



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.



At Hove Juniors we...

L Look after each other

E Everyone does their best

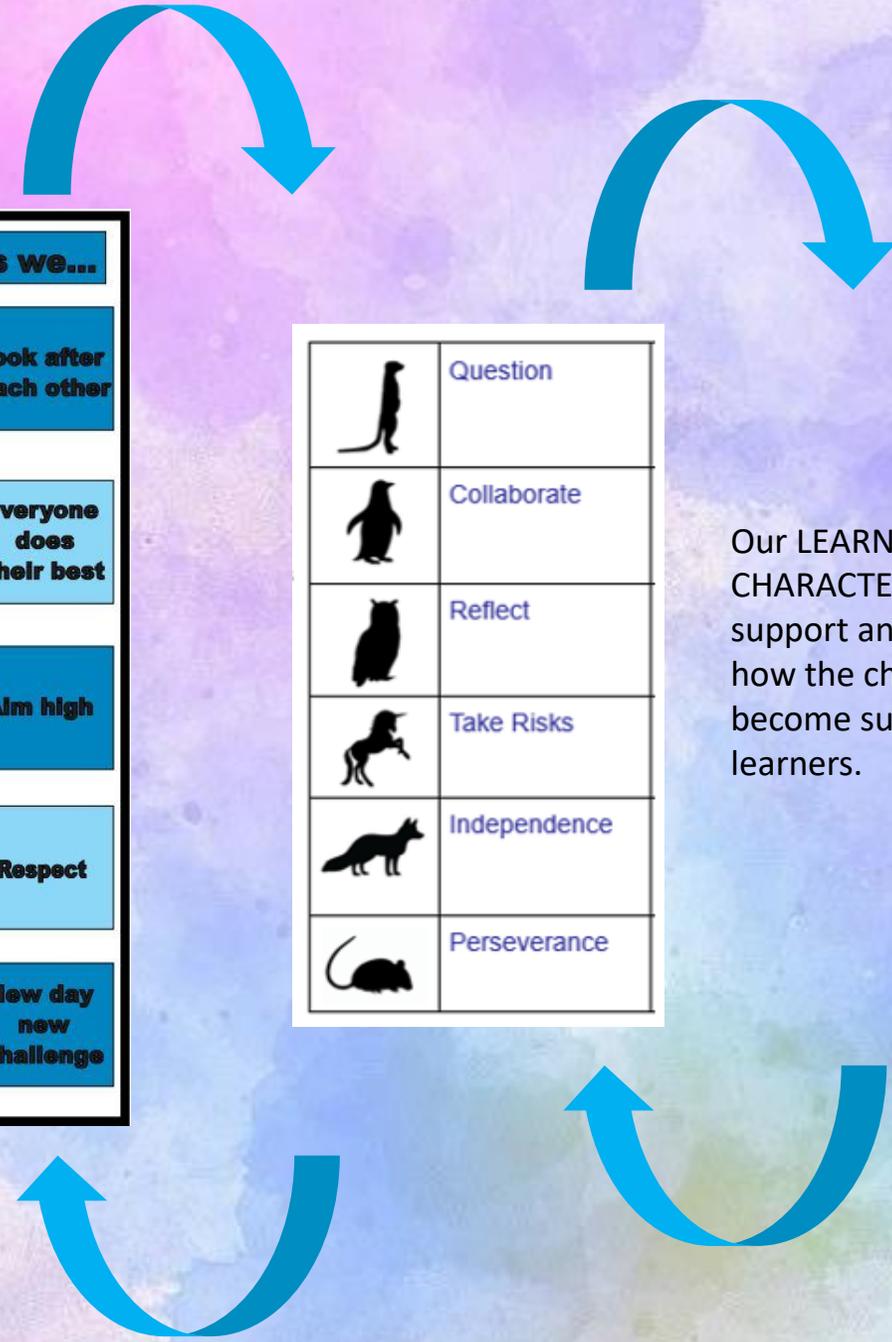
A Aim high

R Respect

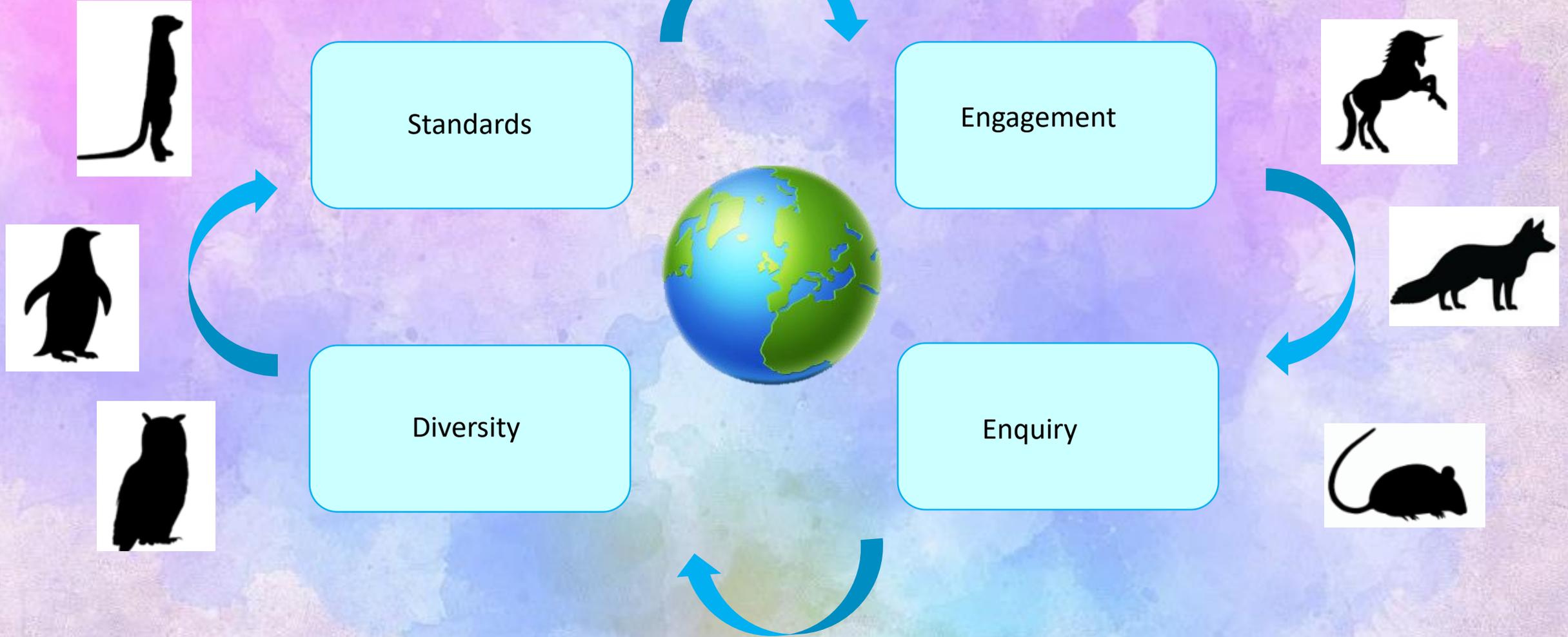
N New day new challenge

	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

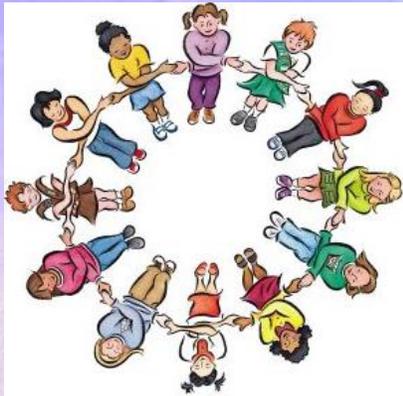
Brighton and Hove is a wonderful, vibrant and exciting city, attracting creative people, artists and craft people.

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



<p>Year 3</p>	<p><u>Portals through the Ages</u> Portraits Cave painting 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> 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>Whole School topic – Olympics</p> <p>Sculpture from wire? 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>
<p>Year 4</p>	<p><u>Roamin' Romans</u> 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> 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>Whole School topic – Olympics</p> <p>Printing? 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



<p>Year 5</p>	<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> <p>• Sculpture from wire?</p> <p>Sculpture</p> <p>• I can show life like qualities and real life proportions or if more abstract, provoke different interpretations</p> <p>• I can use tools to carve and add shapes, texture and pattern</p> <p>• I can combine visual and tactile qualities</p> <p>• I can use frameworks (such as wire and moulds) to provide stability and form</p>
<p>Year 6</p>	<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>

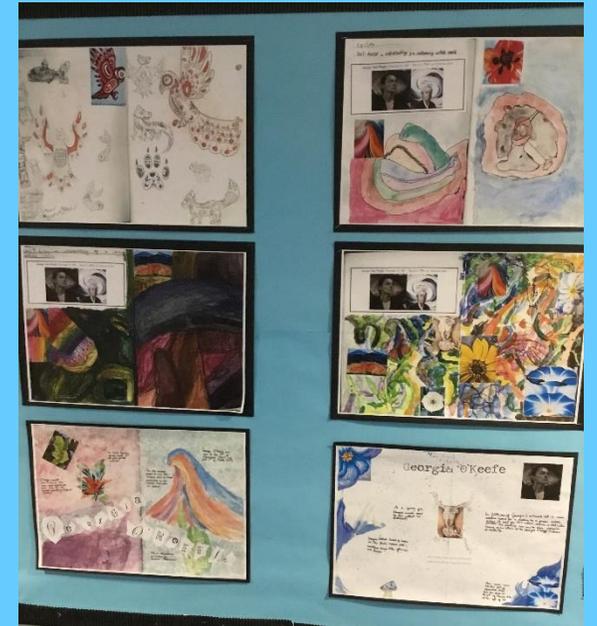
Our Curriculum Maps detail all of the opportunities for the teaching and learning of **ART** throughout each year.

Standards



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

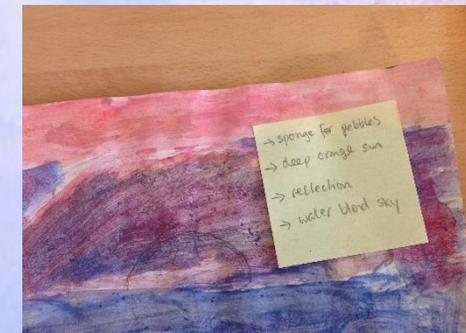
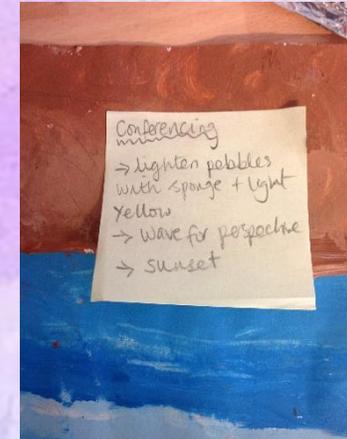
We celebrate the children's achievements and successes and allow them time to think critically.



Assessment in Art

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. Teachers are encouraged to respond on post its or verbally to reinforce the view that the sketchbooks are personal to the children and not to be corrected but used to explore and improve.

Autumn Term	Spring Term	Summer Term
<p>⊕ Years 3-6</p> <ul style="list-style-type: none"> I can record from first hand evidence/observation I have visited art galleries and museums I am familiar with the work of some real artists I can say what I think and feel about the work of others and my own I have experience of: <ul style="list-style-type: none"> drawing painting collage textiles sculpture photography and use some of these skills to help me communicate ideas 		
<p>Sketch Books</p> <ul style="list-style-type: none"> Each child will take their sketchbook through the school 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 <p>Take inspiration from the great classic and modern will run through each term</p> <ul style="list-style-type: none"> 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 I have experimented with <ul style="list-style-type: none"> colour pattern texture line and tone shape and form 		
<p>Milestone 1 I can/ I know / I understand/ I am able Year 2</p>	<p>Milestone 2 I can/ I know / I understand/ I am able (years 3 and 4)</p>	<p>Milestone 3 I can/ I know / I understand/ I am able (years 5 and 6)</p>
<p>Drawing</p> <ul style="list-style-type: none"> I know how to create tonal drawings (light/dark) to create effect 	<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 	<p>Key Questions and examples regarding Activities</p> <ul style="list-style-type: none"> I can use a variety of techniques to create effects e.g.



Core Knowledge Files



Core Knowledge

- Sculptures are 3 dimensional (3D) which means they have height, width and depth.
- Sculptures can be modelled, cast, carved or constructed/assembled (made up of smaller parts).
- Cast sculptures involve modelling the sculpture, then making a mould and casting it in a metal or other medium.



An apple cast using clay slip



The Thinker by Rodin



Three Men Walking II by Giacometti.



Constellation on Hove Plinth by Jonathan Wright.

- Sculpture has been used throughout history to celebrate victors, commemorate important people or those who have fought for their countries and to mark key moments in time.



(Terracotta Warriors (Late 3rd century BCE))



The Monument to the Women of WWII by John W. Mills

- Many artists choose to create sculptures as they are 3 dimensional, tactile and create immediate impact using volume, size and structure.



British artist Barbara Hepworth carved sculptures out of wood and stone. She was inspired by natural forms.



One of the most famous sculptures is Michelangelo's David which he carved from marble.



The angel of the North is a sculpture by Anthony Gormley and stands 20m (66 ft) high with 54m (177ft) wings. It is created using steel plate which have been bolted together.

Key vocabulary

- Tonal**— Tonal drawings: the art of gradual increase or decrease from light to dark from one part of the drawing to another
- Sketch**— a rough or unfinished drawing or painting, often made to assist in making a more finished picture.
- Texture**— the feel, appearance, or consistency of a surface or substance.
- Light & Shadow**— light and shadows visually define objects. ... A cast shadow is not a solid shape but waxes in tone and value.
- Hatching**— shading with closely drawn parallel lines.
- Observational**— drawing what you see in front of you as realistically and as true to life as possible
- Scale**— A drawing that shows a real object with accurate sizes reduced or enlarged by a certain amount
- Parallel**— side by side and having the same distance continuously between them.
- Perpendicular**— at an angle of 90° to a given line, plane, or surface or to the ground.
- Reflection**— the throwing back by a body or surface of light, heat, or sound without absorbing it.

As artists we will

Years 3 and 4

- 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
- I can learn how to plan a drawing to fill the paper
- I can explore different scales of drawing
- I can choose different tools appropriately for effect
- I can recognise angles in shapes and objects
- I can recognise and draw parallel and perpendicular lines
 - I can use the properties of shape to explore patterns

Years 5 and 6

- I can use a variety of techniques to create effects e.g. reflections, shadows, direction of sunlight
- I can choose which techniques to use to show movement, perspective, shadow and reflections
- I can use lines to represent movement

Sketchbooks

Core Knowledge

- Sketchbooks are powerful tools
- Sketchbooks are used by professional artists but can also be viewed as art themselves
- Sketchbooks are designed for expression and experience
- Sketchbooks are a record of reflection and progression

"Sketchbooks can be a laboratory – a safe place to experiment, test and discover."

Jo Blaker, Access Art

William Turner



Leonardo da Vinci



Vincent Van Gogh



Year 4



Frida Kahlo



Year 5



Year 6



Year 3

Key vocabulary

- Primary colours** — red, blue, yellow
- Secondary colours** — purple, green, orange
- Colour Palette** — a selection of colours
- Colour Wheel** — shows primary and secondary colours related to each other.
- Watercolour** — a type of paint that can be mixed with water to create translucent layers
- Acrylic** — fast drying paint which becomes water resistant when dry.
- Tone** — lightness or darkness of colour
- Application** — using a brush, palette knife, sponge or spraying
- Texture** — paint can be applied thinly or thickly to build layers for effect.
- Mix** — the mixing of two or more colors



As artists we will

Years 3 and 4

- 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/pencil used.
- I can experiment with different applications of paint with reference to texture
- I can select/choose which brush to use for effect/purpose
- I can make tones of colour without using black and white
- I can water colour paints produce washes for backgrounds then add detail
- I can experiment with creating mood and colour

Years 5 and 6

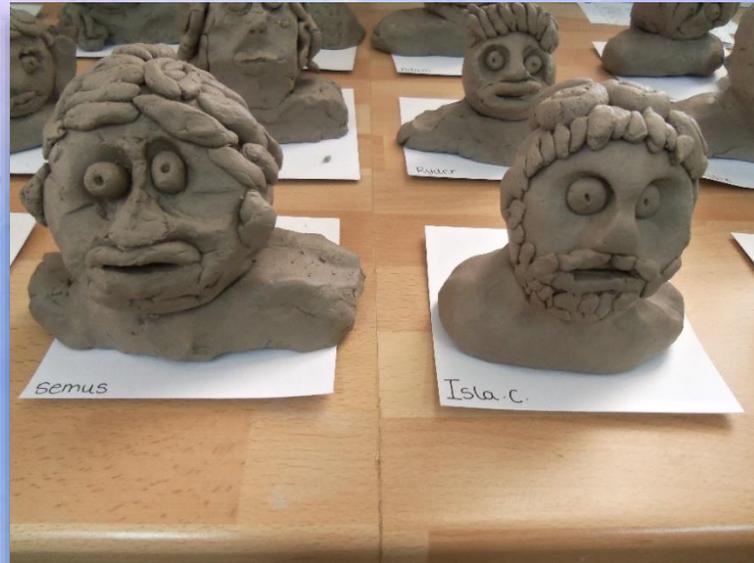
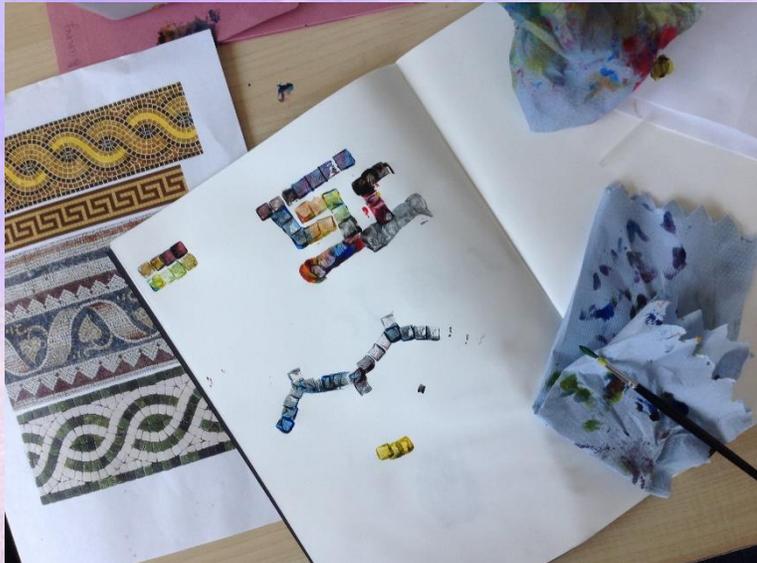
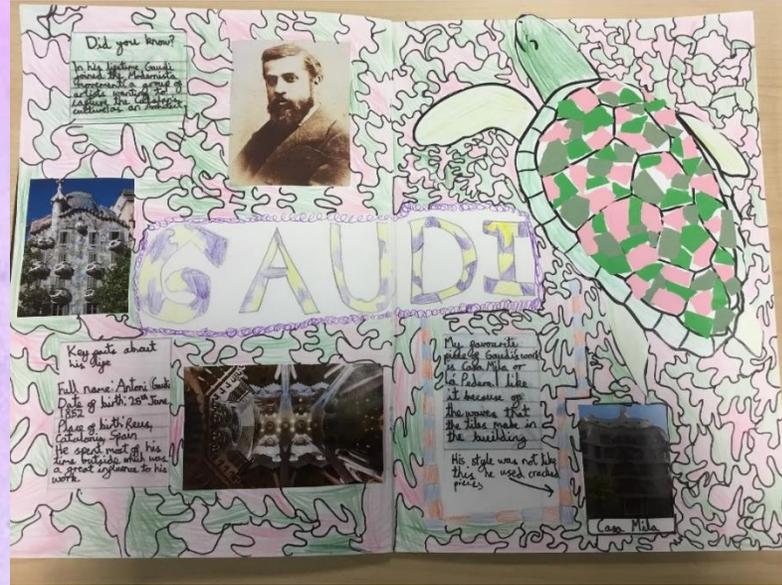
- I can sketch (lightly) before painting to combine light and colour
- I can create a colour palette based upon colours observed in the natural or built world
- I can use the qualities of watercolour and acrylic paints to create visually interesting pieces.
- I can combine colours, tones and the qualities of paint to create texture
- I can develop a personal style of painting, drawing upon ideas from other artists

Standards in Year 3

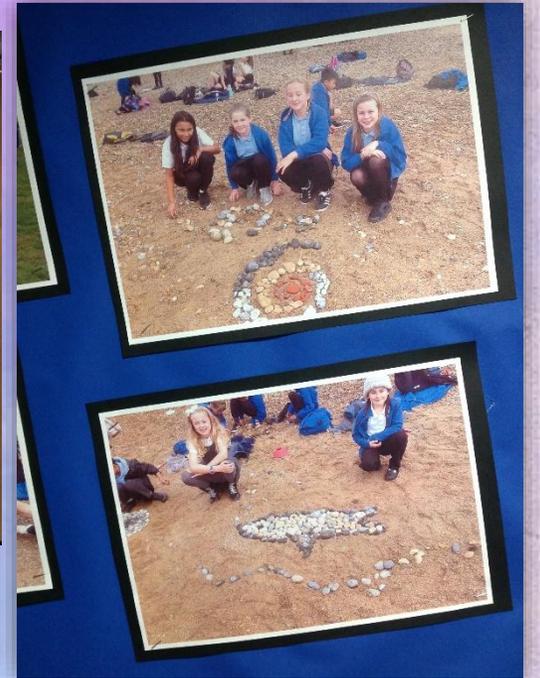
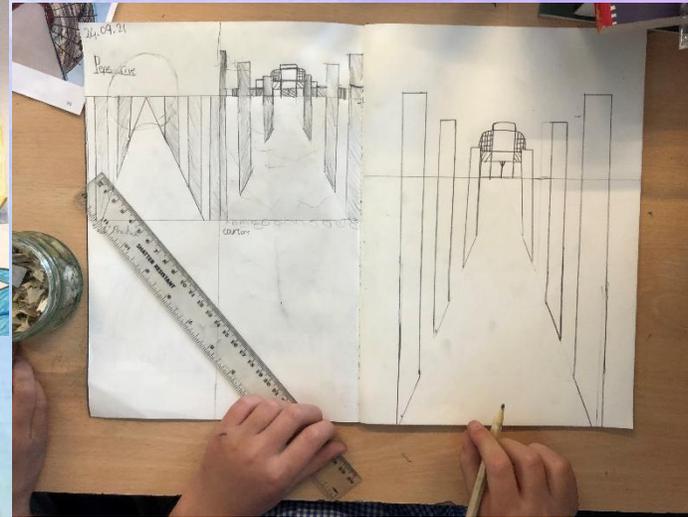
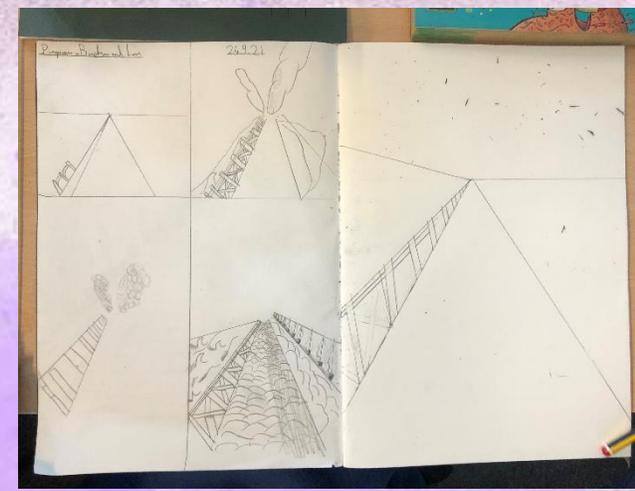


S S T A N D A R D S S

Standards in Year 4

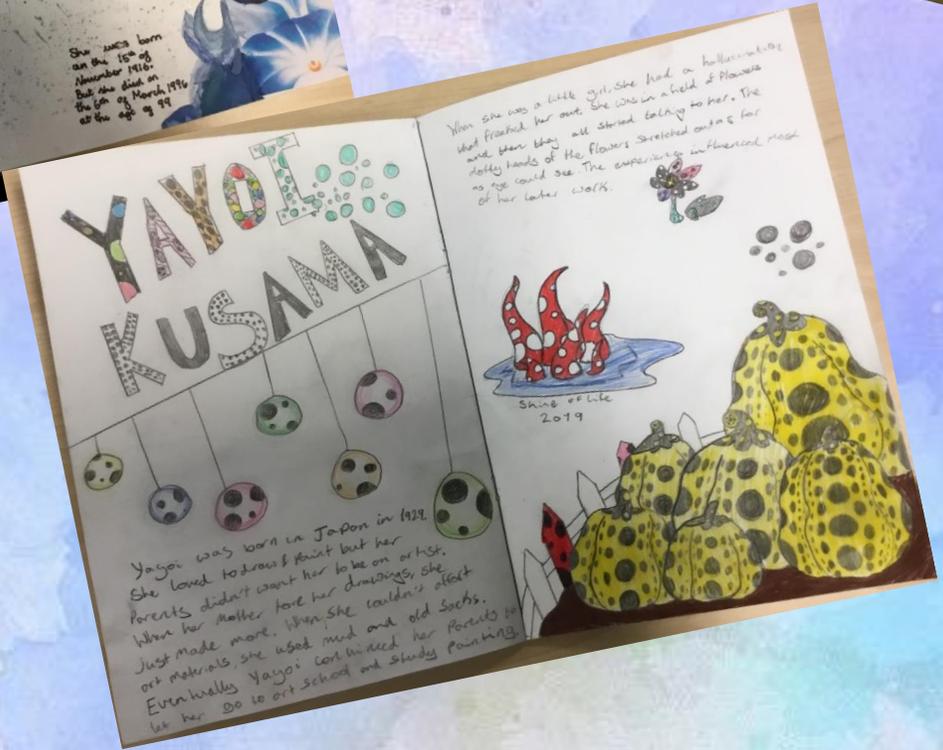
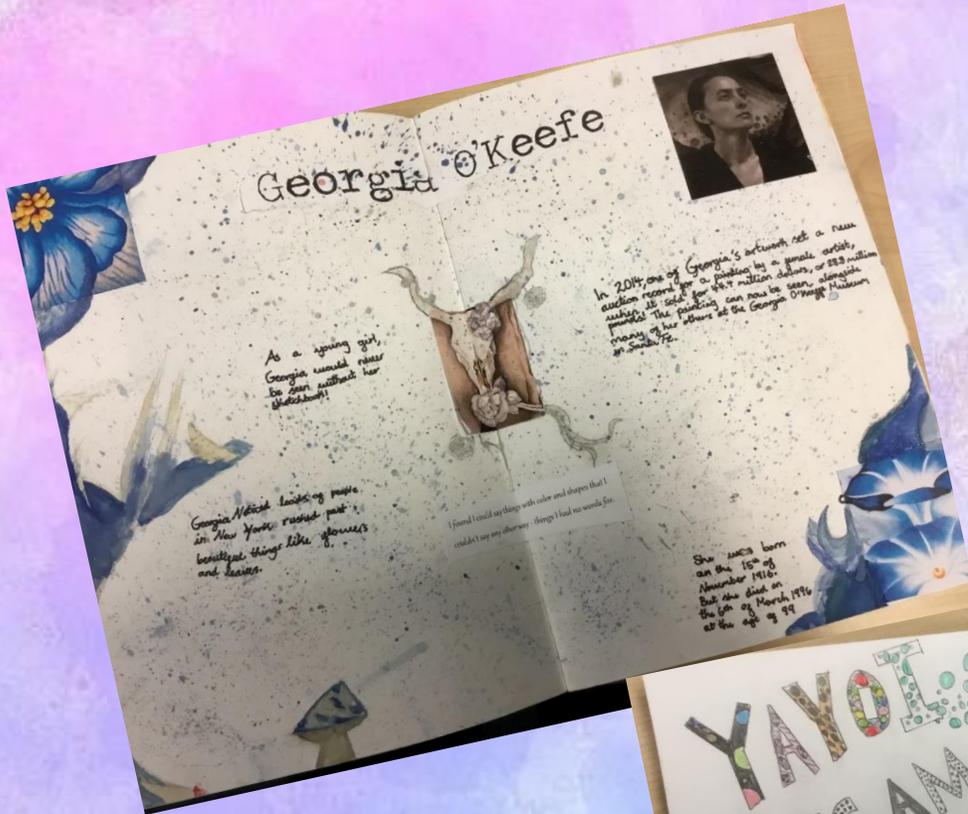


Standards in Year 5

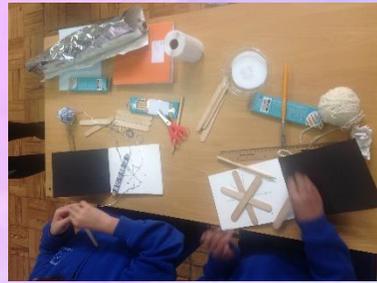


STANDARDS STANDARDS STANDARDS

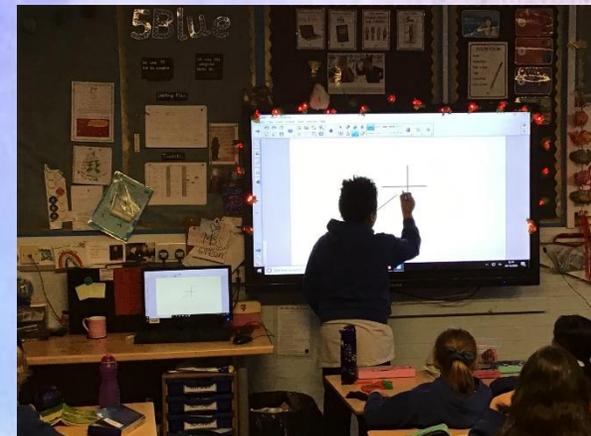
Standards in Year 6



Art Ambassadors



Our art ambassadors represent the pupil's voice within our creative school. Starting at the end of 2020, one child per class was chosen to form the art ambassador committee. They come together ahead of big projects (such as the winter installation at PR or Arts Week in 2021) to learn skills and find out information ahead of their peers. They then use the specialist teaching they have received to relay back to their classes. This has seen increased ownership over the curriculum, greater engagement and instilled further pride in their work. As we move into a new academic year, another group of children will be chosen for this opportunity and we are excited to hear their ideas!



Arts Week 2021



‘Road to Tokyo’ – Japan and the Olympic Games

During Art Week, local artist Dawn East taught the year 3 and 4 ambassadors how to create flags for the Olympic Refugee Team and the year 5 and 6 ambassadors how to design and produce positive posters, inspired by the peaceful protests that have taken place throughout the history of the Olympic games. Our fabulous ambassadors then took this new knowledge back to class so they could teach their peers the skills they had acquired and every child could produce their own final piece.



Design and Technology

Portfolio



Design and Technology at Hove Junior School



Through the teaching of Design and Technology at Hove Juniors, we provide children with opportunities to show critical and imaginative thinking; skills which can be transferred across the curriculum. By planning a range of real life projects with clear design briefs and precise specifications, we offer children the chance to work creatively, while thinking about the function, appeal and purpose of the product they have been asked to make.

Through the evaluation of past and present designs, they develop a critical understanding of the impact that these products have on daily life and the wider world, allowing them to consider such aspects in their own design process.

We want our children to have a clear understanding of the process that is involved in designing and making, with the needs of a consumer in mind. In turn, children are then confident in selecting appropriate tools for the building and creating of their own product, whether this be alone or within a larger group.

Curriculum

Our curriculum aims to teach children the process of designing and making for a purpose. Children will start each project with a brief and will learn to analyse the specifications and create designs in accordance with these. Most importantly, they will learn the process of reviewing their designs in order to evaluate their success.



DT – Spring 2019/2020 Year 5

Drawstring bag for Worry Dolls

Overview

Skills to be covered:

- I can design and use my own template (taking inspiration and looking at other designs) independently (Y5&6)
- I can construct with a purpose in mind, using a variety of resources (Y3&4)
- I can use simple tools and techniques competently and appropriately (Y3&4)
- I can select tools and techniques needed to shape, assemble and join materials I am using (Y3&4)
- I can join textiles using appropriate stitches, glue, over sewing, tape (Y3&4)

Design Brief:

We have been asked by a local business who make Mayan worry dolls to design and create a drawstring bag, which customers can use to store their dolls, so that they don't get lost. The design should appeal to children but should also be functional. The purpose of the bag is to keep a set of worry dolls safe. The worry dolls are around 3-4cm tall, so the bag should be big enough to fit these inside securely.

Design Specifications:

- The Drawstring bag should be suitable for children (both boys and girls)
- The design on the bag should be eye catching
- The design on the bag should be related to the Mayan legends
- The bag should be flexible, so that several worry dolls can fit in securely
- The bag should be able to close securely, so that the worry dolls cannot fall out

An example Design and Technology project starting point.

Curriculum Overview

Hove Junior D&T Curriculum Map Overview 2019 – 2020



	Topic Term	Cooking	Textiles	Electronics	Construction	Mechanics	Computing
Year 3	Autumn Portal into the Past (Stone Age to Iron Age)	<p>Making Stone Soup – stunning start</p> <ul style="list-style-type: none"> I can develop a food vocabulary using taste, smell texture and feel I can use the basic principles of a healthy and varied diet to prepare dishes I can understand where food comes from I can cut, peel or grate ingredients safely and hygienically I can measure or weigh using measuring cups or electronic scales I can assemble or cook ingredients I can understand where food comes from around the world (link to science) I can prepare ingredients hygienically using appropriate utensils I can follow a recipe I can measure ingredients (to the nearest gram/ml) I can understand the need for a variety of foods in a diet I can group familiar food products. I can develop a food vocabulary using taste, smell texture and feel 					
	Spring Trash to Treasure				<p>Make a Treasure Box This will also allow links with maths and shape as well as learning to use nets (not on the Y3 curriculum but still a valuable pre-cursor to future learning)</p> <ul style="list-style-type: none"> I can use materials (card or plywood) to practice drilling, screwing, gluing and nailing materials to make and strengthen products 	<ul style="list-style-type: none"> I can use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears) Mechanism (hinge) for treasure box lid. 	<p>Design Treasure Box using CAD?</p> <ul style="list-style-type: none"> I can control and monitor models using software designed for this purpose
	Summer Japan		<p>Enterprise Project Summer Fair</p> <ul style="list-style-type: none"> I can manipulate materials to achieve a planned effect. I can construct with a purpose in mind, using a variety of resources. I can use simple tools and techniques competently and appropriately. I can select appropriate resources and adapts work where necessary. I can select tools and techniques needed to shape, assemble and join materials they are using. I can shape textiles using templates I can join textiles using appropriate stitches, glue, over sewing, tape I can colour and decorate textiles/fabrics using a number of techniques (such as dyeing, adding sequins or printing), beads, braids, ribbons I can design and use my own template (taking inspiration and looking at other designs) independently I can understand the need for a seam allowance 				

Our Curriculum Overview for Design Technology ensures all children are taught the skills and knowledge outlined in the National Curriculum for DT through creative and memorable projects. These projects are designed to link to topics and bring key elements of the term's learning journey to life in a practical, hands on way.

The process of a Design and Technology project



Lesson 1 { 1. Receive the brief
2. Analyse the specifications
3. Look at and evaluate existing products (pros and cons) }

Lesson 2 { 4. Begin to design against the brief }

Lesson 3 { 5. Explore a range of techniques for making (e.g. sewing, cutting etc.) }

Lesson 4/5 { 6. Create the product in stages }

Lesson 6 { 7. Evaluate the product – Does it meet the brief? }

Design and Technology projects at Hove Juniors

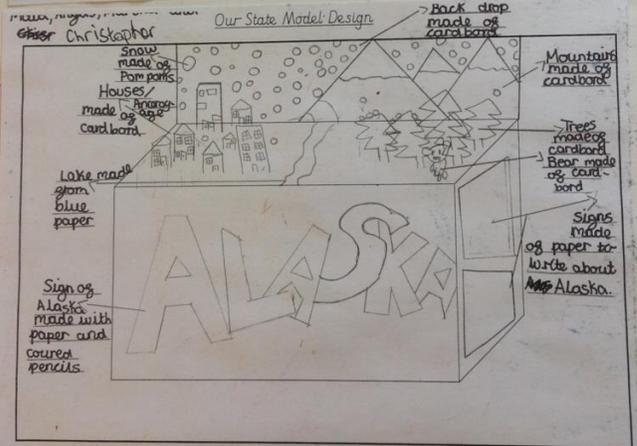


November 2019

As part of our learning journey to North America, we worked in a group - each taking on different roles - to design a model to represent the physical and human geographical features of a state of our choice, in the United States of America.

Together, we selected from a wider range of materials and components, including construction materials looking at functional and aesthetic qualities. Collaboratively, we narrowed our ideas and made decisions.

We were so proud of our finished piece of work!



Cross-curricular opportunities for Art & Design

