

# ART and Design Coverage Termly Overview

**HYTHE BAY**  
Church of England  
Primary School and  
Children's Centre

## Display Planner

### Entrance Foyer

Term 1	Term 2	Term 2 – December 1st	Term 3	Term 4	Term 5	Term 6
Displays will be based around learning animals. **	Final art piece from end of term 1	Christmas Decorations	Final art piece from end of term 2	Final art piece from end of term 3	Final art piece from end of term 4	Final art piece from end of term 5

\*\*These could be produced during the slip through day so that they are ready to go up at the start of term.

### School Hall

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
We are all God's Children (Self portraits)	Christmas Nativity	Easter	School Values	World Faith	New Beginnings



Displays should be up by the end of the first week of each term, with the exception of Term 2 Christmas displays.

# EYFS

## Year R Opportunities for creativity using the Local Environment, Topics and Seasonal Celebrations







Places	Topics	Events/Celebrations	Possible Art Activities
The Beach Brockhill Park Hythe Town Library/Oaklands Royal Military Canal Theatre School Environment	Changes in Seasons All about me Books Nature Weather – types and changes	Harvest Children in Need Comic Relief Christmas Easter Mothers Day	Observational drawings Photography Painting – colour mixing, finger painting Collage 3D Sculpture Junk Modelling Printing – leaves, objects Self portraits Puppets and props for story retelling Play dough and clay modelling Creating illustrated maps 2D and 3D decorations Cards Posters Easter bonnets Paper craft – weaving, folding, cutting, curling Creating art in the response to the work of famous artists, sculptors and designers







## Examples of possible opportunities for linking child-initiated activities to the work of other artists Artists or Art Pieces (not term specific)

Matisse – The Snail (link to shape)	Kandinsky's concentric circles (link to colour)	Eduard Munch – The Scream (link to emotions – Well Being Project)	George Seurat – Dejeuner sur l'herbe (link to fine motor skills - finger and Q-Tip printing)	Andy Warhol – link to household items or favourite things (repeating patterns)	Frida Khalo – link to self portrait which incorporates all favourite things	Jackson Pollock – link to Stick Man and using twigs, sticks to create paint effects
						









Links to the EYFS Profile







Links to the EYFS Profile		
Physical Development	Expressive Arts and Design	Communication and Language
Fine Motor Skills ELG	Creating with Materials ELG	Listening, Attention and Understanding ELG
Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.	Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.	Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
Personal, Social and Emotional Development		
Understand the World		
Managing Self ELG	The Natural World ELG	Speaking ELG
Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge	Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants;	Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.
	People Culture and Communities ELG	
	Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;	







Yr 1/2 Cycle A Topic	A Knight's Tale Civilisation	Hythe , Our wonderful town	Here come the aliens	Fur, feather and scales	Name a piece of Art	Lighthouses
Focus	Textiles and Collage	Painting Drawing	3D form	Printing Drawing	Painting Printing 3D Form	3D form Drawing
Suggested Focus Artist or piece of art	Bayeux Tapestry	Shane Record Paul Apps	Keith Haring Danny Flynn (alien landscape)	Steven Brown - focus  (Compare with Alan M Hunt & George Stubbs)	Yayoi Kusama Van Gogh Georges Seurat Hayley Restall	Mrs Stoneman Shepherds Hut Studios (Compare with JW Turner)
						
Suggested processes Possible Linked Activities	Weaving Stitch practice  Possible additional - Making Shields Making and designing Castles	Local artists Visit to beach – photographs and art work based on images Live sketchbook work on beach	Responding to Holst – Alien landscapes Sculpture made from clay of Aliens Collage planets made from different art supplies	Animal skin/pattern printing Animal drawing in the style of particular artists	Create work in the style of famous artists Explore art from different cultures and countries Art gallery visit – Folkestone Creative Quarter art trail	Sketch local lighthouse (Dungeness, Harbour Arm) Study different lighthouse architecture and use as inspiration for own model Seascape
Suggested END POINT	Making Heraldic banners using mixture of applique and embroidery stitching (Textiles)	Painted beach scenes or seascapes (Painting)	Clay model landscape with planet collage backdrop (3D Form)	Large scale animal drawings with printed skin element (Drawing/Printing)	HB Art Gallery – invite parents (Painting)	Model seascape (3D form)

Yr 1/2 – Cycle B	People who help us	Once upon a time.....	Curiosity and Exploration	Animals	Growing	‘Oh I do like to be beside the Seaside’
<b>Focus</b>	Drawing Painting	3D Form	Drawing	Painting Textiles and Collage	Painting Printing	Painting
<b>Suggested Focus Artist or piece of art</b>	Cezanne – observational drawings of squashes	Guatemalan Worry Dolls Antony Gormley	Anatomical sketches of Fossils	Art work and fashion inspired by the African Continent	William Morris	Monet - Giverny – focus Compare with Edouard Manet (Seascapes – Turner, Renoir, de Mopper)
						
<b>Suggested processes Possible Linked Activities</b>	Autumnal focus- Leaf rubbings and printing; Observational drawing of squashes; (Cesanne) Colour mixing (Kandinsky)	Explore the book ‘Stick Man’ children then explore 3D form by looking at Gormley and comparing to worry dolls – sketchbook work. Children go on to make stick people inspired by Guatemalan Worry Dolls.	Sketching animal skulls Sketching skeletons of Dinosaurs	Fashion focus: Creating animal skins - Weaving Jewellery  African art inspired animal painting	Collage to make fruit and vegetables Collage to make a Jack and the Beanstalk picture Printing with fruit and vegetables Poly tile repeating pattern prints using fruit and vegetables	Sketching at the beach Seascapes .
<b>Suggested END POINT</b>	Still life with squashes (Painting)	Create own Guatemalan worry doll (3D Form)	Children create their own fossils by drawing on pebbles. stones or flint. (Drawing)	‘African Collection’- Mood board type presentation of work (Mixed Media)	Wrapping paper style sheets- Poly tile printed piece (Printing)	Beach collages (Mixed media onto painted scene)



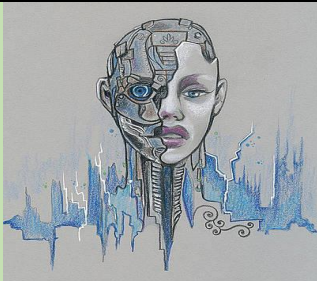
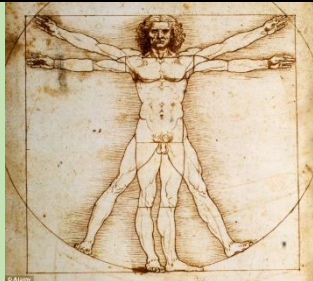




Yr 3/4 Cycle A	Term 1 Body Works	Term 2 Smashing Saxons	Term 3 Dragonology Shang Dynasty	Term 4 Vicious Vikings?	Term 5 Rainforest Riches	Term 6 Climate Change
Focus	3D form Drawing	Drawing Printing	Painting Drawing 3D Form	3D Form Textiles and Collage	Drawing Painting Printing	3D Form Textiles and Collage
Suggested Focus Artist or piece of art	Henry Moore	Anglo- Saxon Art – shields and jewellery and its influence on current day design	Hokusai Gold Japanese Dragon	Viking artefacts	Henri Rousseau 'The Surprise'	Tan Zi Xi – plastic installation Jenny Kendler – birds eye sculpture
						
Suggested processes Possible Linked Activities	Research artist Henry Moore Look at art mannequins – use to represent live poses Skull sketches – compare with Y1/2 sketch of animal skull	Create Sketches for Shields, jewellery. Anglo-Saxon pattern studies to form basis of print making	Willow Pattern Story plates Dragon line drawings Dragon fantasy art Youtube tutorial Clay dragon eyes – standalone – (3D Form) 	Viking coin studies – sketchbook work Viking longboat collage	Use a viewfinder to make observational drawings Find out about artist Henri Rousseau. 'The Surprise' Rainforest diorama Print on fabrics using tie-dyes / batik. Using a variety of techniques 	Book Week  Study key environmental artists – sketchbook studies of part/whole favourite pieces – why have they caught your eye?
Suggested END POINT	Plasticine sculptures linked to stop-motion animation (3D Form)	Anglo-Saxon print inspired Christmas cards (Printmaking)	Study Hokusai's dragon artwork and use skills and techniques to create own dragon art (Painting)	Viking helmets (3D Form)	Create an art gallery of rainforest art. Invite others to view. (Mixed Media)	Creating a sculpture from beach found materials or similar environmental theme (3D Form)

Yr 3/4 Cycle B	Term 1 Stone Age to Iron Age	Term 2 The Romans	Term 3 Volcanoes	Term 4 Elizabethan Britain	Term 5 Bloomin' Marvellous	Term 6 Migration
<b>Focus</b>	Painting	3D Form	Printing	Painting Drawing	Textiles and Collage Painting	3D Form Drawing
<b>Suggested Focus Artist or piece of art</b>	Lascaux Cave Paintings	Roman mosaic design	Jackson Pollock – Evening and day collections	David Hockney portrait art (81 portraits and 1 still life) versus court artists	Cas Holmes Michael Brennand-Wood Georgia O'Keefe	Tate gallery project on Migration and Art – Maggi Hambling, Lubaina Himid, Zineb Sedira, Mark Bradford, William McTaggart
						
<b>Suggested processes Possible Linked Activities</b>	Cave Paintings - Cave art at Lascaux Experiment with a range of materials/tools to create effect. Stone Henge silhouette	Mosaics Roman pottery Shields Sketches of Richborough Fort Roman coin printing	Jackson Pollock – link back to study of Pollock in YR Volcano sketches Collage Marbling	Court artists - portraits Sketch books Mixed media beach images Compare court portraits with realism of David Hockney	Collage Textiles Costume design	Stamp designs for different countries Artists from around the world Still life of abandoned boat and/or belongings
<b>Suggested END POINT</b>	Creation of long cave painting frieze made up of everyone's smaller pieces. (Painting)	Roman pot or shield with mosaic design (3D Form)	Volcano print Jackson Pollock style (Printing)	Portrait of important figure (Head; Deputy; Rev., Mayor, etc) (Painting)	Artwork (scenery & Costumes) related to performance (Mixed media)	Sculpture or installation to represent their interpretation of migration (3D Form)

Year 5/6 Cycle A	Term 1 Maya Civilisation	Term 2 'Twas the night before Christmas	Term 3 Out of this world	Term 4 Conservation	Term 5 Ancient Greeks	Term 6 Survival
Focus	Textiles and Collage	Painting Drawing	3D form Painting	Painting Drawing (Photography)	3D form Printing	Textiles and Collage
Suggested Focus Artist or piece of art	Traditional Mayan Weaving	Vincent Van Gogh – Starry Night	Chelsey Bonestell	<a href="http://www.artistsforconservation.org">www.artistsforconservation.org</a> Andy Goldsworthy	Greek Pottery	The Quilters of Gee's Bend Romare Bearden
						
Suggested processes Possible Linked Activities	Research Mayan weaving techniques and purpose of textiles. Experiment with techniques.	Explore the impressionist art movement style and explore and experiment with the techniques.	Alien landscapes Look at the work of Chelsey Bonestell and explore painting in the style. Explore bringing these pictures to life using mixed media.	Re-create studied piece using range of materials.  Observational drawing of the environment	Investigate Ancient Greek pottery, children exploring sketching designs.	Explore Quilting and techniques used in different cultures.
Suggested END POINT	Mayan woven hanging piece (Textiles)	Hythe on Christmas eve – in style of Van Gogh (Painting)	Sculptural representation of Bonestall painting (3D Form)	Using environmental art studies and on drawings to create a piece that conveys an environmental message about conservation (Mixed Media)	Children to create their own pot. Printing patterns onto pottery (3D Form/Printing)	Create a quilt made up of a square created from each child using a studied technique of their choice or to reflect a certain culture (Textiles)



Year 5/6 Cycle B	Term 1 Ancient Egypt	Term 2 Natural Disasters	Term 3 Technology	Term 4 Darwin and Evolution	Term 5 WWII	Term 6 What does your future hold?
Focus	Textiles and Collage 3D form Printing	Drawing Painting	Drawing	Drawing	Painting Printing	Painting Textiles and Collage Photography
Suggested Focus Artist or piece of art	Egyptian Canopic Jars	Katsushika Hokusai's The Great Wave – link back to Japanese Dragon	Cyborg artists Computer generated art	Leonardo Da Vinci	Wartime propaganda art and posters Norman Rockwell	Eduardo Kobra – Brazilian artist
						
Suggested processes Possible Linked Activities	Profile portraits Hieroglyphics	The Great Wave - recreating techniques – sketchbook work 3D maps	Still life – technology Look back at Y3/4 portraiture	Still life drawing of animals showing their adaptations. Sketch pencil drawings of skulls, skeletons and invented creatures	Contrast other propaganda posters with Norman Rockwell – Art as propaganda	Set/costume design Self portrait – the future is bright – Eduardo Kobra inspired work
Suggested END POINT	Canopic Jars with printed hieroglyphics (3D Form/Printing)	Creating own Great Wave style drawings of different seascapes (Painting)	Cybernetic portraits (Painting/Drawing)	Detailed triptych style study of one animal showing their adaptations (Drawing)	Propaganda posters (Painting/Printing)	Kobra inspired portraits to convey character of subject (Mixed Media)