



Wessex Learning Trust



Lympsham CofE Academy

We Learn Together

Art + Design Curriculum Documents





Art & Design curriculum Rationale and Coverage

Intent

At Lympsham CofE Academy the intent of the Art & Design curriculum is to nurture creativity, self-expression, and critical thinking among our learners, providing them with the essential tools to communicate their ideas visually. By engaging with a variety of artistic disciplines, including drawing, painting, sculpture, and digital media, students develop a nuanced understanding of both historical and contemporary art practices. This engagement fosters cultural awareness and appreciation, encouraging learners to reflect on their own identity and the diversity of the world around them.

Implementation

Implementation involves a comprehensive and structured approach that encourages exploration, experimentation, and personal choice. Pupils are provided with an extensive range of materials and techniques, enabling them to create and innovate while developing their visual literacy. The curriculum is designed to be inclusive, resonating with various learning styles and abilities, ensuring that all students can access and benefit from the programme. Teachers are equipped with the necessary professional development to deliver high-quality art education, facilitating a rich and engaging classroom environment.

Impact

The impact of a well-implemented Art & Design curriculum is profound and far-reaching. It nurtures individual artistic voice and promotes collaboration among peers, fostering a community of practice within the classroom. Through their engagement with art, children enhance their problem-solving and observational skills, which are transferable across the curriculum and vital for their overall academic success.

Additionally, art education supports emotional development, allowing students to express their feelings and thoughts in a constructive manner. Ultimately, this holistic approach not only cultivates artistic literacy but also prepares students for future academic and personal pursuits, enriching their overall educational experience and instilling a lifelong appreciation for the arts.



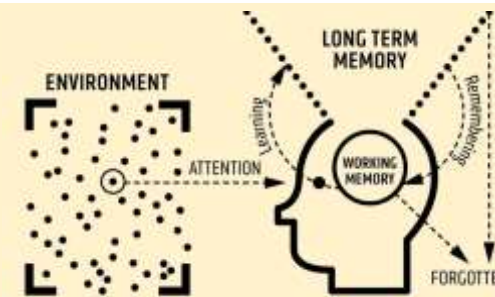
Wessex Learning Trust Principles

Strategic Aims

The Principles codify the shared language that contribute to high-quality, adaptive teaching and inclusion for all. Used routinely to bring the curriculum to life, the pedagogical principles support learning and progress over time. The Wessex Principles are not a linear planning tool, an expectation for every lesson or mandate a formulaic approach to lessons

The principles aim to:

- Reduce cognitive load
- Encourage self regulation
- Provide regular opportunities to identify misconceptions or gaps in learning
- Ensure teaching is adapted to need
- Make learning explicit and transferable across the curriculum, beyond school into the wider community and wider world



**Ready To Learn
Routines**



**Linking Prior +
New Learning**



**Focused
Instruction 'I Do'**



**Practise
Learning 'We Do'**



**Learning Check
'You Do'**



**Consolidating
Learning**

- ★ Subject pedagogies are key ingredients to adaptive teaching, alongside effective formative and summative feedback to monitor progress.
- ★ Disciplinary and substantive learning is integral to any planned sequence of learning.



Ready To Learn
Routines



- Ref SLC
- Emotional learning environment
 - physical learning environment

Learning environments are safe, inclusive and welcoming.
Relationships are positive and love of learning is promoted.
Everyone feels safe to take risks and explore learning without judgement.
Praise and rewarding effort is used to motivate and engage.
A sense of pace and challenge is established from the start of the lesson.

Linking Prior +
New Learning



- Ref SLC
- Pace of talk, clarity of instruction

Prior learning is checked and revisited to strengthen connections and longer-term memory. Know more, remember more.
Planning ensures new learning builds on prior learning.
Vocabulary is explicitly taught using the schools agreed pedagogies so that words are understood, contextualized and barriers to learning are reduced.
Problem solving and number skills are revisited, retaught and applied in unfamiliar contexts to support deeper learning.
Gaps in learning and misconceptions are revisited, including feedback and improvement tasks.
Planning is adapted lesson on lesson so that core skills and knowledge are retaught where necessary.
Precision learning is explained so that skills and knowledge are well understood, and misconceptions are minimised.

Focused
Instruction 'I Do'



- Ref SLC
- Explicit teaching of vocabulary
 - Explicit teaching of listening

The steps to new learning are broken down into manageable amounts and reduce cognitive load.
High-quality explanations are used to model thinking, decision making, and application of knowledge.
Self-regulation is taught through decision making modelled, visible and explicit.
Approaches to getting unstuck are taught and accepted as part of learning.
Practical skills and strategies are modelled so that there is a clear understanding of how to solve problems solve and minimize misconceptions.
Deeper learning is sequenced so that all learners can understand each developing stage.
Learners know what excellent learning looks like and have success criteria to support their independent work.

Practise
Learning 'We Do'



- Ref SLC
- Explicit teaching paired, small group talk

Guided practice and worked examples are used to link new learning and decision making with prior learning.
Formative assessment, including rich questioning, is used skilfully to check understanding and the impact of planned learning.
Peer explanation + modelling scaffolds and prepares for independent practice.
Learners use expert thinking and talking to explore deeper learning.
Scaffolding and support (including TAs) is in place to develop and build independence.

Learning
Check 'You Do'



Skills and knowledge are explored using a variety of contexts.
Independent practice and application of learning (including homework) builds confidence, self esteem and motivation.
Metacognition and self-regulation are developed over time.
Learning is consolidated.
Scaffolding and support is reduced and removed over time.
Feedback is used to deepen learning and address misconceptions.

Consolidating
Learning



Learner's plan, review and evaluate their progress reflecting on what excellent learning looks like and success criteria.
Next steps are identified and used to inform teacher planning and develop mastery approaches over time.
Learning skills continue. Next lessons, rest of day, community, wider world.



Knowledge in Art

National Curriculum and EYFS Framework

Substantive Knowledge
Learning about...

- Knowledge of art movements, artists and artistic disciplines

Disciplinary Knowledge
Learning how to...

- Artistic skills and techniques in drawing, painting, printing, mixed media and 3D form.
- Language of art

Procedural Knowledge
Learning through...

Visual Literacy

(Artist research, historical context, social context)



Generate Ideas

(Exploring mediums, materials, tools and techniques, developing skills generating ideas)



Create

(Planning, making, refining, adapting)



Present

(Evaluating, critiquing, displaying, analysing)



National Curriculum Programmes of Study and EYFS Framework							
EYFS	Year 1	Year2	Year 3	Year 4	Year 5	Year 6	
Development Matters 4-5 Years: Explore, use & refine a variety of artistic effects to express their ideas and feelings. Return to & build on their previous learning, refining ideas & developing their ability to represent them. Create pictures/collages using a range of techniques. Create collaboratively, sharing ideas, resources and skills ELG 16a: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function ELG 16b: Share their creations, explaining the process they have used ELG 16c: Make use of props and materials when role playing characters in narratives and stories.	1.To use a range of materials creatively to design and make products 2.To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 3.To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 4.To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.		1. To create sketch books to record their observations and use them to review and revisit ideas 2. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 3. To learn about great artists, architects and designers in history				
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	- Recognise that their ideas can be expressed in art work - Create freely to record their ideas - Recognise some key art works and artists	- Can identify curved, straight, looped, diagonal wavy, zig-zag, dashed, dotted, horizontal, vertical, spiral lines. Know how certain materials will affect the quality of mark making. - Know the primary colours (red, yellow and blue). Explore what happens when white, black and grey are added to primary colours. - Know the characteristics of sculpture materials; clay, card and wire. Know what happens when materials are cut, carved, rolled and destroyed. - Recognise the qualities of art from at least one of the artists studied. Know to how recognise and describe some simple characteristics of different kinds of art and artists.	- Know that pencils have different grading and how that effects the quality of line/mark making - Know what tone is and how it can be used in drawing. - Know the primary colours and secondary colours. Know that happens when grey, black and white are added to primary and secondary colours. Name different types of paint and their properties. - Know the difference between natural and man-made forms. Know what tools to use to create texture and surface pattern. - Recognise art from one of the artists studied. Know the artists movement and period. Know how to recognise and describe some simple characteristics of different kinds of art and artists.	- Recognise the different between hatching and cross-hatching. Identify the differences in pencil grade and what each grade is useful for. Know that tone can be used to explore shape and form. - Know which primary colours make secondary colours. Use more specific colour language. Know what happens when grey, black and white are added to primary and secondary colours. Name different types of paint and their properties. - Know which tools can be used to manipulate materials. Know how to model and construct and join using appropriate techniques. - Recognise art from one of the artists studied. Know how to recognise and describe some simple characteristics of different kinds of art and artists.	- Explain the effect of different pencils. Know when to use hatching, cross-hatching and contour hatching in drawing. Use specific vocabulary (hatching, cross-hatching, contour hatching). Know that tone can be demonstrated through different mark making techniques. - Use more specific colour language. Know how colour and shape can represent emotion. Name different types of paint and their properties. Know how to make and match colours with increasing accuracy. - Know which tools can be used to manipulate materials. Know how to model and construct and join using appropriate techniques. Know about making objects that fit for a purpose. - Recognise art form one or more of the studied. Know the artist's movement and period. Explain the artist's style. Know how to recognise and describe some simple characteristics of different kinds of art and artists.	- Identify the differences between hatching, cross-hatching, contour hatching and stippling and discuss when it is suitable to choose a particular technique. Identify the differences between pencil grades. Know that tone and texture can be explored using a variety of drawing materials and mark making techniques. - Use more specific colour language. Name different types of paint and their properties. Identify complementary and contrasting colours. Identify a focal point in a painting. Know how to make and match colours with increasing accuracy. - Know to develop ideas and model from direct observation and using imagination. Know what tools to use to create texture and surface pattern. - Recognise art from one or more of the artists studied. Know the artist's movement and period. Explain the artist's style. Know how to recognise and describe some simple characteristics of different kinds of art and artists.	- Use specific vocabulary. (hatching, cross-hatching, contour hatching). Identify the differences between hatching, cross-hatching, contour hatching and stippling and discuss when it's suitable to choose a particular technique. Identify the differences between pencil grades. Know how to draw 3D forms using pencil and what perspective drawing means. - Use more specific colour language. Name different types of paint and their properties. Be able to identify work with complementary and harmonious colours. Know how to create tints and shades of all colours mixed. Know how to create different effects and textures with paint. - Know how to develop ideas and model from direct observation and using imagination. Know what tools to use to create texture and surface pattern. Know about tools and adhesives/techniques used to join materials effectively. - Recognise art from one or more of the artists studied. Know the artist's movement and period. Explain the artist's style. Know the artist's impact on the art world. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.



Learning how to...(Skills)

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	- Experiment with a range of drawing implements to explore lines (e.g. pencils, crayons, pastels, charcoal, chalk, wax pastels - Experiment with line - patterns, dots, and colour - Observe and draw from real-life using lines and patterns - Draw freely and with pleasure	- Use and layer a variety of media – pencils, rubbers, crayons, pastels, felts, charcoal, chalk - Experiment with line, shape, pattern and colour - Observe and draw landscapes, patterns and anatomy - Use a sketchbook to gather and develop ideas	- Experiment with different grades of pencil; explain choices about use of media - Use different media to achieve variations in line, texture, tone, shape, pattern and colour; identify and draw the effect of light - Use scale and proportion to draw anatomy increasingly accurately, particularly bodies and faces of people - Use a sketchbook to research, collect and record	- Make and explain informed choices about use of media and draw parallels between own drawings and those of other artists (including annotating the art of other people) - Draw effect of light on people and objects from different directions and develop the concept of perspective - Produce increasingly accurate drawings of people, landscapes and a range of other 3D objects - Use a sketchbook to research, collect, record and develop ideas independently, including the use of mixed media			
Painting	- To begin to understand that painting is different to drawing; painting is about covering space and use of colour. Experiment with different paint, brushes and brush sizes - Name colours; begin to mix primary colours to make others. - Begin to paint ‘in the style of’ key artists	- Use different paint, brush sizes and shapes; experiment with tools and techniques – e.g. layering, scraping through, sponge brushes - Name colours, mix and match colours to objects; begin to experiment with black and white to make shades and tints - Begin to work on different scales; begin to represent a time, season, place or mood using colour and painting techniques - Use a sketchbook to gather and develop ideas	- Choose paints and implements appropriately and experiment with a wider range of different effects – e.g. layering, scraping, colour blocking, washes, thickening paint, scratching, dotting and splashing - Mix colours and know which prime colours make secondary colours; experiment with tone, shade and tint - Work confidently on different scales - Use a sketchbook to research, collect and record	- Test media and materials before independently employing a range of effects, including texture with sand/sawdust - Demonstrate knowledge about primary/secondary colours, warm and cold, complimentary and contrasting colours; create shades independently using black and white; show the effect of light and colour, texture and tone on natural and manmade objects - Create imaginative work from a variety of sources and show an awareness of painting composition - Use a sketchbook to research, collect, record and develop ideas independently, including the use of mixed media			
Printing	- Know that we can make several copies of the same picture; experiment with the relief method - Design and build repeated patterns	- Experiment with printing techniques - e.g. monoprint, block, relief, rubbings, carbon printing - Design and build repeated patterns - Use a sketchbook for practising skills and recording knowledge	- Research, create and refine a print using a wider variety of techniques – e.g. marbling, screen printing and layering - Design patterns of increasing complexity, exploring pattern & shape - Use a sketchbook for recording and developing print ideas	- Choose a taught printing method appropriate to the task and explain techniques; explore colour mixing using two coloured inks - Design complex patterns, including using repetition and symmetry - Use a sketchbook for recording, developing & evaluating print ideas			
Mixed Media <i>Including collage and textiles</i>	- Begin to explore different textiles; undertake some simple textile weaving and decoration - Begin to experiment with a range of tools and joins – e.g. cut, and glue material - Make collages using different media – e.g. fabric, plastic, tissue, magazines, crepe paper; cut, tear, join with glue, add marks and add colour to collages to represent an idea	- Begin to use and explore different techniques – e.g. embroidery, applique, fabric crayons - Begin to experiment with different joining techniques – e.g. thread a needle, cut, glue, trim material, stitch and knot - Make collages using different media – e.g. fabric, plastic, tissue, magazines, crepe paper; cut, tear, join with glue, add marks and add colour to collages to represent an idea - Use a sketchbook for practising skills and recording knowledge	- Develop different techniques – e.g. weaving, fabric crayons, embroidery, applique - Develop skills in stitching, cutting and joining - Experiment with overlapping and layering in collages, using a range of media – e.g. fabric, plastic, tissue, magazines, crepe paper - Collect, refine and alter ideas	- Use a wide range of techniques, complimentary/contrasting colours and textures when designing and making, including tie die - Choose to join fabrics in different ways – e.g. stitching with different threads and needles appropriate to task, stapling, pinning - Use a wide variety of media to independently create a collage, including overlapping and layering; select and use a range of cutting tools; embellish decoratively using more layers of found materials to build complexity to collage - Collect, refine, adapt, extend and evaluate ideas			
3D Form <i>Clay, dough, boxes, wire, paper mache</i>	- Manipulate and explore using modelling materials – rolling, kneading, pressing, pinching - Construct three dimensional shapes by assembling and fixing items (junk modelling) using man-made and natural materials	- Manipulate and explore shape and form of clay using basic techniques – e.g. rolling, kneading and shaping; construct a simple form such as a pinch pot or coil pot - Construct with recycled, natural and man-made materials - Use a sketchbook for practising skills and planning a design	- Make informed choices about different clay techniques – e.g. rolling, kneading, shaping, pinching; creating surface patterns and textures; build a textured relief tile; construct a simple clay base for modelling other shapes; build a functional form - Cut and join wood with support; make a simple paper mache object using wire or assembled found materials - Plan and design in a sketchbook; make models	- Develop a range of clay techniques – e.g. rolling, kneading, shaping, pinching,; creating surface patterns and textures, slabs, coils and slips - Use recycled, natural and man-made materials to create sculptures with increasing independence; cut and join wood and make a model using plaster - Plan, design, make and adapt models; evaluate other sculptures			



Learning through...(Understanding/Application)

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Visual Literacy	- Know that art comes in many forms - Know that artists have different styles - Demonstrate preferences for a particular artist or art form	- Reflect upon the artists' work, and share your response verbally ("I liked...") - Know how to recognise and describe some simple characteristics of different kinds of art, craft and design	- Reflect upon the artists' work, and share your response verbally ("I liked...") - Understand artists take their inspiration from around them, collecting and transforming - Know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times	- Know about and describe the work of some artists, craftspeople, architects and designers - Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of...") - To understand that visual artists look to other artforms for inspiration - Understand artists often collaborate on projects, bringing different skills together - Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work	- Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied - Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...") - Understand artists often collaborate on projects, bringing different skills together - Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work	- Know about and explain the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions - Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...") - Understand the processes, intentions an outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning - Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work	- How to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers & architects taking account of the influence of the different historical, cultural, social contexts - Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...") - Understand the processes, intentions an outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning - Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils' own creative response to the work
Generate Ideas	- Explore a range of art techniques: drawing, painting, printing, collage, textiles, 3D work - Use a range of materials to craft, build and join - Show interest in the work of others - Copy the work of others	- Try out a range of materials and processes - Show interest in the work of others - Know the names of some of the tools, techniques and the formal elements (colours, shapes, etc.) that they use	- Deliberately choose to use particular techniques - Develop and exercise some care and control over the range of materials they use - for instance, they do not accept the first mark but seek to refine and improve	Develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques.	Investigate the nature and qualities of different materials and processes systematically	Confidently investigate and exploit the potential of new and unfamiliar materials (for instance, try out several different ways of using tools and materials that are new to them)	Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques
Create	Work in a playful, exploratory way	Work in a playful, exploratory way, responding to a simple brief	Create with a variety of materials to make an outcome which responds to a loose brief.	Select, and use appropriately, a variety of materials and techniques in order to create their own work in response to a brief	- Select, and use appropriately, a variety of materials and techniques in order to create their own work in response to a brief - Apply the technical skills they are learning to improve the quality of their work. (for instance, in painting they select and use different brushes for different purposes)	- Select, and use appropriately, a variety of materials and techniques in order to create their own work in response to a brief - Use their acquired technical expertise to make work which effectively reflects their ideas and intentions	- Select, and use appropriately, a variety of materials and techniques in order to create their own work in response to a brief - Use their acquired technical expertise to make work which effectively reflects their ideas and intentions. - Independently select and use relevant processes in order to create successful work.
Tier 2 Vocabulary	Line, clay, make, tone, shape, colour, primary secondary, texture, construct, build, cross-hatch				Design, observation, composition, tertiary, complementary, mood, technique, manipulate, form, join, illustrate, horizontal, vertical		
Tier 3 Vocabulary	Sketch, ceramic, shape, colour, primary secondary, texture, construct, build, cross-hatch				Refine, form, focus point, layer, trace, describe, three-dimension, two-dimension, perspective, portrait.		



Long Term Plan - example							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Theme 1 <i>Ourselves and <u>Humankind</u></i>							
Theme 2 <i>Culture and Diversity</i>							
Theme 3 <i>Community and Citizenship</i>							
Theme 4 <i>Exploration and Discovery</i>							
Theme 5 <i>Expression and Creativity</i>							
Theme 6 <i><u>Ourselves</u> and Humankind</i>							