



Becontree Primary School

Art Curriculum Overview

	EYFS
Birth to Three Years	• Pass things from one hand to the other. Let go of things and hand them to another person or drop them. • Develop manipulation and control. • Explore different materials and tools. • Enjoy drawing freely. • Add some marks to their drawings which they give meaning to. For example, 'That says, mummy'. • Notice patterns with strong contrasts and be attracted to patterns resembling the human face. • Start to make marks intentionally. • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. • Express ideas and feelings through mark-making and sometimes give meaning to these.
Three and Four Year Olds	• Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils • Create closed shapes with continuous lines and begin to use these shapes to represent objects • Draw with increasing complexity and detail, such as representing a face with a circle and include details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear ETC. • Explore colour and colour-mixing.
Reception	• Develop their fine motor skills so they may use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Explore, use and refine a variety of artistic effects to express their feelings and ideas. • Return to and build on previous learning across EYFS, refining ideas and developing their ability to represent them.

	Unit 1 – Term 1A	Unit 2 – Term 2B	Unit 3 – Term 3B
Year 1	Topic - Drawing, painting & collage based on plants & trees (cross curricular link with Science – Plants) - Teach basic sketching skills using a variety of soft pencils focussing on shape, form, space and line when sketching trees in the park. - To make quick line and shape drawings from observation adding light/ dark tone and features. - To paint a tree selecting and using different thickness of brushes teaching children brush techniques. - Through painting trees teach colour mixing to show light, shade and shadow. - To experiment with printing tree branches using cardboard block and watered-down paint. - To focus on direction of printing the branches – across, up, down. - To experiment with building up level of printing to represent different sizes/ thickness of branches. - To make a tree collage focussing on colour, texture and form. - To create tree collage selecting with thought, different materials considering shape, surface and texture. Use paste and adhesives to select and place, cut and tear shapes onto paper to convey an image of a tree.	Topic – 3D modelling, drawing & painting: Create a 3D island (cross curricular link to Geography & DT - Islands) - To draw a simple map from a birds eye view which includes mountains, roads, pier etc. - To create a 3D map of the island selecting recycled materials with thought, different materials considering shape, surface and texture. - Use paste and adhesives to select and place, cut and tear shapes onto the map to create different levels to represent a landscape. - To paint a 3D model by selecting and using different thickness of brushes as appropriate to the size of area being painted.	Topic - 3D modelling: Sculptures based on animals (cross curricular link with Science – Living Things - animals) - To explore the differences and similarities of the work of 3 sculptors – Andy Goldsworthy, Elizabeth Frink and Henry Moore. - To pinch, roll and smooth slabs of plasticine to construct an animal sculpture. - To make simple joins to connect plasticine. - To experiment with basic tools to make marks on plasticine. - To be able to describe the media and techniques used to make their animal sculpture. - To observe and describe the temporary sculptures of Andy Goldsworthy. - Can select with thought, different materials considering shape, surface and texture when creating a temporary sculpture based on the work of Andy Goldsworthy. - To create a sculpture using pattern – either a symmetrical or non-symmetrical pattern. - To describe own sculptures and make positive comments on what they like and what could be improved upon on the sculptures of others.

	Unit 1 – Term 1B	Unit 2 – Term 2A	Unit 3 – Term 3B
Year 2	Topic - 3D Modelling of a boat, inspired by Huw Locke - To look at the work, including sculptures, of Huw Locke. - To experiment with line and shade using charcoal. - To explore and experiment with using different materials to create different textures within their drawings. - To experiment with creating different textures and enhancing their artwork using rubbings and printing. - To look at the items available and design then create a sculpture of a boat based on this. - To understand how to develop the skills they have learnt in their 2D work in order to apply them to a 3D object - To be able to evaluate the work they have created and what they have learnt.	Topic – Painting: Colour blending (Cross curricular link with History – The Great fire of London & The Plague) - To use primary colours to colour mix to create secondary colours. - To blend colours to create a colour strip e.g. going from yellow to blue going through to green. - To create a Great fire of London picture using the following skills: - use sponges to create a colour wash background. - colour mixing and using appropriate brushes to create flames. - further develop cutting skills using scissors to cut black paper to create silhouettes of buildings. - To observe and describe the buildings designed by Sir Christopher Wren. - To revise basic sketching skills using a variety of pencils focussing on shape, form, space and line when sketching own design of St Paul's Cathedral. - To continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil. - To evaluate own art work.	Topic - Drawing portraits (Cross curricular link with History – comparing significant individuals) - To compare modern and older portraits. - Further develop sketching techniques (short, light strokes to refine shapes using soft pencils). - To sketch our own faces focusing on proportion, shape and placing of key features. - Sketch of human body using simple shapes, such as, sausages, ovals and circles to represent different parts of the human body focusing on proportion. - To look at the work of a famous artist - Chinwe Roy leading to the creation of a self-portrait reflecting the style of the artist. Experiment with colour and develop skills of blending with chalks/ pastels when creating a self-portrait (either full body or head and shoulders). - To print hair texture using cardboard blocks and watered-down paint. - To focus on direction of printing for hair – down, across, up. - To build up level of printing to represent the texture of the hair. - To evaluate own art work.

	Unit 1 – Term 2B	Unit 2 – Term 3A	Unit 3 – Term 3B
Year 3	Topic - Drawing & Painting: Still Life – floral based landscapes and flowers (Cross curricular link with Science - Plants) - To compare different artists and evaluate their work (based on floral landscapes - Monet). - To learn about perspective and use it to recreate one of Monet's landscapes. - To use a viewfinder to select a part of a landscape in the local area and capture the image. - To sketch a landscape of a local area using techniques taught on perspective. To colour mix in order to apply shade and tint to paint a landscape.	Topic - Modelling: Mosaics (Cross curricular link with History - Romans) - To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms in relation to mosaic artists. - To compare modern and Roman mosaics. - To assess use of colour, patterns and materials in the creation of ready-made mosaics. - To design and create a paper mosaic considering simplicity/ complexity of pattern or picture and breadth of colour range. - Use paste and adhesives to select, place and cut squares onto paper to convey an idea/ pattern. - To evaluate their paper mosaic design, amending it as required. - Develop cutting skills using scissors. - Design and create a mosaic using tiles and grout factoring in learning experiences from making their paper mosaic. - To evaluate and analyse their mosaic using the language of art, craft and design.	Topic – Drawing (Sketching the human body in proportion) - To understand what sketching is and how sketching is used in modern day life. - To discuss, analyse, compare and evaluate classical and modern sketches by different artists looking at styles, techniques and medium used. - To learn about the proportion of the human body and create realistic sketches of people. - Revisit sketching of a human body using simple shapes, such as, an oval. - To sketch a human body using the 1:7 heads method to create proportion and to explore different positions. - To experiment with different media including pencils, graphite, paint and charcoal. - To use a chosen medium to sketch a whole body focusing on position and proportion. - To evaluate sketches and consider ways to improve or change it.

	Unit 1 – Term 1B	Unit 2 – Term 2A	
Year 4	Topic - 3D modelling and sculpting masks - Understand the origins and differences between masks from different cultures and make comparisons - To study different masks from a variety of cultures by sketching them using various media - To simplify drawings into basic shapes that contain little detail and understand how simplified features are used to help express more detailed ones - To create my own mask, based on my design - To understand how to use air clay - To evaluate my design and my final outcome	Topic – Printing & painting - To look at a selection of modern and classic artists who have chosen to create images of flowers. - To experiment with different media to create different line and texture to create observational drawings of leaves. - To draw from direct observation of a plant taking into account positive and negative spaces. To experiment with different softness of lines (a range of pencils to be used). - To sketch the shape of different parts of a flower. - To paint from direct observation based upon the work of a famous artist – Georgia O’Keefe. - To focus on the tones and shades of petals using paint. - To look at prints from other cultures e.g. African Adinkra patterns - To experiment with print designs and design a print. - To print an image using a polystyrene print block. Experiment with printing effects through changing colour of print and colour of background paper. - To analyse and evaluate the art work on printing they have produced and amend/ improve upon it. - To print an image using a polystyrene print block on a different surface. (canvas)	

	Unit 1- Term 2A	Unit 2 – Term 3A	Unit 3 -Term 3B
Year 5	Topic-3D sculpture – paper mâché (Cross curricular link to Greek unit) - To find out information about Greek pottery - To make a Greek pot using the skill of paper mâché - To recap the proportions of the human body from year 3 to sketch people in sports freeze frames - To make a silhouette of a sports position - To design a Greek pot using inspiration from the ancient Greek designs - To paint and decorate a Greek pot using control and deciding what paintbrushes are most appropriate to use - To evaluate their final pieces	Topic – Drawing & collage – Creating work in the style or technique of a famous modern artist - To research and compare the artwork of modern artists focusing on their style, techniques and chosen medium used - Jackson Pollock, Lichtenstein, Frank Stellar, Chidi Okoye, Bruce Gray. - To choose one famous artist and research their artwork, looking at style and technique used in their work. - To discuss and evaluate the work of Lichtenstein looking at styles, techniques and medium used. - To revisit sketching faces focusing on proportion, shape and placing of key features according to different emotions being displayed. - To make marks using a pen/ pencil in the style of Lichtenstein using the pointillism technique. - To develop sketches of face by drawing extra features on the face in the correct position and proportion. - To draw, cut and stick shapes from coloured paper for other features on own artwork, such as hair. - To review learning of techniques learned during this topic.	Topic – Drawing, painting & using mixed media (Cross curricular link with Science – All living things and their habitat) - To look at the work of a famous artist – Henri Rousseau focusing on his style, techniques and medium used. - To observe, select and sketch an animal revising portion and perspective. - Revisit sketching of proportion using simple shapes, such as, ovals and circles. - To use pastels on sketches to confidently control the types of marks made, experiment with thickness of lines, blend and layer colours together. - To mix, match and blend colours to create atmosphere for a colourwash background display. - To mix colour, shades and tones with confidence building on previous knowledge using watercolours and paint. - To cut, tear, layer paper materials to create a 3D effect foreground on animal artwork and use paste and adhesives to secure in position.

	Unit 1 – Term 1A	Unit 2 – Term 3A	Unit 3 – Term 3B
Year 6	Topic – Printing - To design, trace and print a repeating pattern. - To transfer a design trace to a printing tile. - To explore colours, patterns and effects through printing. - To design, explore and experiment with a pattern. - To create a continuous repeated pattern through printing. - To know about the importance of light and dark in artwork. - To learn about positive and negative space in art. - To understand the difference between positive and negative in printing. - To explore the effects of working negatively in paint/ink using different tools and colours.	Topic - Drawing & painting: Perspective and vanishing point - To explore how artists create perspective in their work. - To revise perspective using prior knowledge. - To sketch a picture creating depth and distance using the horizon line and vanishing point techniques. - To mix colour, shades and tones with confidence building on previous knowledge using watercolours/ paint. - To be able to use perspective to create realistic interiors. - To sketch an interior using the vanishing point technique to create accurate perspective. - To look at and discuss the work of a famous architect – Le Corbusier focusing on techniques used. - To sketch a building designed by Le Corbusier applying vanishing point and perspective techniques. - To use lines as a guide to create accurate perspective when sketching. - To explore how artists use foreshortening to give perspective. - To sketch an image using the technique of foreshortening.	Topic – 3D modelling: Wire construction sculptures - To revisit, discuss and evaluate the different materials used to create a variety of sculptures (clay, wire, wood, metal etc). - To learn, discuss and evaluate sculptures by a famous sculptor.(Alberto Giacometti) - To manipulate the wire by twisting, wrapping, bending, tying, braiding and winding to construct a human figure-remembering proportion. - To draw a sketch of a face using a continuous unbroken line. - To explore and experiment with soft pliable wire to construct a three-dimensional sculpture of a face/human figure. (Alexander Calder) - To use tools such as, pliers to manipulate the shape and direction of the wire. - To use tools such as pliers and wire cutters safely and carefully.

