

# Art and design at Hobletts

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## **Art and Design at Hobletts Manor Junior School:**

In Art, we learn about and from artists, designers and architects throughout history and use this to inspire us as artists. We explore our ideas by experimenting, creating and evaluating our own works of art using a range of materials. We draw, paint, sculpt and explore a range of art, craft and design techniques.

## **Aims:**

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

## **KS2 pupils should already be able to:**

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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.

## **Pupils should be taught:**

- to create sketch books to record their observations and use them to review and revisit ideas
- 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]
- about great artists, architects and designers in history.



## Curriculum Overview:

Year Group	Autumn Term Unit of learning	Spring Term Unit of learning	Summer Term Unit of learning
Three	Cave Art Famous Artist study: <i>Paul Klee</i> <b>Painting and Collage</b>		Lotus Flowers <b>Drawing and sculpture</b>  Fossil Inspired art <b>Drawing and Sculpting and Printing</b>
Four	Famous Artist study: <i>Henri Rousseau</i> <b>Drawing and Collage</b>		Famous Artist study: <i>Clarice Cliff</i> Clay inspired by Greek Story Vases <b>Sculpting, Painting and printing</b>
Five	Famous Artist Study: <i>Modern Jewellery designers</i> Anglo Saxon Jewellery <b>Sculpture - embossing</b>	Famous Artist study: <i>Daniel Mackie</i> <b>Drawing</b>	Famous Artist study: <i>Wassily Kandinsky</i> <b>Painting and Collage</b>
Six	Famous Architects study: London Landscapes <b>Painting and Drawing</b>	Animal sculptures – Wire Animal Artists <b>Sculpture with wire</b>	Graffiti Art  <b>Drawing, Painting and Printing</b>

## Year 3

<i>Autumn</i>		<i>Spring</i>		<i>Summer</i>	
<i>Through the Ages</i>		<i>Romans</i>		<i>Our World</i>	
<i>Cave Art</i>	<i>N/A</i>	<i>N/A – DT</i>	<i>N/A – DT</i>	<i>Fossil inspired Art</i>	<i>Lotus Flowers</i>
<ul style="list-style-type: none"> <li>- Review and begin to use sketch books to develop and share their ideas, experiences and imagination.</li> <li>- Begin to use sketch books to review and revisit ideas.</li> <li>- Use a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. (Understand that they should use the whole space wisely)</li> <li>- Identify the work of Cave artists and Paul Klee, making links to their own work. (Use this to review their own work)</li> </ul>				<ul style="list-style-type: none"> <li>- Review and begin to use sketch books to develop and share their ideas, experiences and imagination.</li> <li>- Begin to use sketch books to review and revisit ideas.</li> <li>- Make comparisons to their previous work.</li> <li>- Design and create printing blocks to print fossil shapes (Styrofoam)</li> <li>- Use a range of materials to create their fossils, begin to apply sculpting techniques.</li> <li>- Review their work from beginning to end of process.</li> <li>- Compare their work to others work.</li> </ul>	<ul style="list-style-type: none"> <li>- Review and begin to use sketch books to develop and share their ideas, experiences and imagination.</li> <li>- Begin to use sketch books to review and revisit ideas.</li> <li>- Make comparisons to their previous work.</li> <li>- Use a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. (Understand that they should use the whole space wisely)</li> <li>- Compare the lotus flowers to that of cave artists, Paul Klee as well as other known artists.</li> </ul>
<p><b><u>Subject specific key vocabulary:</u></b>  <i>Sketch, colour, pattern, texture, line, shape, form, space</i></p> <p><b><u>Word list- Year 3/ 4 spellings:</u></b>  <i>Describe, experience, famous, imagine, material, natural, question, straight</i></p>				<p><b><u>Subject specific key vocabulary:</u></b>  <i>Sketch, space, sculpture, technique, fossil, imagination</i></p> <p><b><u>Word list- Year 3/ 4 spellings:</u></b>  <i>Describe, experience, famous, imagine, material, natural, question, straight</i></p>	<p><b><u>Subject specific key vocabulary:</u></b>  <i>Sketch, colour, pattern, texture, line, shape, form, space</i></p> <p><b><u>Word list- Year 3/ 4 spellings:</u></b>  <i>Describe, experience, famous, imagine, material, natural, question, straight</i></p>

## Year 4

Autumn		Spring		Summer
Where we all live!		Ancient Egyptians		Ancient Greeks and the Olympics
Henri Rousseau	N/A – DT	N/A - DT	N/A – DT	Famous Artist study: Clarice Cliff Clay inspired by Greek Story Vases
<ul style="list-style-type: none"> <li>- Develop use of sketch books to develop and share their ideas, experiences and imagination.</li> <li>- Develop use of sketch books to review and revisit ideas.</li> <li>- Make comparisons to their previous work (Using work in sketch books).</li> <li>-Identify the work of Henri Rousseau, making links to their own work. (Use this to review their own work)</li> <li>- Continue to develop their understanding of colour, line, shape, form and space.</li> <li>-Compare the work of Henry Rousseau to other known artists (previously studied – Georgia O’Keefe’s flowers, Cave artists’ animals, Paul Klee or others that they know)</li> <li>- Use collage to demonstrate depth in their artwork.</li> <li>-Review and revisit their work throughout the process.</li> </ul>				<ul style="list-style-type: none"> <li>- Develop use of sketch books to develop and share their ideas, experiences and imagination.</li> <li>- Develop use of sketch books to review and revisit ideas.</li> <li>- Make comparisons to their previous work (Using work in sketch books).</li> <li>- Identify the key skills used by Ancient Greeks and Clarice Cliff, making links to their own work. (Use this to review their own work)</li> <li>- Improve their mastery of sculpture through use of clay to create stories using relief carving.</li> <li>-Review and revisit their work throughout the process.</li> </ul>
<b><u>Subject specific key vocabulary:</u></b> Sketch, colour, line, shape, form, space, <b><u>Word list- Year 3/ 4 spellings:</u></b> Describe, experience, famous, imagine, material, natural, question, straight				<b><u>Subject specific key vocabulary:</u></b> Sketch, colour, line, shape, form, space, <b><u>Word list- Year 3/ 4 spellings:</u></b> Describe, experience, famous, imagine, material, natural, question, straight

## Year 5

Autumn		Spring		Summer	
Anglo Saxons and Scots		Vicious Vikings		Enchanting Earth	
Jewellery – Anglo Saxon and modern designers	N/A – DT	Daniel Mackie-Animals with their Habitats within them	N/A –DT	Kandinsky	N/A -DT
<ul style="list-style-type: none"> <li>- Create sketch books to record their observations</li> <li>- Continue to develop use of sketch books to review and revisit ideas.</li> <li>- Make comparisons to their previous work (Using work in sketch books).</li> <li>-Identify the work of Anglo Saxon jewellers and modern jewellery designers, making links to their own work. (Use this to review their own work)</li> <li>- Use a range of materials to create their jewellery, begin to apply sculpting and decorating techniques.</li> <li>-Review and revisit their work throughout the process.</li> </ul>		<ul style="list-style-type: none"> <li>- Create sketch books to record their observations</li> <li>- Continue to develop use of sketch books to review and revisit ideas.</li> <li>- Make comparisons to their previous work (Using work in sketch books).</li> <li>-Identify the key skills used by Daniel Mackie in his work, making links to their own work. (Use this to review their own work)</li> <li>- Improve their understanding of colour and texture to develop their mastery of art and design techniques.</li> <li>-Compare the work of Daniel Mackie to other known artists (previously studied – Georgia O’Keefe’s flowers, Cave artists’ animals, Henri Rousseau, Ancient Greek Story Vases, Clarice Cliff and use of line and painting or others that they know)</li> <li>- Develop their understanding of colour and texture through use of paint</li> </ul>		<ul style="list-style-type: none"> <li>- Create sketch books to record their observations</li> <li>- Continue to develop use of sketch books to review and revisit ideas.</li> <li>- Make comparisons to their previous work (Using work in sketch books).</li> <li>-Identify the key skills used by Kandinsky in his work, making links to their own work. (Use this to review their own work)</li> <li>- Improve their understanding of colour and texture through use of paint to develop their mastery of art and design techniques.</li> <li>-Compare the work of Wassily Kandinsky to other known artists (previously studied –Georgia O’Keefe’s flowers, Cave artists’ animals, Henri Rousseau, Ancient Greek Story Vases, Clarice Cliff, Daniel Mackie and use of line and painting or others that they know)</li> <li>- Develop their understanding of colour and texture through use of paint</li> </ul>	
<p><b><u>Subject specific key vocabulary:</u></b> Sketch, colour, line, shape, form, space, jewellery, designer, sculpting, decorating</p> <p><b><u>Word list- Year 5/ 6 spellings:</u></b> Achieve, amateur, appreciate, criticise, develop, equipment, individual, recommend, variety</p>		<p><b><u>Subject specific key vocabulary:</u></b> Sketch, colour, line, shape, form, space, texture, techniques</p> <p><b><u>Word list- Year 5/ 6 spellings:</u></b> Achieve, amateur, appreciate, criticise, develop, equipment, individual, recommend, variety</p>		<p><b><u>Subject specific key vocabulary:</u></b> Sketch, colour, line, shape, form, space, techniques, texture</p> <p><b><u>Word list- Year 5/ 6 spellings:</u></b> Achieve, amateur, appreciate, criticise, develop, equipment, individual, recommend, variety</p>	

## Year 6

Autumn		Spring		Summer	
History of London – WW2		Rainforests		Mayan	
London Landscapes – Famous Architects	N/A – DT	Animal sculptures – Wire Animal Artists	N/A – DT	Graffiti inspired art	N/A –DT
<ul style="list-style-type: none"> <li>- Create sketch books to record their observations</li> <li>- Use sketch books independently to review and revisit ideas.</li> <li>- Learn about great architects throughout the history of London.</li> <li>- Improve their mastery of colour and texture through use of paint to develop their mastery of art and design techniques.</li> <li>-Review and revisit their work throughout the process.</li> </ul>		<ul style="list-style-type: none"> <li>- Create sketch books to record their observations</li> <li>- Use a range of sketching techniques to improve their mastery of art and design techniques.</li> <li>- Use sketch books independently to review and revisit ideas.</li> <li>- Make comparisons to their previous work (Using work in sketch books).</li> <li>-Identify the key skills used to create Animal sculptures, making links to their own work.</li> <li>- Improve their mastery of sculpture.</li> <li>-Review and revisit their work throughout the process.</li> </ul>		<ul style="list-style-type: none"> <li>- Create sketch books to record their observations</li> <li>- Use a range of sketching techniques to improve their mastery of art and design techniques.</li> <li>- Use sketch books independently to review and revisit ideas.</li> <li>- Make comparisons to their previous work (Using work in sketch books).</li> <li>-Identify the key skills used to create paintings, making links to their own work.</li> <li>-Review and revisit their work throughout the process.</li> </ul>	
<p><b><u>Subject specific key vocabulary:</u></b> Sketch, colour, line, shape, form, space, architect, techniques</p> <p><b><u>Word list- Year 5/ 6 spellings:</u></b> Achieve, amateur, appreciate, criticise, develop, equipment, individual, recommend, variety</p>		<p><b><u>Subject specific key vocabulary:</u></b> Sketch, colour, line, shape, form, space, techniques, sculpture,</p> <p><b><u>Word list- Year 5/ 6 spellings:</u></b> Achieve, amateur, appreciate, criticise, develop, equipment, individual, recommend, variety</p>		<p><b><u>Subject specific key vocabulary:</u></b> Sketch, colour, line, shape, form, space, architect, techniques</p> <p><b><u>Word list- Year 5/ 6 spellings:</u></b> Achieve, amateur, appreciate, criticise, develop, equipment, individual, recommend, variety</p>	