




KS1		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1		Ourselves	Celebrations	Once Upon a Time	Amazing Animals	Roots, Shoots and Juicy Fruits	Land Ahoy
	Unit / Media	Drawing	Printing		Painting		
	NC Objectives to Cover:	<ul style="list-style-type: none"> <li>To know that different objects can produce lines of varying thickness</li> <li>To know how to draw lines and shapes using different surfaces</li> <li>To know how different media / materials create different marks e.g. pastels, chalk, felt tips, rubbers, charcoal, ballpoints</li> <li>To know how to use a viewfinder to focus on a specific part of an object before drawing it</li> <li>To know how to create shape, form and space through drawing patterns, textures and lines</li> <li>To know that clay is a malleable natural material</li> <li>To know that water makes clay softer and easier to mould but that too much can make it unworkable</li> <li>To know that clay can crack when it dries if it is too thin</li> </ul>	<ul style="list-style-type: none"> <li>To know that a variety of materials can be used to create a print e.g. sponges, fruit blocks, corks</li> <li>To know that printing can be done using a variety of techniques e.g. rolling, pressing, stamping and rubbing</li> <li>To know that printing can be done on a range of surfaces including paper and textiles</li> <li>To know that print can incorporate repeated patterns</li> <li>To know that printing can be done in different ways.</li> </ul>		<ul style="list-style-type: none"> <li>To know that different brushes and strokes can create different marks</li> <li>To know the primary and secondary colours</li> <li>To know how to mix primary colours to make secondary colours</li> <li>To know how to make tints by adding white</li> <li>To know how to make tones by adding black</li> <li>To know how adding materials to paint can create a texture e.g. sand, plaster</li> <li>To know how paint can be layered and mixed to create an effect</li> </ul>		
	Brief	How does art show what the human body is like?	How to people use art in celebrations?		How do people use animal patterns in art?		
Artists	Julian Opie Henry Moore Leonardo Da Vinci Picasso	Orla Kiely		Henri Rousseau Stephen Brown Limei Shimmen N Akkash			




					Patricia Pinto		
	<b>Final Piece</b>		Printed Wrapping paper design?		Animal print wall hanging		
	<b>Cross-curricular coverage:</b>		Remembrance Art: Clay Poppies				
		<b>The Big Smoke</b>	<b>London's Burning</b>	<b>Australia</b>	<b>Australia</b>	<b>Down at the Bottom of the Garden</b>	<b>Ocean Explorers</b>
	<b>Unit / Media</b>	Sculpture (Famous Artists and Architects) (Paper Mache)		Textiles			Collage
<b>Year 2</b>	<b>NC Objectives covered:</b>	<ul style="list-style-type: none"> <li>To know what a sculpture is (a 2D or usually a 3D form)</li> <li>To know sculptures can be made from natural or man-made materials and have different associated properties</li> <li>To know sculptures can be permanent or temporary</li> <li>To know that a free-standing sculpture needs a solid or flat base in order to stand</li> <li>To know how to use a variety of techniques e.g. rolling, cutting, bending, coiling, kneading, joining, folding and pinching</li> <li>To know how to create different kinds of shapes with modelling materials</li> <li>To know how to assemble and construct a sculpture using natural, recycled and manufactured materials e.g. clay, straw, card, newspaper</li> <li>To know how to use papier mâché to create simple 3D effects.</li> </ul>		<ul style="list-style-type: none"> <li>To know what weaving is</li> <li>To know how weaving has been used in the past or to create pieces</li> <li>To know how to decorate textiles with glue (e.g. beads, buttons, feathers) or simple stitching (e.g. adding shapes using running stitch), to add colour and detail</li> <li>To know how to sort threads and fabrics by colour and texture ready for weaving</li> <li>To know that a weave can incorporate fabric and thread as well as natural materials e.g. grass and twigs</li> </ul>			<ul style="list-style-type: none"> <li>To know that materials can be joined in a variety of ways e.g. glue, masking tape</li> <li>To know different techniques for preparing materials for collage e.g. fold, crumple, tear and overlap papers</li> <li>To know that materials can be prepared for collage in different ways e.g. cutting and tearing</li> <li>To know the importance of gathering and sorting the materials that are needed before starting</li> <li>To know that collage can be arranged on different backgrounds</li> </ul>

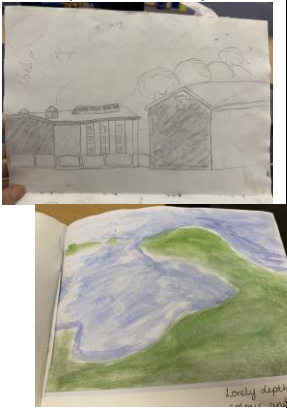


	<b>Brief</b>	How do sculpture and architecture celebrate Britain? (could link to British values)		How can textiles celebrate culture?			Expressing the Ocean
	<b>Artists</b>	<ul style="list-style-type: none"> <li>• Edwin Landseer – Trafalgar Square Lions</li> <li>• Anish Kapoor – AncelorMittal Orbit</li> <li>• Edward Hodges Baily – Nelson’s Column</li> </ul>		Weaving and sewing: Aboriginal design/pattern work- TBC after SH researched  24/25: boomerang			<ul style="list-style-type: none"> <li>• Jeannie Baker</li> <li>• Eileen Agar</li> <li>• Charlotte Swiden</li> </ul>
	<b>Final Piece</b>	Paper Mache City Sculptures					Collage- mixed media 
	<b>Cross-curricular coverage</b>		Remembrance Art: Printed Poppies (Pointillism)				



LKS2		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		Viva Espana	Surviving the Stone Age	It's All Greek	Angry Earth	Kings, Knights and Battles	Faversham and Beyond - Explosions
	Unit / Media		Drawing and Painting	Sculpture/Mosaic		Textiles	
Year 3	NC Objectives Covered		<ul style="list-style-type: none"> <li>To know how to use varied brush techniques to create shapes, textures, patterns and lines including blocking in colour, washes, thickened paint creating textural effects, adding depth and distance, dotting, scratching, splashing, dripping</li> <li>To know how to mix colours effectively using the correct language e.g. tint, shade, primary and secondary</li> <li>To know the tertiary colours and how to mix them</li> <li>To know how to create a colour palette, demonstrating mixing techniques</li> <li>To know where each of the primary, secondary and tertiary colours sit on the colour wheel</li> <li>To know how different paints can produce different tints, tones and shades e.g. compare watercolour and acrylic</li> <li>To know how to create paint and tools using natural materials</li> <li>To know how paint and tools were created historically and the importance of the art work that stemmed from this.</li> </ul>	<p>Sculpture:</p> <ul style="list-style-type: none"> <li>To know that models can be planned, designed and made from observation or imagination</li> <li>To know how to use scoring and slip to join parts together when creating a sculpture</li> <li>To know that materials can be added to a sculpture to create detail</li> </ul> <p>Mosaic:</p> <ul style="list-style-type: none"> <li>To know what a mosaic is</li> <li>To understand where mosaics have been used in the past and in different cultures</li> <li>To understand how a mosaic is created to show a recognisable form or pattern</li> <li>To know that materials can be overlapped in a mosaic</li> <li>To know that mosaics can show pattern and tessellation</li> </ul>		<ul style="list-style-type: none"> <li>To know that material can be dyed to alter a textiles colour and pattern</li> <li>To know the importance of dyeing materials in different cultures and historical periods (e.g. importance of particular colours)</li> <li>To know more than one type of stitch (in addition to running stitch from Year 1/2)</li> <li>To know that fabric can be joined together using stitching</li> <li>To know that detail can be added to a piece of work using sewing techniques printing, dipping and fabric pens</li> <li>To know that colour can be added to textiles through dyeing,</li> </ul>	
	Brief		If you wanted to show people in 5,000 years' time your	Can you make a vessel inspired by Greek pottery?		How can textiles be used to tell a story?	

			favourite animals native to Britain, what would you draw?				
	<b>Artists</b>		<ul style="list-style-type: none"> <li>Great Hall of Bulls. 15,000-13,000 BCE. Lascaux Cave in Lascaux, France</li> <li>La Cueva de las Manos (Cave of Hands). 7300 BCE. Patagonia region of Argentina.</li> <li>Cave of Hands. Left to right: animal feet, human hands, and geometric patterns</li> </ul>	<ul style="list-style-type: none"> <li>Historic evidence photos of greek pottery.</li> <li>Museum images from National History Museum- virtual tours also available</li> <li>British Museum?</li> </ul>		<p>Bayeux Tapestry  <a href="https://www.bayeuxmuseum.com/en/the-bayeux-tapestry/">https://www.bayeuxmuseum.com/en/the-bayeux-tapestry/</a>            Cornelia Parker – Magna Carter  <a href="https://en.wikipedia.org/wiki/Magna_Carta_(An_Embroidery)">https://en.wikipedia.org/wiki/Magna_Carta_(An_Embroidery)</a>            Vanessa Barragão</p>	
	<b>Final Piece</b>		Animal Drawings and Paintings	Clay pot decorated with mosaic 		Tie-dye fabric tapestry with simple sewn design 	
	<b>Cross Curricular coverage</b>		Remembrance Art: Felt Poppies (sewing)				
<b>Year 4</b>		<b>Jambo</b>	<b>Mummies, Pharaohs and Pyramids</b>	<b>Rotten Romans</b>	<b>Wild Water</b>	<b>Terrible Tudors</b>	<b>Faversham and Beyond – Beer and Beyond</b>
	<b>Unit / Media</b>		Design and Printing	24/25- Mosaic 25/26 Sculpture (Modroc)		Drawing (could include photography?)	
	<b>NC Objectives Covered</b>		<ul style="list-style-type: none"> <li>To know that colours can be layered in a print</li> <li>To know that patterns can be repeated and replicated from observations</li> <li>To know how motifs use repeated patterns</li> <li>To know that shapes in a pattern can be regular and irregular</li> <li>To know that printing blocks can be made in different ways e.g. polystyrene, simple</li> </ul>	<ul style="list-style-type: none"> <li>To know that models can be planned, designed and made from observation or imagination.</li> <li>To know that materials can be added to a sculpture to create detail</li> <li>To know that nature and natural materials can be used to create sculptures</li> <li>To know that sculpture can be designed and created using garden wire and Modroc</li> </ul>		<ul style="list-style-type: none"> <li>To know how different grades of pencil can show line, tone and texture differently</li> <li>To know how to create different effects when drawing such as linear, cross hatching, scumbling and stippling</li> <li>To know how to use shading to show light and shadow effects</li> <li>To know how different media / materials create different marks e.g.</li> </ul>	

			<p>carved stamps, string printing (relief and impressed method)</p> <ul style="list-style-type: none"> <li>To know what collograph is and use it to create a print.</li> </ul>			<p>pastels, chalk, felt tips, charcoal</p> <ul style="list-style-type: none"> <li>To know how to use shading to create mood and feelings e.g. a darker, stronger, straight / jagged line could express anger</li> <li>To know that photos can be changed on a computer/tablet using filters, shading and digital correction technology (use black and white/sepia?)</li> </ul>	
	Brief		Can I use printing to reflect Ancient Egyptian life?	25/26 Can we use modroc to create a wartime piece? (shield/armour chest plate/helmet?)		How is symbolism used to express people in portraits?	
	Artists			<ul style="list-style-type: none"> <li>Antonio Gaudi – 3D models (link to clay sculpture)</li> <li><a href="https://whc.unesco.org/en/list/320/">https://whc.unesco.org/en/list/320/</a></li> <li>Roman Mosaic - historic</li> <li>Sonia King – female, variety of materials</li> <li>Isaiah Zagar – some 3D, recycled materials</li> <li>Jim Bachor – filling pot holes</li> <li>Pietro Cavallini – historic</li> </ul> <p>25/26:</p> <ul style="list-style-type: none"> <li><a href="https://segedunumromanfort.org.uk/family-learning-activities/roman-shields">https://segedunumromanfort.org.uk/family-learning-activities/roman-shields</a></li> </ul>		<ul style="list-style-type: none"> <li>Hans Holbein</li> <li>Vincent Van Gogh</li> <li>Frida Kahlo</li> <li>Queen Elizabeth I – Armada Portrait by George Power</li> <li>Modern photograph portraits of Royal Family</li> </ul>	

	Final Piece		Egyptian Block (Polystyrene) Print/Collagraph (student choice)   			Self Portrait using	
	Cross-curricular coverage		Remembrance Art: Chalk/Soft Pastel Poppies	•		•	
UKS2		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		Let's Explore ... the Americas	To Infinity and Beyond	Raid, Invade and Stayed	Rumble in the Jungle	World at War	Faversham and Beyond
	Unit / Media	Painting			Collage (Could include photography of local area / plants etc)	Sculpture	
Year 5	NC Objective Covered	<ul style="list-style-type: none"> <li>To know how to use and apply a range of paint (acrylic, oil paints, water colours, ink), paint tools and techniques, justifying their choice</li> <li>To know how to create a range of moods and emotions in their paintings</li> <li>To know how to develop a painting from a drawing</li> <li>To know how to mix and match colours to create atmosphere and light effects</li> <li>To know how to create a background using a wash</li> </ul>			<ul style="list-style-type: none"> <li>To know that collage can be added to a painted or printed background</li> <li>To know that collage can incorporate a range of mixed media including different visual and tactile qualities and textures</li> <li>To know that pattern, tone and shape can be combined in a collage</li> </ul>	<ul style="list-style-type: none"> <li>To know that tools can be used to carve, add shape, texture and pattern to a sculpture (clay, soap, ice, wood)</li> <li>To know how to create models in a range of scales</li> <li>To know the significance of sculpture in other cultures</li> <li>To know how to use an armature to join parts of a sculpture together (e.g. wood and clay)</li> </ul>	

		<ul style="list-style-type: none"> <li>To know how to identify, mix and use primary, secondary, complimentary and contrasting colours, monochrome</li> </ul>					
	<b>Brief</b>	Landscapes of the Americas			Rainforest / Flora and Fauna	How is sculpture used to remember the past?	
	<b>Artists</b>	<ul style="list-style-type: none"> <li>Vanessa Gardiner &amp; The Shoreditch Sketcher <ul style="list-style-type: none"> <li>Kittie Jones</li> </ul> </li> <li>Joseph Turner – Kent landscapes</li> <li>Tim Gray – North Kent Landscapes  <a href="https://timgrayartist.co.uk/">https://timgrayartist.co.uk/</a> </li> <li>Paul Fowler – Local landscapes  <a href="https://favershamlife.org/paul-fowler-artist/">https://favershamlife.org/paul-fowler-artist/</a> </li> </ul>			<ul style="list-style-type: none"> <li>Jeannie Baker</li> <li>Henri Rousseau</li> <li>David Hockney</li> </ul>	<ul style="list-style-type: none"> <li>'Coming World, Remember Me'</li> <li>Ghost Soldiers</li> <li>Tower of London poppies</li> <li>Walter Tull memorial <ul style="list-style-type: none"> <li>The cenotaph</li> </ul> </li> <li>World War 1 Memorial</li> </ul>	
	<b>Final Piece</b>	<p>Watercolour Landscape (student choice)</p> 			<p>Jungle collage including locally sources photographs</p> 	<p>Clay Soldiers- natural installation (linked to English poetry)</p> 	
	<b>Cross Curricular Coverage</b>		Remembrance Art: Watercolour poppies				
<b>Year 6</b>		<b>Let's Explore ... Asia</b>	<b>Invention and Industry</b>	<b>Bombs, Battles and Blitz</b>	<b>Eco Warriors</b>	<b>Who dunnit?</b>	<b>Faversham and Beyond</b>
	<b>Unit / Media</b>	Drawing and Painting			Textiles	Printing	
	<b>NC Objectives Covered</b>	<ul style="list-style-type: none"> <li>To know how to depict perspective in drawings</li> </ul>			<ul style="list-style-type: none"> <li>To know that textiles can be overlapped to create texture, effect and colour</li> </ul>	<ul style="list-style-type: none"> <li>To know that art work can include the</li> </ul>	

	<ul style="list-style-type: none"> <li>To know how to use negative space in observational drawing</li> <li>To know how to organise line, tone, shape and colour to represent figures and forms in movement.</li> </ul>			<ul style="list-style-type: none"> <li>(applique and reverse applique)</li> <li>To know and use a range of sewing stitches (e.g. running stitch, cross stitch, back stitch)</li> <li>To know how slogans are used in fashion</li> <li>To understand the work of fashion designers and use these as a basis for their own art work</li> <li>To know that textiles can be used to create a 3D design (fashion/garments)</li> </ul>	<ul style="list-style-type: none"> <li>integration of digital images they have taken</li> <li>To know that printed art work can combine graphics and text</li> <li>To know that prints can be overlaid using different colours</li> <li>To know how to make a simple screen print</li> </ul>	
<b>Brief</b>	Can we create our own Manga inspired image?			How can fashion be made sustainable?	How is art used to convey a message? (Protest Art / Street Art)	
<b>Artists</b>	<ul style="list-style-type: none"> <li>Katsushika Hokusai</li> <li>Akira Toriyama</li> <li>Hayao Miyazaki</li> <li>Osamu Tezuka</li> <li><a href="#">An introduction to Manga - British Museum Blog</a></li> <li><a href="#">Manga: a brief history in 12 works - British Museum Blog</a></li> </ul>			<ul style="list-style-type: none"> <li>Vivienne Westwood</li> <li>Mary Quant</li> <li>Green Market Vintage</li> <li>Zero Waste Daniel</li> </ul> <p>Sustainable fashion Sustainable materials Throw away culture Reuse/upcycle existing clothing/fashion items Make a wearable garment using recycled materials e.g. plastic bags, newspapers Link to WW2 – Make do and mend</p>	<ul style="list-style-type: none"> <li>Banksy</li> <li>Keith Haring</li> <li>Maya Hayuk</li> <li>Kashink</li> <li>Jean-Michel Basquiat</li> <li>George Floyd – protests</li> <li>Black Lives Matter - protests</li> </ul>	
<b>Final piece</b>	<p>Manga inspired drawing (children's choice)</p> 			<p>Up-cycled fashion piece</p> 	<p>Street Art design (incorporating photography where appropriate)</p>	

	<b>Cross Curricular Coverage</b>		Remembrance Art: Oil pastel/soft pastel poppies (Georgia O'Keefe)  Photography/Digital manipulation				<b>Whole School Art Project:</b>
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