



Hermitage Primary School

Focused on Excellence; Surrounded by Care

# Creative Subjects

## Art

At Hermitage, we nurture the inner artist in everyone.

We use a range of resources to expose our students to a variety of creative devices and follow a year-by-year plan to ensure that the children progress and build upon previous skills. This allows them the opportunity to not just try different artistic techniques, but also develop their favourites and become more competent in them.

Year 1				
Term	Painting and artist	Links to curriculum?	Key skills to be taught	Outcome (What the children are working towards)
Autumn	Warhol	<b>African Animals</b> PoR – One day on our blue planet	Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. Demonstrate experience at impressed printing: drawing into ink, printing from objects. Use equipment and media correctly and be able to produce a clean printed image. Explore printing in relief: Sting and card. Begin to identify forms of printing: Books, posters pictures, fabrics.	Pop art animal painting
Spring	Kandinsky	<b>Maths</b> Shape and pattern	Impress and apply simple decoration techniques: impressed, painted, applied. Use tools and equipment safely and in the correct way. Explore the work of a range of artists, craft makers and Shape collage (using different materials designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Shape collage (using different materials)
Summer	Lichtenstein	<b>Maths</b> Patterns, Shapes, Arrays <b>Literacy</b> Dr Seuss, Cat in the Hat	Experiment with a variety of media; different brush sizes and tools. Begin to control the types of marks made with the range of media. Paint on different surfaces with a range of media. Start to mix a range of secondary colours, moving towards predicting resulting colours.	POP Art using Lichtenstein techniques.

## Year 2

Term	Painting and artist	Links to curriculum?	Key skills to be taught	Outcome (What the children are working towards)
Autumn	Piet Mondrian	<b>Geography</b> (Maps, birds eye view)	Begin to control the types of marks made with a range of painting techniques adding texture/collage. Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums. Explore 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.	Individual birds eye view of London in style of Mondrian
Spring	Lascaux Cave paintings	<b>English</b> (Lonely Beast)  <b>Science</b> (Animals including humans)	Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture. Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums. Continue to experiment in lighten and darken without the use of black or white. Begin to mix colour shades and tones.	Individual cave painting of an animal
Summer	Andy Warhol Pop Art	<b>History</b> (Queen Elizabeth, Queen Victoria)  <b>English</b> (Horrid Henry meets the Queen)	Continue to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work. E.g. small brush for small marks. Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture. Discuss own work and others work, expressing thoughts and feelings.	Self-portrait pop art

Year 3				
Term	Painting and artist	Links to curriculum?	Key skills to be taught	Outcome (What the children are working towards)
Autumn	Lowry	UK study	Demonstrate increasing control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.	Create a playground scene (painting) using perspective.
Spring	Monet		Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence. Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.	Monet inspired landscape.
Summer	Clay – Vases	History	Join two parts successfully. Construct a simple base for extending and modelling other shapes. Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas. Produce more intricate surface patterns/ textures and use them when appropriate.	Create and design a vase, cup, jug using modelling clay.

Year 4				
Term	Painting and artist	Links to curriculum?	Key skills to be taught	Outcome (What the children are working towards)
Autumn	<b>Artist:</b> Albrecht Durer <b>Medium:</b> Drawing		Making marks using different media. Develop more detailed observational work. Use view finder to focus on a part of an object. Fantasy ideas. Work in sketch books	Drawings
Spring	<b>Artist:</b> Albrecht Durer <b>Media:</b> Printing		Look at pattern in past times- Greek, Roman, etc. Continue mono-printing techniques. develop their techniques, including their control and their use of materials, with creativity, experimentation	Design and create a print on fabric/t-shirt.
Summer	<b>Artist:</b> Roman Art <b>Media:</b> Mosaics	<b>History</b> (Romans)	Making marks with different kinds of paint. Discuss painting marks, colours and visual elements. Using visual elements to make images. Emotional use of colour	Painting in the style of Picasso

Year 5				
Term	Painting and artist	Links to curriculum?	Key skills to be taught	Outcome (What the children are working towards)
Autumn	Surrealism / Dali	<b>English</b> Explaining / reasoning (dreams)	Observing – developing opinions and interpretations Planning / evaluating Drawing / Perspective / distance	Piece of surrealist art
Spring	Toulouse Lautrec	<b>PSHE</b> Healthy me	Observing Planning Developing drawing skills – different drawing techniques/ thickness of pencil/ shading, directions / marking	Portraits / represent proportions
Summer	Bernard Leah / sculptures	Local <b>History</b> – art in public space	Observing Planning Design with a public space in mind (reasoning skills) construction	Making a piece of public art

Year 6				
Term	Painting and artist	Links to curriculum?	Key skills to be taught	Outcome (What the children are working towards)
Autumn	Artist: Chris Ofili  Medium: Printing	<b>Literacy</b> (Black History)  <b>RE</b> (Islam)	<ul style="list-style-type: none"> <li>to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>learn about great artists, architects and designers in history.</li> </ul>	Revisit ways of print making. Screen printing. Lino-printing positive/negative images.
Spring	Artist: Antony Gormley  Media: Sculpture	Literacy (short story – walking sculptures)  DT	<ul style="list-style-type: none"> <li>to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>learn about great artists, architects and designers in history.</li> </ul>	Collecting memorabilia to create a pleasing form. Construction in response to imaginary form. Use clay or sculpting medium to express thoughts, feelings, ideas. Decorative boxes.

Summer	<p>Artist: Leonardo Da Vinci</p> <p>Media: Drawing</p>	<p>Literacy (biography writing)</p>	<ul style="list-style-type: none"> <li>• to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• 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]</li> <li>• learn about great artists, architects and designers in history.</li> </ul>	<p>Making sketches for a finished drawing eg, school building. Use a sketch book.</p> <p>Drawing for a purpose eg, illustration. Look at how Artists reflect social, historical, personal feelings.</p> <p>Series of observations.</p>
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## Design Technology

At Hermitage, we approach Design Technology as if we were creating a product that serves a purpose and that can be sold to the public.

We map out the design process like the professionals, starting with researching a product we would like to create. Once the children have looked into what is already out there, they begin to design their own product that either follows the real-world equivalent or even improves upon it.

Once the item is created, we then analyse what we have made, reflect on what went well and suggest improvements for next time.

We cover a range of creative techniques which we build upon each year so that the children develop their dexterity along with their creativity.