



Art

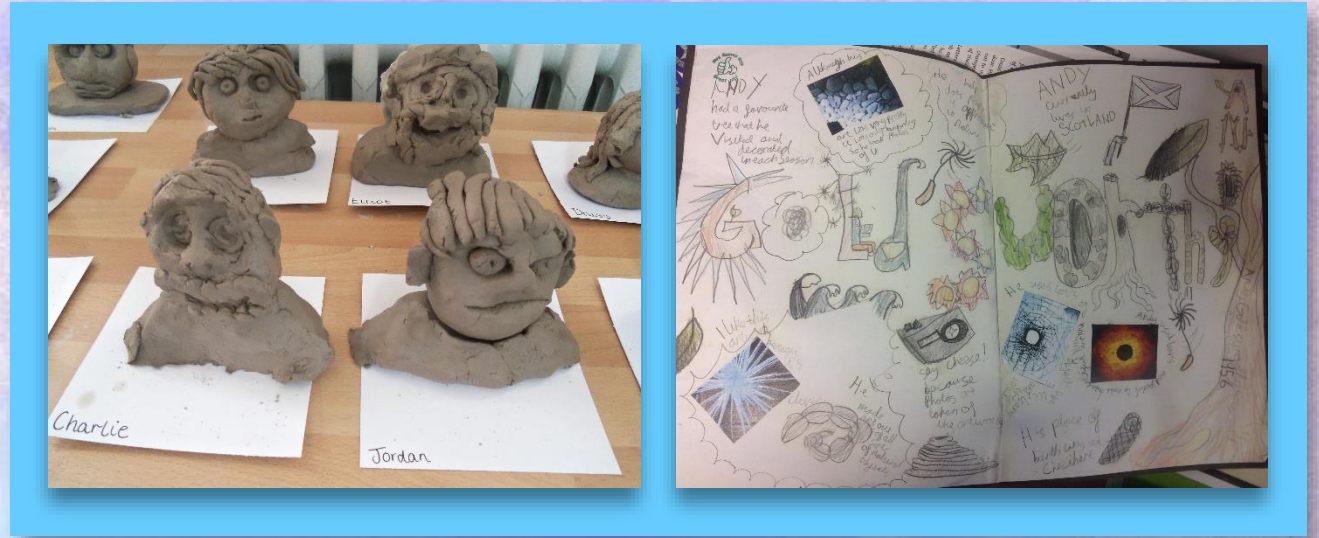
Portfolio



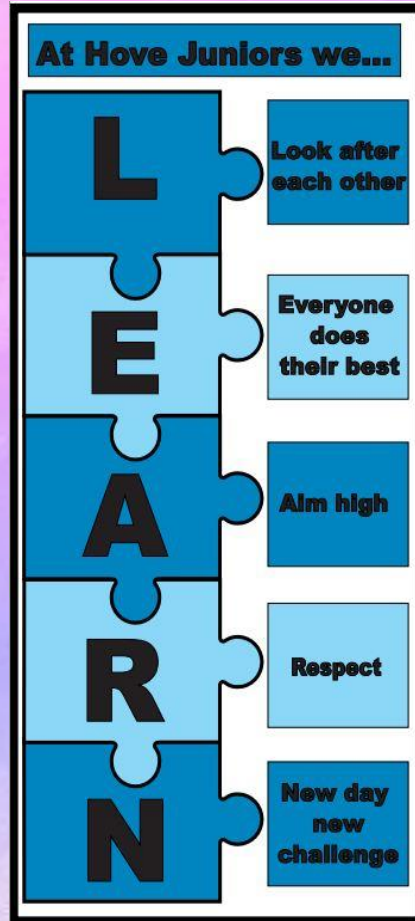
Art at Hove Junior School



Through teaching Art & Design we aim to foster a love of learning, enabling children to ignite their inner creativity and explore avenues to express thoughts, feelings and understandings in new and exciting ways. High quality Art and Design education inspires children and provides the opportunity to respond creatively in other areas of the curriculum as well as deepening their cultural understanding of the world around them.



We aim to develop a whole school approach to art which ensures continuity and progression and which develops both skills and creativity. By instilling an appreciation and enjoyment of the visual arts we have the power to enrich our lives.

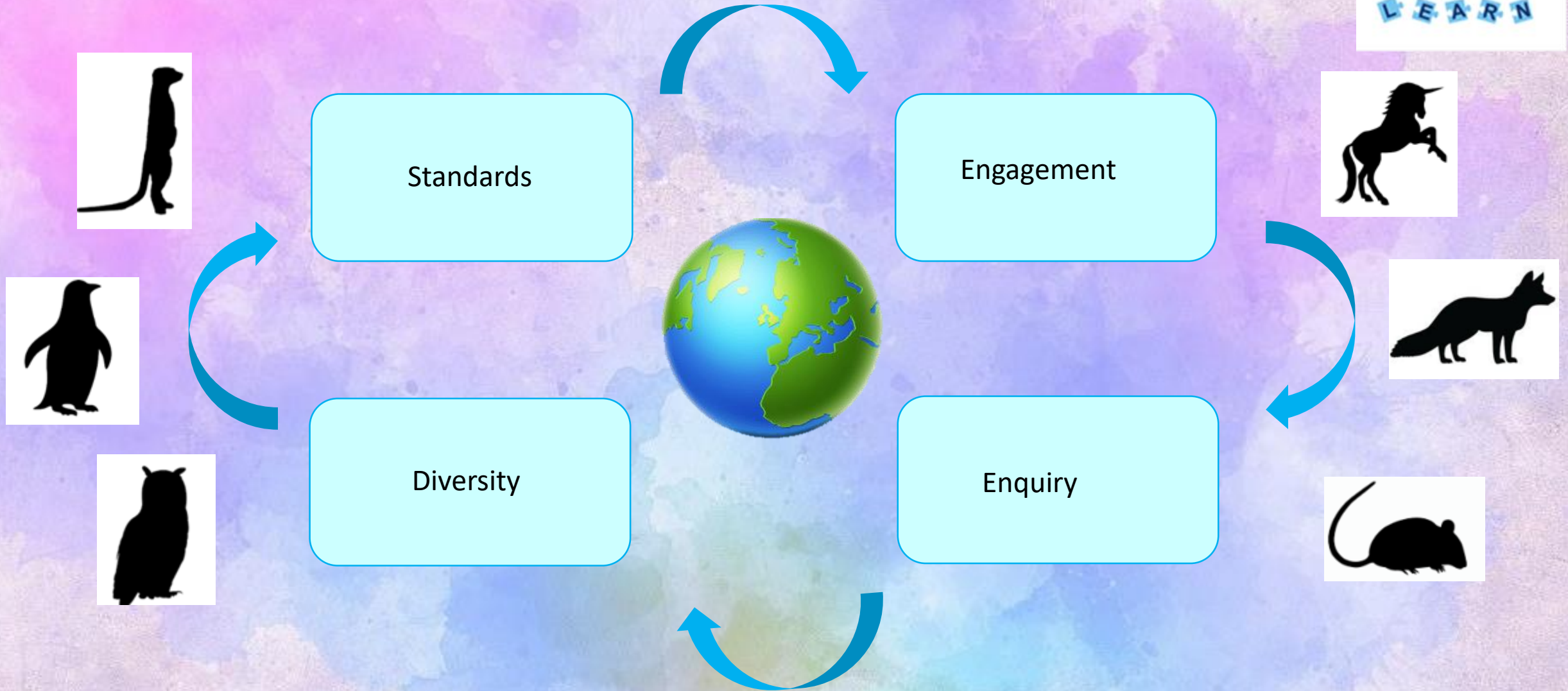


	Question
	Collaborate
	Reflect
	Take Risks
	Independence
	Perseverance

Our LEARNING CHARACTERISTICS support and define how the children become successful learners.



Curriculum Drivers:



Links with the community

Brighton and Hove is a wonderful, vibrant and exciting city, attracting creative people, artists and craft people.

There are many art projects carried out in our schools across the city, and we at Hove Juniors are proud to have participated in the Children's Parade for many years. This unique community event opens the Brighton Arts Festival each year with 5,000 local school children participating, wearing costumes and carrying props they have designed and made themselves. Teachers and children collaborate with artists to make magnificent effigies, choreograph dance routines and chants, and develop design ideas that encourage imaginative flow.



Curriculum

Our curriculum aims to inspire children's curiosity to know more about Art. On entry to our school, every child is given their own water colour palette and a set of drawing pencils. This simple gesture underpins our commitment to Art and Design. Children are taught how to use, look after and value these during their time at Hove Junior School.



Curriculum Overview

Hove Junior Art Curriculum Map Overview 2019 – 2020



Year 3	<p><u>Portals through the Ages</u></p> <p>Portraits</p> <p>Cave painting</p> <p>Observational drawing</p> <ul style="list-style-type: none"> I can learn to use sketch books as an exploratory tool, to record observations, work through ideas, and try out techniques or colours that may form part of later learning I have experimented with colour pattern texture line and tone shape and form <p>Drawing</p> <ul style="list-style-type: none"> I know how to create tonal drawings (light/dark) to show light and shadow and create effect I can use my pencils to show line, tone and texture I can use hatching and cross hatching to show tone and texture I can draw for different purposes: recording, analysing, sketching and planning <p>Painting</p> <ul style="list-style-type: none"> I can mix primary colours to make secondary I can add white to colours to make tints and black to colours to make tones I can make tones of colour without using black and white I can water colour paint to produce washes for backgrounds then add detail 	<p><u>Trash to Treasure</u></p> <p>DT project from recycled materials</p> <p>Drawing</p> <ul style="list-style-type: none"> I can draw for different purposes: recording, analysing, sketching and planning I can annotate my sketches to explain and elaborate my ideas I can work from observation/imagination/memory 	<p><u>Whole School topic – Olympics</u></p> <p>Sculpture from wire?</p> <p>Sculpture</p> <ul style="list-style-type: none"> I can use a combination of shapes I can include lines and texture (using wool into wire or straws/wire/withies/mudroc I can work individually and collaboratively to combine ideas I can use rolled up paper, straws, paper, card and clay as materials I can use techniques such as rolling, cutting, moulding and carving, coiling, kneading and making marks on the surface I can explore balancing materials for my sculpture I can explore methods of altering the shape of 'plastic' materials using different modelling techniques (carving, coiling etc.) I can use rigid materials to make constructions, learning to join them in varied ways I can create a balanced sculpture I can use tools to carve and add shapes, texture and pattern <p>I can create and combine shapes to create recognisable forms</p>
Year 4	<p><u>Roamin' Romans</u></p> <p>Roman Busts</p> <ul style="list-style-type: none"> Use observational skills to draw a head and shoulders portrait. Consider scale and proportion in facial dimensions Experiment with clay and learn basic techniques for joining, shaping and decorating Produce a self-portrait 'bust' Evaluate <p>Drawing</p> <ul style="list-style-type: none"> I know how to create tonal drawings (light/dark) to show light and shadow and create effect I can use my pencils to show line, tone and texture I can use hatching and cross hatching to show tone and texture I can draw for different purposes: recording, analysing, sketching and planning I can annotate my sketches to explain and elaborate my ideas I can work from observation/imagination/memory <p>Sculpture</p> <ul style="list-style-type: none"> I can use a combination of shapes I can include lines and texture (using wool into wire or straws/wire/withies/mudroc I can work individually and collaboratively to combine ideas I can use rolled up paper, straws, paper, card and clay as materials I can use techniques such as rolling, cutting, moulding and carving, coiling, kneading and making marks on the surface I can explore balancing materials for my sculpture I can create a balanced sculpture I can use tools to carve and add shapes, texture and pattern <p>I can create and combine shapes to create recognisable forms</p> <p>Mosaics/Collage</p> <ul style="list-style-type: none"> I can select and arrange materials for effect I can ensure my work is precise I can use coiling, overlapping, tessellation, mosaic and montage 	<p><u>Vicious Vikings</u></p> <p>Odd and the Frost Giants (linked to English)</p> <p>Drawing</p> <ul style="list-style-type: none"> I can use hatching and cross hatching to show tone and texture I can recognise and draw parallel and perpendicular lines I can use the properties of shape to explore patterns <p>Painting</p> <ul style="list-style-type: none"> I can express with paint both individually and collaboratively I can use thick and thin brushes I can mix primary colours to make secondary I can add white to colours to make tints and black to colours to make tones I can create colour wheels I can be selective about the amount of paint pupils need to use I can select/choose which brush to use for effect/ purpose I can make tones of colour without using black and white I can experiment with creating mood and colour <p>DT – catapults</p> <ul style="list-style-type: none"> Learn about catapults used in the past Learn about forces involved Learn construction skills Design and build own models Evaluate 	<p><u>Whole School topic – Olympics</u></p> <p>Printing?</p> <p>Print</p> <ul style="list-style-type: none"> I can use repeating or overlapping shapes I can explore with pattern and colour I can create my own printing block e.g. string print, polystyrene print, lino print I can press, roll, rub and stamp to make prints I can explore using IT to make repeating patterns on a computer I can mimic print from the environment (e.g. wallpapers) I can choose to press, roll, or stamp to make prints I can make more precise repeated patterns I can use layers of two or more colours

Our Curriculum Maps detail all of the opportunities for the teaching and learning of **ART** throughout each year.

Curriculum Overview

Hove Junior Art Curriculum Map Overview 2019 – 2020



Year 5	<p><u>Brighton Rocks</u></p> <p>Seascape art: See examples on display- Lighthouses linking to Dead Man's Cove and St Ives- collage. Perspective drawings based on Hove seafront? Stretching into distance. Watercolours of the sea. Abstract seashore sculptures. Make into a morning out?</p> <p>I can use a variety of techniques to create effects e.g. reflections, shadows, direction of sunlight (see milestone 2) · I can choose which techniques to use to show movement, perspective, shadow and reflections.</p> <p>Collage · I can mix textures (rough and smooth), plain and patterned. I can combine visual and tactile qualities</p> <p>Painting · I can sketch (lightly) before painting to combine light and colour · I can create a colour palette based upon colours observed in the natural or built world · I can use the qualities of watercolour and acrylic paints to create visually interesting pieces. · I can combine colours, tones and the qualities of paint to create texture</p> <p>Sculpture · I can show life like qualities and real life proportions or if more abstract, provoke different interpretations</p>	<p><u>Stones, Spirits and Sacrifice</u></p> <p>Art plan to be redesigned- remaining skills taught in Summer</p> <p>Chooses particular colours to use for a purpose. painting, drawing upon ideas from other artists</p> <p>I can use tools to carve and add shapes, texture and pattern I can use frameworks (such as wire and moulds) to provide stability and form</p> <p>Print · I can replicate patterns in natural or built environments · I can develop ideas from my surroundings · I can print on to a range of materials · I can build up layers of colours</p> <p>I can create an accurate pattern, showing fine detail · I can replicate some of the techniques used by notable artists/artisans/ designers</p> <p>Collage</p> <p>I can use ceramic mosaic materials and techniques</p> <p>I can shape and stitch materials · I can begin to use basic back stitch and cross stitch · I can create weavings · I can colour fabric</p>	<p><u>Whole School topic – Olympics</u></p> <ul style="list-style-type: none"> Sculpture from wire? <p>Sculpture</p> <ul style="list-style-type: none"> I can show life like qualities and real life proportions or if more abstract, provoke different interpretations I can use tools to carve and add shapes, texture and pattern I can combine visual and tactile qualities I can use frameworks (such as wire and moulds) to provide stability and form
Year 6	<p><u>Passport to the World sketchbooks</u></p> <ul style="list-style-type: none"> Georgia O'Keefe study (biography in sketch books) I can develop understanding of the work of artists past and contemporary, across a range of genres I can describe the work of notable artists, artisans and designers I can use some of the ideas of artists studied to create pieces <p>Drawing</p> <ul style="list-style-type: none"> I can use a variety of techniques to create effects e.g. reflections, shadows, direction of sunlight (see milestone 2) I can choose which techniques to use to show movement, perspective, shadow and reflections (see milestone 2) <p>I can use lines to represent movement</p> <p>Doodle art – cacti</p> <p>Cacti plastic sculptures (playground display/ classroom display)</p> <p>Totem poles drawings/sculpture.</p> <p>DT. Cooking: mince pie challenge</p> <ul style="list-style-type: none"> 	<p><u>Who Do You Think You Are Kidding Mr Hitler?</u></p> <p>To create material pieces sewed together, such as a bag and bunting, inspired by our 'Make Do and Mend' project.</p> <p>Textiles</p> <ul style="list-style-type: none"> I can shape and stitch materials I can begin to use basic back stitch and cross stitch I can create weavings <p>I can colour fabric</p> <p>To use digital media to create a propaganda poster inspired by our topic on WW2.</p> <p>Digital Media</p> <ul style="list-style-type: none"> I can create images, video sound recordings and explain why they were created <p>I can enhance digital media by editing (including sound, animation, still images and installations)</p> <p>To create a piece of 'Blitz' Artwork inspired by our topic on WW2.</p> <p>DT – link with electricity (Selma – tin foil quiz)</p> <p>Make a World War II stew...</p>	<p><u>Whole School topic – Olympics</u></p> <p>Printmaking</p> <ul style="list-style-type: none"> I can replicate patterns in natural or built environments I can develop ideas from my surroundings I can print on to a range of materials I can build up layers of colours I can create an accurate pattern, showing fine detail I can replicate some of the techniques used by notable artists/artisans/ designers <p>DT – design and make mascots...</p>

Our Curriculum Maps detail all of the opportunities for the teaching and learning of **ART** throughout each year.

Standards

The standard of work produced in Art is very high at Hove Junior School.

We celebrate the children's achievements and successes and allow them time to think critically.



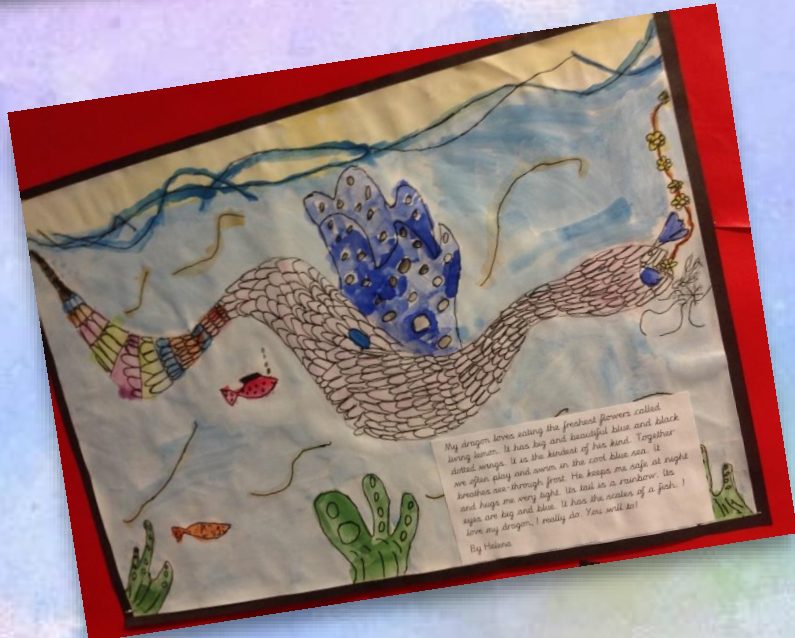
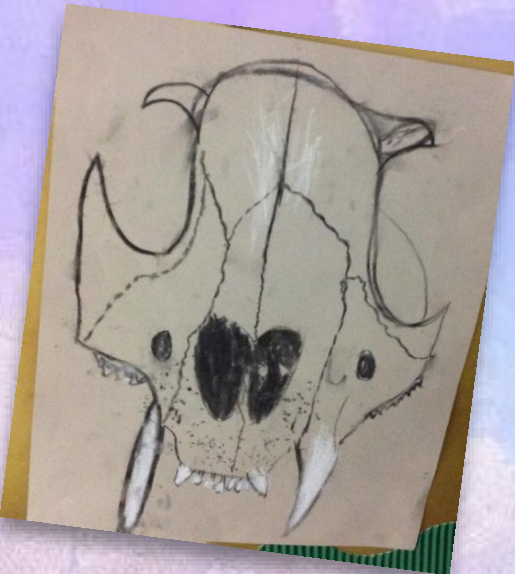
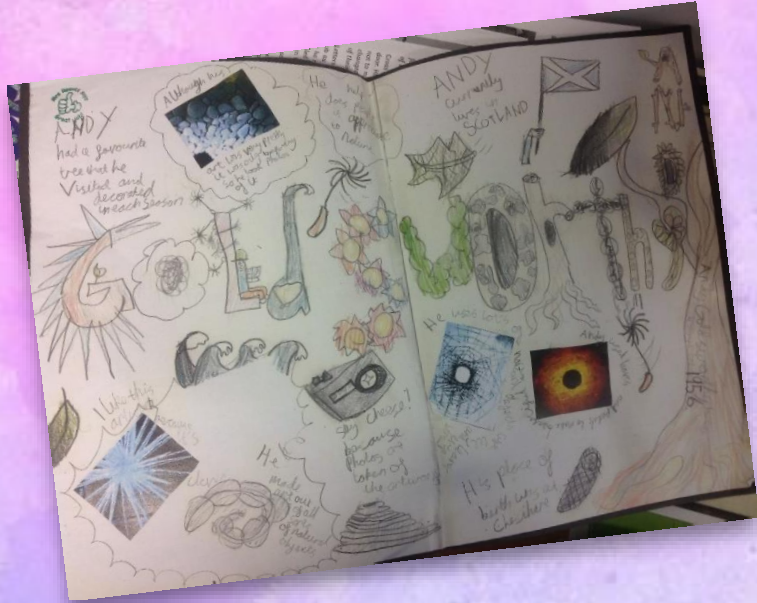
Assessment in Art

Art and Design Skills Checklist – 2019-2020

Autumn Term	Spring Term	Summer Term	
<div><div></div><div></div></div>			
Years 3-6 <ul style="list-style-type: none">I can record from first hand evidence/observationI have visited art galleries and museumsI am familiar with the work of some real artistsI can say what I think and feel about the work of others and my ownI have experience of:<ul style="list-style-type: none">drawingpaintingcollagetextilessculpturephotographyand use some of these skills to help me communicate ideas		Sketch Books <ul style="list-style-type: none">Each child will take their sketchbook through the schoolI can learn to use sketch books as an exploratory tool, to record observations, work through ideas, and try out techniques or colours that may form part of later learning Take inspiration from the great classic and modern will run through each term <ul style="list-style-type: none">I can develop understanding of the work of artists past and contemporary, across a range of genresI can describe the work of notable artists, artisans and designersI can use some of the ideas of artists studied to create piecesI have experimented with<ul style="list-style-type: none">colourpatterntextureline and toneshape and form	
Milestone 1 I can/ I know / I understand/I am able Year 2		Milestone 2 I can/ I know / I understand/I am able (years 3 and 4)	
Drawing <ul style="list-style-type: none">I know how to create tonal drawings (light/dark) to create effect		Drawing <ul style="list-style-type: none">I know how to create tonal drawings (light/dark) to show light and shadow and create effect	
Milestone 3 I can/ I know / I understand/I am able (years 5 and 6)		Key Questions and examples regarding Activities	
Drawing <ul style="list-style-type: none">I can use a variety of techniques to create effects e.g.			

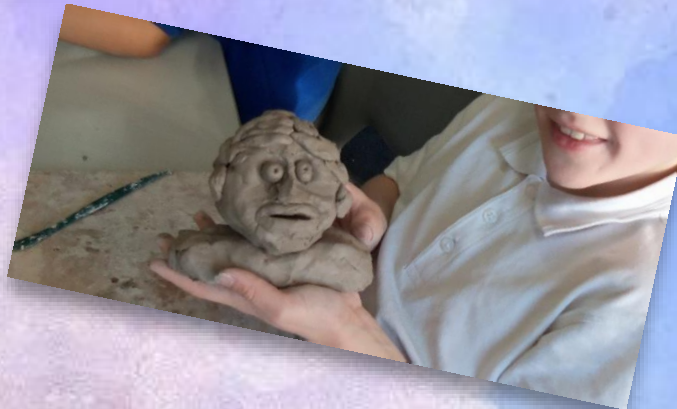
Each year group has a skills checklist and teachers highlight the skills taught each term. This allows them to build on the children's abilities across the year and in turn, across the key stage. Children are made aware of their acquisition of art and design skills through the discussion of the learning objectives at the start of each lesson and reviewing their own and peer work.

Standards in Year 3



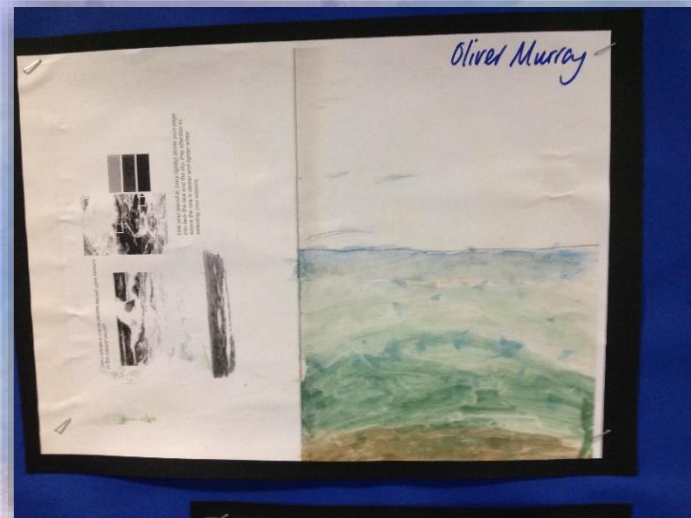
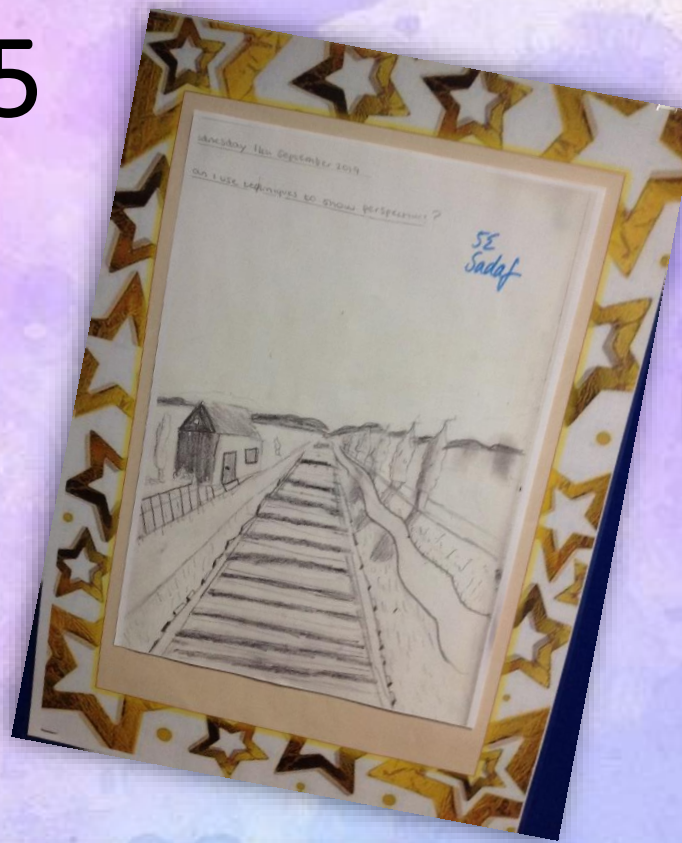
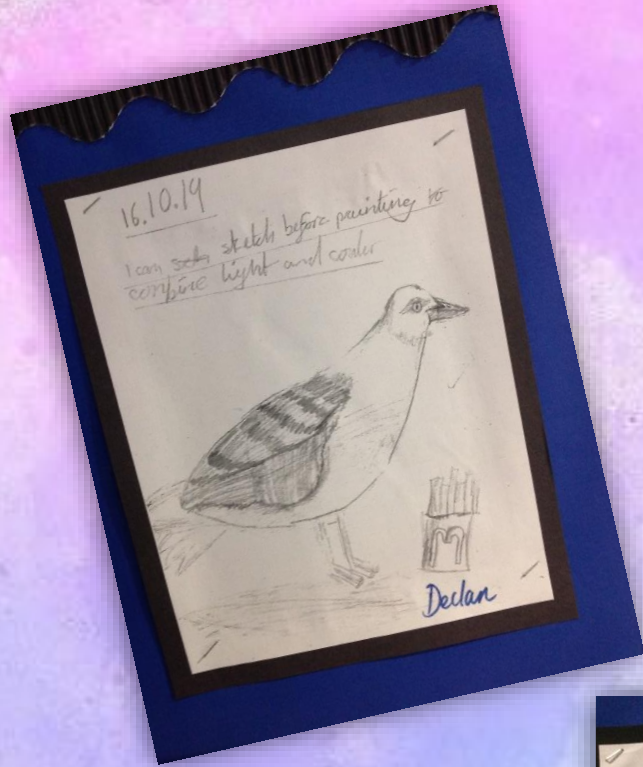
STANDARDS

Standards in Year 4



S T A N D A R D S S

Standards in Year 5



S S T A N D A R D S S

Standards in Year 6

