

School: Harlington Lower School

Curriculum Progression for: ART

Intent	We want to achieve. Open minded, tolerant, respectful and aspirational world citizens who; appreciate difference and value diversity. We want our pupils to extend their knowledge and understanding of the world around them through the understanding and appreciating art work from a range of different times and cultures. We want pupils to develop their creativity and willingness to create and make art and design projects.
EYFS	Children should come to Year 1 with the following skills and knowledge. Physical Development • 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, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. Expressive Arts and Design 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.

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	Autumn	Spring	Summer
Year 1	Portraits	Let's Sculpt	Colour Chaos
Vocabulary	Portrait, self-portrait, memorialize, subject, materials, realistic, detailed, features, warm colours, cold colours, emotions, compare, Picasso, Blue Period, collage, abstract, cubist, cubism, watercolours, line drawing, watercolour, wash, sweep dab, background, line drawing, detail, movement, simple line, monochrome, pop Art, unrealistic, repeated image, pattern, oil pastels, portraits, famous, iconic.	Sculpture, sculptor, three dimensional, techniques, carving, wood, casting, metal, bronze, stone, marble, figurative, abstract, materials, dough. Sculpture, recycled, materials, figurative, mechanical. Sculpture, recycled, materials, figurative, mechanical. Sculpture, installation, shapes, materials, pyramid. Sculpture, sculptor, wax, wool, buildings, figurative, wood, sugar, bronze. Sculpture, abstract, geometric, shapes, corners, lines, metal, minimalist.	Primary colours, Piet Mondrian, abstract art, secondary colours, Mark Rothko, neutral colours, tints, Paul Klee, shades, Jackson Pollock, Warm colours, cool colours, Robert Delaunay, Sonia Delaunay, abstract art, Wassily Kandinsky, line drawing, detail, movement, simple line, monochrome, Pop Art, unrealistic, repeated image, pattern, oil pastels, portraits, famous, iconic.
Skills	To develop a wide range of art and design techniques, such as using drawing to create a self-portrait. I can draw a self-portrait. I can use colours to portray emotions in a portrait. I can use collage materials to make an abstract portrait. I can use watercolours to create a background. I can create a line drawing. I can create a Pop Art portrait.	To use a range of materials creatively to design and make products, in the context of making a bread sculpture. I can sculpt with different materials. To use a range of materials creatively to design and make products, in the context of using recycled materials to make a 3D sculpture. I can make a sculpture from recycled materials. To use sculpture to develop and share their ideas, experiences and imagination, in the context of using sculpture to create a person. I can create an abstract sculpture of a person.	Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context of making a collage from primary colours. I can make a collage in primary colours. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context of making a painting from secondary and tertiary colours. I can create a colour field painting using colours I have mixed. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context of making a painting from tints.

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		To use a range of materials creatively to design and make products in the context of making sculptures with unusual materials. I can use plastic spoons and rubber bands to make sculptures. To use sculpture to develop and share their ideas, experiences and imagination, in the context of creating a sculpture of a building. I can use sugar cubes to make a sculpture of a building from my imagination. To develop a wide range of art and design techniques in using line, shape, form and space, in the context of making sculptures from unusual materials. I can make a sculpture using line, shape, form and space.	I can create a painting using tints I have mixed. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context of making a painting from shades. I can create a drip painting using shades I have mixed. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context of making a painting from warm and cool colours. I can create a painting using warm and cool colours. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context of making a painting from a range of colours, tints and shades. I can create a circles painting using colours I have mixed myself.
Knowledge	To know about the work of a range of artists, describing the differences and similarities between different practices and disciplines, looking at portraits created by Leonardo da Vinci, Henri Matisse, Gustav Klimt, Vincent Van Gogh and Andy Warhol. I can explain what a portrait is. To be able to explain that Picasso was a famous artist who painted portraits. To be able to talk about Picasso's abstract portraits. To be able to talk about portraits by Paul Klee. To be able to talk about the work of Paul Klee.	To know about the work of a range of artists, craft makers and designers, making links to their own work, in the context of learning about the sculptor Marc Quinn. I can describe the work of the sculptor, Marc Quinn. To use sculpture to develop and share their ideas, experiences and imagination in the context of creating a sculpture of a monster. I can sculpt a monster from my imagination. To learn about the work of a range of artists, craft makers and designers, making links to their own work, in the context of learning about the sculptor Barbara Hepworth. I can describe the work of Barbara Hepworth.	Learn about the work of a range of artists in the context of Piet Mondrian. I can talk about the artist Piet Mondrian. Learn about the work of a range of artists in the context of Mark Rothko. I can talk about the artist Mark Rothko. Learn about the work of a range of artists in the context of Paul Klee. I can talk about the artist Paul Klee. Learn about the work of a range of artists in the context of Jackson Pollock. I can talk about the artist Jackson Pollock. Learn about the work of a range of artists in the context of Robert and Sonia Delaunay.

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	To be able to talk about portraits by Pop Artist, Andy Warhol.	To learn about the work of a range of artists, craft makers and designers, making links to their own work, in the context of learning about the artist Jill Townsley. I can describe the work of the artist Jill Townsley. To learn about the work of a range of artists, craft makers and designers, making links to their own work, in the context of learning about the sculptor Brendan Jamison. I can describe the work of sculptor Brendan Jamison. To learn about the work of a range of artists, craft makers and designers, making links to their own work, in the context of learning about the sculptor Eva Rothschild. I can describe the work of sculptor Eva Rothschild.	I can talk about the artists Robert and Sonia Delaunay. Learn about the work of a range of artists in the context of Wassily Kandinsky. I can talk about the artist Wassily Kandinsky.
Visit/Special Occasions			
Year 2	Nature Sculptures	Lowry	Landscapes and Cityscapes
Vocabulary	Sculpture, statue, model, work, work of art, 3-D, Natural, natural materials, nature, land art, collage, Andy Goldsworthy	LS Lowry, industrial, landscape, gallery, charcoal, pencil, paint, drawing, painting, perspective, factory, terraced houses, matchstick figures, collage.	Impressionism, founder, garden, lily pond, outdoors, landscape, scene, light, seasons, bold brushstrokes, bright colours, Monet, landscape, cityscape, building, pastels, colour, light, reflection, stormy, sunset, shape, sky, clouds, Impressionism, Etretat, Waterloo Bridge, Charing Cross Bridge, Houses of Parliament, smudge, Landscape, Vincent van Gogh, artist, oil paint, bright, bold, brushstrokes, colours, style, light, acrylic paint, daytime, mark, Impressionism, Neo-Impressionism, painting, landscape, cityscape, brushstrokes, similarities, differences, colour,

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			colourful, bright, vibrant, mosaic, style, squares, Metzinger, Monet, Van Gogh, Impressionism, Neo-Impressionism, painter, brushstrokes, vivid, colours, landscapes, squares, gaps, mosaic, features.
Skills	To learn to use a range of materials creatively to design and make products in the context of making a clay model. I can make a clay model of a natural object. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context of creating observational drawings of natural materials. I can draw an observational drawing of a natural object. To learn to use a range of materials creatively to design and make products in the context of collecting material for nature sculptures. I can collect material for my nature sculptures. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination in the context of making a land art sculpture from natural materials. I can make my own land art. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination in the context of making a large scale sculpture from natural materials. I can work in a group to make a Big Build nature sculpture. To develop a wide range of art and design techniques in using colour, pattern, texture,	Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context of painting a seascape. I can paint a seascape using colours I have mixed. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context of using perspective. I can paint a background. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context of drawing buildings in the style of Lowry. I can draw buildings to use in my Lowry City Collage. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination in the context of creating matchstick figures. I can draw matchstick figures. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context using scissor skills. I can use good scissor skills. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination in the context of making a collage.	To develop a wide range of art and design techniques in using colour and texture; to use painting to develop and share their ideas, experiences and imagination; in the context of painting a landscape in the style of Monet. I can paint a landscape using colour and texture. To develop a wide range of art and design techniques in using colour and texture, in the context of using pastels. I can use pastels to create a cityscape. To develop a wide range of art and design techniques in using colour, pattern, texture, and line; to use painting to develop and share their ideas, experiences and imagination; in the context of painting landscapes in the style of van Gogh. I can use colour, texture, and line in a landscape. To develop a wide range of art and design techniques in using colour, pattern, texture, and line, in the context of painting cityscapes in the style of van Gogh. I can use colour, texture, and line in a cityscape. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space, in the context of creating a landscape. I can use colour and pattern to create a landscape. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space, in the context of creating a mosaic collage landscape. I can create a mosaic collage landscape.

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	line, shape, form and space in the context of making a collage. I can make a collage about my work on nature sculptures.	I can make a Lowry City Collage.	
Knowledge	To learn 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 in the context of thinking about nature sculptures. I can talk about nature sculptures. To learn 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 in the context of thinking about nature sculptures. I can talk about Nature Sculptures. Learn 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 in the context of learning about the artist Andy Goldsworthy. I can talk about the artist Andy Goldsworthy. To learn 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 in the context of making a large scale nature sculpture in the style of Andy Goldsworthy.	To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines in the context of comparing works by LS Lowry. I can compare two paintings. Learn about the work of a range of artists in the context of LS Lowry. I can talk about the work of LS Lowry.	To learn about the work of a range of artists, describing the differences and similarities between practices and disciplines, in the context of learning about Monet. I can describe the work of the artist, Monet. To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines in the context of learning about the artist, van Gogh. I can describe the work of the artist, van Gogh. To learn about the work of a range of artists, describing the differences and similarities between different practices and disciplines, in the context of learning about van Gogh. I can describe the work of the artist, van Gogh. To know about the work of a range of artists, describing the differences and similarities between different practices and disciplines, in the context of learning about Metzinger. I can describe the work of the artist, Metzinger. To know about the work of a range of artists, describing the differences and similarities between different practices and disciplines, in the context of comparing 3 artists. I can compare Metzinger, van Gogh and Monet.

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	I can compare our sculptures to the work of Andy Goldsworthy. To learn 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 in the context of reflecting on work about nature sculptures. I can talk about my work on nature sculptures.		
Visit/Special Occasions			
Year 3	Autumn	British Art	Bodies
Vocabulary	Line, pattern, texture, form, colour, shape, tone, blend, mix Henri Matisse, Paul Cezanne, Jackson Pollock, John Constable, Thomas Cole, Claude Monet	Storytelling, Portugal, women, folk tales, light, colour, foreground, middle ground, background, Suffolk, pattern, Afro Caribbean, colour, memory, portrait, texture, abstract, emotion, warm, shape, form, taste, hear, see, smell, senses, sensory. Paula Rego, Gainsborough, Sonia Boyce, Lucian Freud, Howard Hodgkin, Anish Kapoor	Shape, outline, colour, Line, pattern, tone, smudge, blend, mark, hard, soft, light, heavy, jagged, smooth, shape, outline, terracotta, army, China, marquette, outline, shape, pleat, form, belt, buckle, brim, cuff, sleeve, lapel, collar, sleeve, waistband, hem, gusset, seam, strap, buttonhole, headband, fashion designer. Julian Opie, Henry Moore, Giacometti, Vivienne Westwood
Skills	To create sketch books to record observations and use them to review and revisit ideas in the context of recording observations as a drawing. To improve mastery of art and design techniques in the context of pastel/coloured pencil drawings. To improve mastery of art and design techniques in the context of printing.	To improve mastery of art and design techniques, including drawing in the context of illustrating a story. To improve mastery of art and design techniques, including drawing in the context of painting. To improve mastery of art and design techniques, in the context of a range of media. To improve mastery of art and design techniques, including painting in the context of composition.	To improve mastery of art and design techniques, including drawing in the context of felt tip drawings. To improve mastery of art and design techniques, including drawing in the context of charcoal drawings. To improve mastery of art and design techniques, including drawing in the context of pen drawings. To create sketch books to record observations and use them to review and revisit ideas in the context of the drawing activity.

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	To improve mastery of art and design techniques in the context of paper sculpture and collage. To create sketch books to record observations and use them to review and revisit ideas in the context of recording observations as a pen drawing. To improve their mastery of art and design techniques, including painting in the context of painting vegetable skins.		To improve their mastery of art and design techniques in the context of making maquettes. To create sketch books to record observations and use them to review and revisit ideas in the context of inspiring the drawing activity. To improve their mastery of art and design techniques in the context of making 3D models. To improve mastery of art and design techniques, in the context of making paper clothes.
Knowledge	To learn about great artists, architects and designers in history in the context of Jackson Pollock, John Constable, Thomas Cole and Claude Monet. To learn about great artists, architects and designers in history in the context of Henri Matisse. To learn about great artists, architects and designers in history in the context of Paul Cezanne.	To learn about great artists, architects and designers in history in the context of Paula Rego. To learn about great artists, architects and designers in history in the context of Gainsborough. To learn about great artists, architects and designers in history in the context of Sonia Boyce. To learn about great artists, architects and designers in history in the context of Howard Hodgkin. To learn about great artists, architects and designers in history in the context of Anish Kapoor. To learn about great artists, architects and designers in history in the context of Lucien Freud.	To learn about great artists, architects and designers in history in the context of Julian Opie. To learn about great artists, architects and designers in history in the context of Henry Moore. To learn about great artists, architects and designers in history in the context of Giacometti. To learn about great artists, architects and designers in history in the context of Vivienne Westwood.
Visit/Special Occasions			
Year 4	European Art	Insects	Fruit & Vegetables
Vocabulary	Decay, destruction, ruined, damaged, Ceiling, Sistene Chapel, grind, plaster, Florence, fresco, Rectangular, concrete,	Line, texture, pattern, form, thorax, abdomen, head, antennae, wings, line, pattern, texture, form, shape, tone, pattern, shape, colour,	Line, pattern, tone, smudge, blend, mark, self-portrait, hard, soft, light, heavy, jagged, smooth, texture, shape, line, pattern, form, pattern, texture,

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	terrace, architect, 2D shape vocabulary, Portrait, light, dark, tone, shadow, Brim, peak, buckle, edging, trimmings and decorations, Surrealist, moustache, props, events Michelangelo, Le Corbusier, Rembrandt, Coco Chanel, Salvador Dali.	shadow, light, marionette, theatre, voice, shape, form Anselm Kiefer, Louise Bourgeois, Jennifer Angus.	form, shape, tone, structure, veins, seeds, blend, mix, line, tone, texture, shape, pattern, line, colour, shape. Caravaggio, Michael Brennand-Wood, Braque, Claesz, Kalf. Carl Warner.
Skills	To improve mastery of art and design techniques, including drawing in the context of drawing buildings. To create sketch books to record observations and use them to review and revisit ideas in the context of the drawing activity. To improve mastery of art and design techniques, including painting in the context of painting from below. To improve mastery of art and design techniques, with a range of materials in the context of using 2D shapes. To improve mastery of art and design techniques in the context of drawing. To create sketch books to record observations and use them to review and revisit ideas in the context of drawing experiments. To improve mastery of art and design techniques, including painting in the context of modelling. To improve mastery of art and design techniques, including drawing in the context of drawing.	To create sketch books to record observations and use them to review and revisit ideas in the context of the drawing activity. To improve mastery of art and design techniques, including drawing in the context of oil pastel and coloured pencil. To improve mastery of art and design techniques, including collage in the context of insect mosaic patterns. To learn about great artists, architects and designers in history in the context of Louise Bourgeois. To improve mastery of art and design techniques, including collage in the context of insect shadow puppets. To improve mastery of art and design techniques, including sculpture in the context of modelling insects. To improve their mastery of art and design techniques in the context of modelling insects.	To improve mastery of art and design techniques, including drawing in the context of charcoal. To improve mastery of art and design techniques, including clay in the context of clay peppers. To improve mastery of art and design techniques, including drawing in the context of oil pastel/coloured pencil drawings. To improve their mastery of art and design techniques, including painting in the context of painting fruit and vegetables. To create sketch books to record observations and use them to review and revisit ideas in the context of using observations to design textiles. To improve mastery of art and design techniques, in the context of textiles.

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Knowledge	I can tell you about the artist Michelangelo. I can tell you about the artist Le Corbusier. I can tell you about the artist Rembrandt. I can tell you about the artist Coco Chanel. I can tell you about the artist Salvador Dali.	I can tell you about the artist Anselm Kiefer. I can tell you about the artist Louise Bourgeois. I can tell you about the artist Jennifer Angus.	I can tell you about the artist Caravaggio. I can tell you about the artist Michael Brennand-Wood. To learn about great artists, architects and designers in history in the context of Braque, Claesz and Kalf. To learn about great artists, architects and designers in history in the context of Carl Warner.
Visit/Special Occasions			