin with warm up sketching activities which will be recorded in sketchbooks in KS2. These are to allow children to recall previous knowledge and strengthen skills for pencil control and drawing. For discussion or practical based sessions, the record in books may be photographic, showing the practical activity in progress or an image of the class flipchart / screen to which ideas have been contributed. In this way, children will be reminded of the work they have undertaken and be able to discuss and explain their learning.

AfL and the regular revision of activities and resources is an integral part of our teaching offer. Know More, Remember More quizzes are conducted during each unit. Where children show that key concepts have not yet been embedded, further activities will be taught.

Medium Term Plans will be reviewed at the end of each term with a view to making any adjustments as necessary before the next cycle. Even where all sessions have been deemed successful, subject leaders will still review plans in the light of the next cohort, taking into account any specific needs or challenges presented by that particular year group.

Monitoring through book looks, lesson visits and pupil voice, led by the Subject Lead and SLT will focus on the children and their learning journey. This will provide support where necessary, assessing the appropriate level of challenge and adapting where necessary. Teachers will identify those children who would benefit from an additional level of challenge with support from the Subject Lead.

Impact

As our curriculum is a progression model, children who are succeeding with the challenges provided in each year group can be deemed to have made progress from the previous year.

Teachers will be aware of the learning journeys that their children are on and be able to provide examples of where they have adapted or deviated from plans to meet needs, evidencing that adaptation with learning in books. Learning in books will show that children take pride in

their work. Activities will be able to be tracked through a coherent sequence of lessons and misconceptions will be addressed with further activities. Subject specific vocabulary will be evident in children's work.

Where children find it difficult to record their thoughts in written format, alternative recording methods (e.g. video / voice recordings on Seesaw; use of an adult as a scribe) will capture their progress in a subject.

Pupil voice interviews will reveal children who are able to talk confidently about what they have learned. They will be able to talk about the specific features of different subjects and demonstrate an understanding of how what they are studying now builds upon what they have studied previously, as well as where their studies will take them next.


Children will be able to explain how they receive feedback from their teachers and how this supports their next steps learning.

By the time the children at Wensum Junior School leave our school they will have developed: a secure knowledge of a range of artists and craft makers around the world and from different time periods; the ability to reflect on the work of an artist, their own art work and the work of their peers; recognition that art is an extremely personal journey but one that can bring people together. But most importantly a passion for art and the confidence to express themselves through a range of mediums.

Art block of 6 weeks - to run to Summer 2 when we will be moving to D&T for 6 weeks.

To develop a discrete Art curriculum across the school in preparation for Autumn term 2023. We will take elements of the upcoming Autumn focus - drawing and sketchbooks to pre-teach fundamental skills and attitudes. Art history to be introduced for the children to recognise the development from stone age to current day, to reflect on famous artwork and provide opportunities for local artists to be recognised.

<p>Sketchbooks</p> <p>Continue to build understanding that sketchbooks are places for personal experimentation.</p> <p>All Debuting for Year 2</p>	<p>Session one</p> <p>Introduction to sketchbook discipline</p> <p>Identity and confidence / recognising style</p>	<p>Session two</p> <p>Understanding materials' potential</p> <p>Developing style and confidence.</p>	<p>Session three</p> <p>Understanding materials' potential</p> <p>Recognising and reflecting an art style.</p>	<p>Session four</p> <p>Responding to Surrealism Art history session last week.</p> <p>Recognising and reflecting an art style.</p>
<p>Art (practical)</p>	<p>Introduction to Art for 2023</p> <p>Talk to the children about their new sketchbook - Make it seem special - Explain that we will use our sketchbook all term in all different kinds of ways. We respect our sketchbook - there's a difference between individualising it with colour, texture, pattern and style BUT NO INAPPROPRIATE DOODLES OR SCRIBBLES.</p> <p>Children to explore oil pastels/water colours/biros/markers and pencils to pre-prepare sketchbook pages for later sessions.</p> <p>Assess children's confidence level and ability to make decisions.</p>	<p>Mark making to music.</p> <p>How does the music make you want to draw?</p> <p>Explain that high energy music may make us want to make chaotic, scratchy, edgy marks and calm music may see us creating softer and curvier lines and shapes. Children to explore pattern and rhythm in drawing using the large rolls of paper across tables.</p> <p>(Opportunity for children to tear around specific interesting patterns and shapes to add to their sketchbook)</p>	<p>To develop an understanding of line and how it is used within art.</p> <p>To be able to define different types of line.</p> <p>To apply this knowledge to experiment with different types of line.</p> <p>To identify different types of line in the work of others</p> <p>Explain contouring (see slides) Model to the children.</p> <p>Children will then explore their own interests as an art starting point and add pieces to their pre-prepared pages of their sketchbook.</p>	<p>Using a selection of pre prepared backgrounds, children will use the inspiration from Salvador Dali's 'Persistence of Memory' piece to create their own 2D art piece on a particular theme.</p> <p>Independence to make their own decisions within their piece and to show confidence when sharing their ideas within a mini critique.</p>

<p>Art History</p>	<p>Introducing Art history Explore how artists and practices have developed over time. Use the visual art timeline to move through art periods. https://www.accessart.org.uk/storytelling-through-drawing/ <i>'Do you have a favourite artist?'</i> <i>'What do you like looking at - sculpture? Paintings? installations?'</i> <i>'Do you know how art has changed through the decades?'</i></p>	<p>Art history session two</p> <p>Art history - Surrealism - Salvador Dali See slides. Task - using images from Dali to explore the themes within his paintings. Children will stick their chosen painting in their sketchbook and annotate using post it notes / highlighters / labels.</p>		<p>Moving to D&T for Summer 2</p>
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Long Term Plan 2023 - 2024

Extra content if needed...

Year 3	Design and technology	Art and design	Design and technology	Art and design	Design and technology	Art and design	<p>Design and technology Unit: Textiles: Cross-stitch and appliqué (Lesson 1) Unit: Mechanical systems: Pneumatic toys (Lesson 1 and/or 2)</p> <p>Art and design Unit: Painting and mixed media: Prehistoric painting (Lesson 1, 3 and/or 4)</p>
	Cooking and nutrition: Eating seasonally (4 lessons)	Drawing: Growing artists (5 lessons)	Digital world: Electronic charm (4 lessons)	Craft and design: Ancient Egyptian scrolls (5 lessons)	Structures: Constructing a castle (4 lessons)	Sculpture and 3D: Abstract shape and space (5 Lessons)	
Year 4	Art and design	Design and technology	Art and design	Design and technology	Art and design	Design and technology	<p>Design and technology Unit: Food: adapting a recipe (Lesson 1) Unit: Textiles: Fastenings (Lesson 1)</p> <p>Art and design Unit: Sculpture and 3D: Mega materials (Lesson 1, 2 and/or 5)</p>
	Drawing: Power prints (5 lessons)	Structure: Pavilions (4 lessons)	Painting and mixed media: Light and dark (5 lessons)	Mechanical systems: Making a slingshot car (4 lessons)	Craft and design: Fabric of nature (5 lessons)	Electrical systems: Torches (4 lessons)	
Year 5	Design and technology	Art and design	Design and technology	Art and design	Design and technology	Art and design	<p>Art and design Unit: Craft and design: Architecture (Lesson 3, 4 and/or 5)</p>
	Electrical systems: Doodlers (4 lessons)	Sculpture and 3D: Interactive installation (5 lessons)	Mechanical systems: Making a pop-up book (4 lessons)	Drawing: I need space (5 lessons)	Cooking and nutrition: What could be healthier? (4 lessons)	Painting and mixed media: Portraits (5 lessons)	
Year 6	Art and design	Design and technology	Art and design	Design and technology	Art and design	Design and technology	<p>Art and design Unit: Painting and mixed media: Artist study (Lesson 1, 4 and/or 5)</p>
	Craft and design: Photo opportunity (5 lessons)	Textiles: Waistcoats (4 lessons)	Drawing: Make my voice heard (5 lessons)	Structure: Playgrounds (4 lessons)	Sculpture and 3D: Making memories - (5 lessons)	Digital world: Navigating the world (4 lessons)	

Vocabulary Progression

	Autumn Term Drawing and Sketchbooks	Spring Term Surface and Colour	Summer Term Working in three dimensions
Year 3 / 4	<p>Charcoal, Gestural, Loose, Expressive, Wrist, Elbow, Shoulder, Body. Mark Making, Sweeping, Fast, Slow, Gentle, Energetic.</p> <p>Chiaroscuro, Tone, Tonal Values, Dark, Light, Midtone, Squint. Hands, Handprints, Tools, Positive & Negative Shapes, Silhouette, Drama, Lighting, Shadow, Atmosphere, Narrative</p> <p>Body, Movement, Repetitive, Motion, Echo, Memory, Mark, Trace, Dance,</p> <p>Photograph, Film, Composition, Focus, Lighting Present, Share, Reflect, Respond, Feedback</p>	<p>Mixed Media, Cloth, Fabric, Calico, Acrylic Paint, Thread, Stitches, Needle,</p> <p>Test, Experiment, Try Out, Reflect, Background, Foreground, Detail, Gesture, Impasto, Dilute, Colour Mixing, Loose, Tight, Tension, Knot, Length, Repeated, Pattern, Rhythm, Dot, Dash, Present, Review, Reflect, Process, Outcome,</p>	<p>Animate, Animation, Animator, Character, Movement, Pose, Action, Gesture, Intention, Background, Foreground,</p> <p>Tools, Scissors, Paper Fastener, Tape, Stick, Presentation, Performance, Share, Reflect, Respond, Feedback,</p> <p>Film, Focus, Lighting, Stage, Arena,</p>
Year 3 / 4	<p>Illustration, Inspiration, Interpretation, Original Source, Respond, Response</p> <p>Graphic Novel, Illustrator, Poetry, Prose, Stage, Arrange</p> <p>Line, Quality of line, Line Weight, Mark Making, Medium, Graphite, Ink, Pen, Quill, Brush, Watercolour, Watersoluble, Composition, Sequencing, Visual Literacy, Narrative</p>	<p>Still Life, Genre, Traditional, Contemporary,</p> <p>Objects, Arrangements, Composition, Viewfinder, Lighting, Background, Foreground,</p> <p>Light, Dark, Tone, Shadow, Colour, Hue, Tint, Elements, Pattern, Texture, Colour, Relationship, Mark Making, Appearance, 2D, 3D</p>	<p>Plinth, Context, Display, Presentation, Intention, Viewpoint, Status, Meaning, Artwork, Art Object, Figurative, Clay, 3d Sketches, Empathy, Position, Character, Collect, Re-See, Re-Imagine, Re-Present, Environment, Context, Gallery, Scale, Perspective, Meaning, Curating/Curator, Exhibition</p> <p>Performance, Artist / Performer,</p>

	Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,
Year Five	<p>Typography, Lettering, Graphics, Design,</p> <p>Communicate, Emotions, Purpose, Intention,</p> <p>Playful, Exploratory, Visual Impact, Pictorial Maps, Identity, Symbols, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p>	<p>Mono type, Artists Book, Installation Poetry, Evoke, Response, Translate,</p> <p>Mood, Sense,</p> <p>Layer, Combine, Multi Media Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p>	<p>Set Design, Theatre, Animation, Model, Maquette,</p> <p>Design Through Making, Imaginative, Response, Stimulus, Interpretation, Vision,</p> <p>Mood, Drama, Narrative</p> <p>Lighting, Composition, Foreground, Background, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences</p>
Year Six	<p>2D Drawing</p> <p>3D Object Negative space</p> <p>Grid method</p> <p>Scaling up Collage</p> <p>Structure</p> <p>Balance Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p>	<p>Activism</p> <p>Voice</p> <p>Message</p> <p>Community Poster</p> <p>Zine</p> <p>Screenprinting Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p>	<p>Chair Design, Designer, Craftsperson, Maker 3D Doodle, Design through Making, Chair Design</p> <p>Expression, Personality, Character,</p> <p>Materials, Form, Function Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p>