

Year Group	Terms	<u>Early Learning Goals & National Curriculum Objectives</u>	<u>Skills</u>	Impact by the end of the year
EYFS [Expressive Arts and Design]	<u>Autumn Term</u> Painting – Ourselves Chalk & Pastel – Light & dark Diwali Rangoli	<p><u>Exploring and using media and materials:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><u>Being imaginative:</u> Use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.</p>	<p>30-50 Months</p> <p><u>Exploring and using media and materials:</u></p> <ul style="list-style-type: none"> To explore colour and how colours can be changed. To understand that they can use lines to enclose a space and then begin to use these shapes to represent objects. To begin to be interested in and describe the texture of things. <p><u>Being Imaginative:</u></p> <ul style="list-style-type: none"> To develop a preference for forms of expression. To notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words. 	<p>Children are inspired to be creative</p> <p>Children develop technical and practical expertise</p> <p>Children are able to critique and have evaluated a product or piece of art.</p>
	<u>Spring Term</u> Colour mixing Clay/Salt-dough Printing Group painting projects	<ul style="list-style-type: none"> Use a range of materials creatively to design and make products Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p>40-60 Months</p> <p><u>Exploring and using media and materials:</u></p> <ul style="list-style-type: none"> To explore what happens when they mix colours. To experiment to create different textures. To understand that different media can be combined to create new effects. To manipulate materials to achieve a planned effect. To construct with a purpose in mind, using a variety of resources. To use simple tools and techniques competently and appropriately. To select the appropriate resources and adapt work where necessary. To select tools and techniques needed to shape, assemble and join materials they are using. 	
	<u>Summer Term</u> Collage Weaving Symmetry	<ul style="list-style-type: none"> 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. 	<p><u>Being Imaginative:</u></p> <ul style="list-style-type: none"> To create simple representations of events, people and objects. To choose particular colours to use for a purpose. 	

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Year 1	<u>Autumn Term</u> Portraits	<ul style="list-style-type: none"> Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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. 	<p><u>Exploring and developing ideas:</u></p> <ul style="list-style-type: none"> respond positively to ideas and starting points; explore ideas and collect information; describe differences and similarities and make links to their own work; try different materials and methods to improve; use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve. <p><u>Drawing:</u></p> <ul style="list-style-type: none"> draw lines of varying thickness; use different materials to draw, for example pastels, chalk, felt tips; 	<p>Children are inspired to be creative</p> <p>Children develop technical and practical expertise</p> <p>Children are able to critique and have</p>

			<ul style="list-style-type: none"> use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space. Painting: <ul style="list-style-type: none"> experiment with different brushes (including brushstrokes) and other painting tools; use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint. <p><u>Collage:</u></p> <ul style="list-style-type: none"> use a combination of materials that have been cut, torn and glued; sort and arrange materials; add texture by mixing materials; use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange. <p><u>Work of other artists:</u></p> <ul style="list-style-type: none"> describe the work of famous, notable artists and designers; express an opinion on the work of famous, notable artists; use inspiration from famous, notable artists to create their own work and compare; use key vocabulary to demonstrate knowledge and understanding in this strand: Paul Klee, Pablo Picasso, Henri Matisse and Andy Warhol 	<p>evaluated a product or piece of art.</p>
	<p><u>Spring Term</u> Let's Sculpt!</p>	<ul style="list-style-type: none"> Use a range of materials creatively to design and make products Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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. 	<p><u>Exploring and developing ideas:</u></p> <ul style="list-style-type: none"> respond positively to ideas and starting points; explore ideas and collect information; try different materials and methods to improve; use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve. <p><u>Sculpture:</u></p> <ul style="list-style-type: none"> use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; use a variety of techniques, e.g. rolling, cutting, pinching; use a variety of shapes, including lines and texture; use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric. <p><u>Work of other artists:</u></p> <ul style="list-style-type: none"> describe the work of famous, notable artists and designers; express an opinion on the work of famous, notable artists; use key vocabulary to demonstrate knowledge and understanding in this strand: Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, and Eva Rothschild. 	
	<p><u>Summer Term</u> Colour Chaos</p>	<ul style="list-style-type: none"> Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different 	<p><u>Exploring and developing ideas:</u></p> <ul style="list-style-type: none"> respond positively to ideas and starting points; use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve. <p><u>Painting:</u></p> <ul style="list-style-type: none"> name the primary and secondary colours; 	



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		practices and disciplines and making links to their own work.	<ul style="list-style-type: none"> • mix primary colours to make secondary colours; • add white and black to alter tints and shades; • use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint. <p><u>Collage:</u></p> <ul style="list-style-type: none"> • use a combination of materials that have been cut, torn and glued; • sort and arrange materials; • use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange. <p><u>Work of other artists:</u></p> <ul style="list-style-type: none"> • describe the work of famous, notable artists and designers; • use key vocabulary to demonstrate knowledge and understanding in this strand: Paul Klee, Jackson Pollock, Robert Delaunay, Wassily Kandinsky, Piet Mondrian and Mark Rothko. 	
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Year Group	Terms	National Curriculum Objectives	Skills	Impact by the end of the year
Year 2	<u>Autumn Term</u> Nature Sculptures	<ul style="list-style-type: none"> • Use a range of materials creatively to design and make products • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • 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. 	<p><u>Exploring and Developing Ideas:</u></p> <ul style="list-style-type: none"> • respond positively to ideas and starting points; • explore ideas and collect information; • try different materials and methods to improve; • use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve. <p><u>Drawing:</u></p> <ul style="list-style-type: none"> • draw lines of varying thickness; • use dots and lines to demonstrate pattern and texture; <p><u>Sculpture:</u></p> <ul style="list-style-type: none"> • use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; • use a variety of techniques, e.g. rolling, cutting, pinching; • use a variety of shapes, including lines and texture; • use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric. <p><u>Collage:</u></p> <ul style="list-style-type: none"> • sort and arrange materials; • add texture by mixing materials; • use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange. <p><u>Work of other artists:</u></p> <ul style="list-style-type: none"> • describe the work of famous, notable artists and designers; • express an opinion on the work of famous, notable artists; • use inspiration from famous, notable artists to create their own work and compare; • use key vocabulary to demonstrate knowledge and understanding in this strand: Andy Goldsworthy 	<p>Children are inspired to be creative</p> <p>Children develop technical and practical expertise</p> <p>Children are able to critique and have evaluated a product or piece of art.</p>



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<p><u>Spring Term</u> Lowry</p>	<ul style="list-style-type: none"> • Use a range of materials creatively to design and make products • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • 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. 	<p><u>Exploring and Developing Ideas:</u></p> <ul style="list-style-type: none"> • respond positively to ideas and starting points; • describe differences and similarities and make links to their own work; • try different materials and methods to improve; • use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve. <p><u>Drawing:</u></p> <ul style="list-style-type: none"> • draw lines of varying thickness; • use different materials to draw, for example pastels, chalk, felt tips; <p><u>Painting:</u></p> <ul style="list-style-type: none"> • name the primary and secondary colours; • mix primary colours to make secondary colours; • add white and black to alter tints and shades; <p><u>Collage:</u></p> <ul style="list-style-type: none"> • use a combination of materials that have been cut, torn and glued; • sort and arrange materials; <p><u>Work of other artists:</u></p> <ul style="list-style-type: none"> • describe the work of famous, notable artists and designers; • express an opinion on the work of famous, notable artists; • use inspiration from famous, notable artists to create their own work and compare; • use key vocabulary to demonstrate knowledge and understanding in this strand: LS Lowry 	
<p><u>Summer Term</u> Landscapes and Cityscapes</p>	<ul style="list-style-type: none"> • Use a range of materials creatively to design and make products • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • 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. 	<p><u>Drawing:</u></p> <ul style="list-style-type: none"> • draw lines of varying thickness; • use different materials to draw, for example pastels, chalk, felt tips; • use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space. <p><u>Painting:</u></p> <ul style="list-style-type: none"> • experiment with different brushes (including brushstrokes) and other painting tools; • use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint. <p><u>Collage:</u></p> <ul style="list-style-type: none"> • use a combination of materials that have been cut, torn and glued; • sort and arrange materials; • use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange. <p><u>Work of other artists:</u></p> <ul style="list-style-type: none"> • describe the work of famous, notable artists and designers; • express an opinion on the work of famous, notable artists; • use inspiration from famous, notable artists to create their own work and compare; • use key vocabulary to demonstrate knowledge and understanding in this strand: Monet, van Gogh, Jean Metzinger. 	

Year Group	Terms	National Curriculum Objectives	Skills	Impact by the end of the year
Year 3	<u>Autumn Term</u> Autumn	<ul style="list-style-type: none"> 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; To create sketch books to record their observations and use them to review and revisit ideas; 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]; To learn about great artists, architects and designers in history. 	<p><u>Exploring and Developing Ideas:</u></p> <ul style="list-style-type: none"> use sketchbooks to record ideas; explore ideas from first-hand observations; use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine. <p><u>Drawing:</u></p> <ul style="list-style-type: none"> use different materials to draw, e.g. pastels, chalk, felt tips; show an awareness of space when drawing; use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline. <p><u>Painting:</u></p> <ul style="list-style-type: none"> mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco. <p><u>Collage:</u></p> <ul style="list-style-type: none"> learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic. <p><u>Printing:</u></p> <ul style="list-style-type: none"> use more than one colour to layer in a print; replicate patterns from observations; make printing blocks; make repeated patterns with precision; use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers. <p><u>Work of other artists:</u></p> <ul style="list-style-type: none"> use inspiration from famous artists to replicate a piece of work; reflect upon their work inspired by a famous notable artist and the development of their art skills; express an opinion on the work of famous, notable artists and refer to techniques and effect; use key vocabulary to demonstrate knowledge and understanding in this strand: Jackson Pollock, John Constable, Thomas Cole, Claude Monet, Henri Matisse, Paul Cézanne 	<p>Children are inspired to be creative</p> <p>Children develop technical and practical expertise</p> <p>Children are able to critique and evaluated a product or piece of art.</p>
	<u>Spring Term</u> British Art and Artists	<ul style="list-style-type: none"> 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; 	<p><u>Drawing:</u></p> <ul style="list-style-type: none"> experiment with showing line, tone and texture with different hardness of pencils; use different materials to draw, e.g. pastels, chalk, felt tips; show an awareness of space when drawing; use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline. 	

		<ul style="list-style-type: none"> 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]; To learn about great artists, architects and designers in history. 	<p><u>Painting:</u></p> <ul style="list-style-type: none"> use varied brush techniques to create shapes, textures, patterns and lines; mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; create different textures and effects with paint; use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco. <p><u>Sculpture:</u></p> <ul style="list-style-type: none"> add materials to the sculpture to create detail; use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet. <p><u>Work of other artists:</u></p> <ul style="list-style-type: none"> use inspiration from famous artists to replicate a piece of work; reflect upon their work inspired by a famous notable artist and the development of their art skills; express an opinion on the work of famous, notable artists and refer to techniques and effect; use key vocabulary to demonstrate knowledge and understanding in this strand: Thomas Gainsborough, Lucian Freud, Howard Hodgkin, Anish Kapoor, Paula Rego and Sonia Boyce. 	
	<p><u>Summer Term</u> Bodies</p>	<ul style="list-style-type: none"> 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; To create sketch books to record their observations and use them to review and revisit ideas; 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]; To learn about great artists, architects and designers in history. 	<p><u>Exploring and Developing Ideas:</u></p> <ul style="list-style-type: none"> use sketchbooks to record ideas; explore ideas from first-hand observations; adapt and refine ideas; <p><u>Drawing:</u></p> <ul style="list-style-type: none"> use different materials to draw, e.g. pastels, chalk, felt tips; show an awareness of space when drawing; use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline. <p><u>Sculpture:</u></p> <ul style="list-style-type: none"> use clay and other malleable materials and practise joining techniques; add materials to the sculpture to create detail; <p><u>Work of other artists:</u></p> <ul style="list-style-type: none"> use inspiration from famous artists to replicate a piece of work; reflect upon their work inspired by a famous notable artist and the development of their art skills; express an opinion on the work of famous, notable artists and refer to techniques and effect; use key vocabulary to demonstrate knowledge and understanding in this strand: Julian Opie, Alberto Giacometti and Henry Moore, Vivienne Westwood. 	

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Year 4	<u>Autumn Term</u> European Art and Artists	<ul style="list-style-type: none"> 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; To create sketch books to record their observations and use them to review and revisit ideas; 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]; To learn about great artists, architects and designers in history. 	<u>Exploring and Developing Ideas:</u> <ul style="list-style-type: none"> use sketchbooks to record ideas; question and make observations about starting points, and respond positively to suggestions; adapt and refine ideas; <u>Drawing:</u> <ul style="list-style-type: none"> experiment with showing line, tone and texture with different hardness of pencils; use shading to show light and shadow effects; show an awareness of space when drawing; use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline. <u>Painting:</u> <ul style="list-style-type: none"> use varied brush techniques to create shapes, textures, patterns and lines; use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco. <u>Sculpture:</u> <ul style="list-style-type: none"> cut, make and combine shapes to create recognisable forms; add materials to the sculpture to create detail; use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet. <u>Work of other artists:</u> <ul style="list-style-type: none"> use inspiration from famous artists to replicate a piece of work; reflect upon their work inspired by a famous notable artist and the development of their art skills; express an opinion on the work of famous, notable artists and refer to techniques and effect; use key vocabulary to demonstrate knowledge and understanding in this strand: Anselm Kiefer, Salvador Dalí, Le Corbusier, Coco Chanel, Rembrandt, Michelangelo 	Children will be able to produce creative work, exploring their ideas and recording their experiences Children will become proficient in drawing, painting, sculpture and other art, craft and design techniques Children will be able to evaluate and analyse creative works using the language of art, craft and design Children will know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms
	<u>Spring Term</u> Insects	<ul style="list-style-type: none"> 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; To create sketch books to record their observations and use them to review and revisit ideas; 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]; 	<u>Exploring and Developing Ideas:</u> <ul style="list-style-type: none"> use sketchbooks to record ideas; explore ideas from first-hand observations; question and make observations about starting points, and respond positively to suggestions; adapt and refine ideas; use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine. <u>Drawing:</u> <ul style="list-style-type: none"> use shading to show light and shadow effects; use different materials to draw, e.g. pastels, chalk, felt tips; show an awareness of space when drawing; 	

		<ul style="list-style-type: none"> To learn about great artists, architects and designers in history. 	<ul style="list-style-type: none"> use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline. <p><u>Sculpture:</u></p> <ul style="list-style-type: none"> cut, make and combine shapes to create recognisable forms; use clay and other malleable materials and practise joining techniques; add materials to the sculpture to create detail; use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet. <p><u>Collage:</u></p> <ul style="list-style-type: none"> select colours and materials to create effect, giving reasons for their choices; learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic. <p><u>Work of other artists:</u></p> <ul style="list-style-type: none"> use inspiration from famous artists to replicate a piece of work; reflect upon their work inspired by a famous notable artist and the development of their art skills; use key vocabulary to demonstrate knowledge and understanding in this strand: Louise Bourgeois, Jennifer Angus 	
	<p><u>Summer Term</u> Fruit and Vegetables</p>	<ul style="list-style-type: none"> 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; To create sketch books to record their observations and use them to review and revisit ideas; 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]; To learn about great artists, architects and designers in history. 	<p><u>Exploring and Developing Ideas:</u></p> <ul style="list-style-type: none"> use sketchbooks to record ideas; explore ideas from first-hand observations; question and make observations about starting points, and respond positively to suggestions; adapt and refine ideas; use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine. <p><u>Drawing:</u></p> <ul style="list-style-type: none"> experiment with showing line, tone and texture with different hardness of pencils; use different materials to draw, e.g. pastels, chalk, felt tips; use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline. <p><u>Painting:</u></p> <ul style="list-style-type: none"> mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco. <p><u>Sculpture:</u></p> <ul style="list-style-type: none"> cut, make and combine shapes to create recognisable forms; use clay and other malleable materials and practise joining techniques; use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet. 	



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			<p><u>Textiles:</u></p> <ul style="list-style-type: none"> • select appropriate materials, giving reasons; • use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; • develop skills in stitching, cutting and joining; • use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration. <p><u>Work of other artists:</u></p> <ul style="list-style-type: none"> • use inspiration from famous artists to replicate a piece of work; • reflect upon their work inspired by a famous notable artist and the development of their art skills; • express an opinion on the work of famous, notable artists and refer to techniques and effect; • use key vocabulary to demonstrate knowledge and understanding in this strand: Caravaggio, Carl Warner, Michael Brennand-Wood. 	
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Skills Progression	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Textiles	<ul style="list-style-type: none"> • Cut shapes with some accuracy • Texturing by layering materials • Mix materials and consider pattern • Use a range of materials creatively to design and make products • Have experience in colouring textiles: fabric pens, crayons. • Use more than one type of stitch • Explain how to thread a needle and have a go. • Have some experience of weaving and understand the process and some techniques. • Begin to identify different types and textures of fabric and materials for collage. • Use appropriate language to describe colours. • Look at and talk about what they have produced. • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • Learn about the work of a range of artists, craft makers and designers, describing the differences and 	<ul style="list-style-type: none"> • Match and sort fabrics and threads for colour, texture, shape, length and size. • Gain confidence in stitching two pieces of fabric. • Explain how to thread a needle and have a go. • Continue to develop experience of weaving both 3D and flat, e.g. grass through twigs. • Use a sketchbook to plan and develop simple ideas and make informed choices in media. • Change and modify threads in fabric, knotting, fraying, fringing, twisting, plaiting. • Gain experience in applying colour with printing, dipping and fabric crayons. • Create and use dyes. • Identify changes to their work and make improvements. • 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. 	<ul style="list-style-type: none"> • Name a range of different fabrics. • Use a variety of techniques, e.g. dyeing, weaving, and stitching to create textured effects. • Apply decoration using beads and buttons. • Continue to gain experience in applying colour with printing. • Explore using resist paste and batik. • Continue to experience fabric change and modify threads in fabric, knotting, fraying, fringing, twisting, plaiting. • Use a sketchbook to plan and develop ideas and make informed choices. To record textile experiments. • Look at fabrics from other countries. • Discuss their own and others' work, expressing thoughts and feelings. • Identify changes that could further develop their work. 	<ul style="list-style-type: none"> • Plan a design in a sketchbook and execute it. • Use a technique as a basis for stitch embroidery. • Apply decorations using a needle and thread, e.g. beads, sequins and buttons. • Experience applying colour with printing, tie-dye and resist methods, .e.g batik. • Use sketchbooks to collect and record visual information from different sources, To record textile explorations and to try out ideas. • Adapt work as and when necessary and say why. • Change and modify threads and fabrics. Use language appropriate to skill and technique. • Look at and discuss fabrics from other countries. • Discuss and review own and others' work expressing thoughts and feelings. Identify changes and see how they can be developed further. 	<ul style="list-style-type: none"> • Use a variety of techniques e.g. printing dyeing weaving, and stitching to create different textured effects. • Demonstrate experience in 3D weaving. • Practise two colour tie-dye. • Continue to gain experience in batik – use more than one colour. • Plan a design in a sketchbook and execute it. • Demonstrate experience in combining techniques to produce an end piece: embroidery over tie-dye. • Show awareness of the skills involved in aspects such as knitting, lace making. • Change and modify threads and fabrics. Use language appropriate to skill and technique. • Discuss and review own and others' work expressing thoughts and feelings. Identify changes and see how they can be developed further. Identify artists who have worked in a 	<ul style="list-style-type: none"> • Experiment with a variety of techniques, exploiting ideas from sketchbook. • Use a number of different stitches creatively to produce different patterns and textures. • Work in 2D or 3D as required. • Design, plan and decorate a fabric piece. • Recognise different forms of textiles and express opinions on them. • Use sketchbooks to collect and record visual information from different sources. • Use language appropriate to skill and technique. • Discuss and review own and others' work expressing thoughts and feelings. Identify changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work.

	similarities between different practices and disciplines and making links to their own work.				similar way to their own work.	
3D Art	<ul style="list-style-type: none"> • Planning work using sketches. • Cut materials with some accuracy • Shaping • Join materials using glues, sticky tapes. • Finishing • Build structures based on those observed. • Experiment in a variety of malleable media such as clay, Papier Mache, salt dough. • Shape and model materials for a purpose, e.g. pot or tile from imagination or observation. • Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. • Impress and apply simple decoration techniques, impressed, printing and applied. • Use tools and equipment safely and in the correct way, • Explore the work of a range of artists, craft makers and designers, describing differences and similarities making links to their own work. 	<ul style="list-style-type: none"> • Use equipment and media with increasing confidence. • Shape, form, construct and model from observation and imagination. • Use a sketchbook to plan and develop simple ideas and make informed choices in media. • Demonstrate experience in surface patterns / textures and use them when appropriate. • Explore carving as a form of 3D art. • 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. • Discuss own work and others work expressing thoughts and feelings. • Identify how changes to their work could be made to improve it further. 	<ul style="list-style-type: none"> • Use equipment and media with confidence. Learnt o secure work to continue at a later date. • Join two parts successfully. • Construct a simple base for extending and modelling other shapes. • Use a sketchbook to plan and develop ideas and make informed choices. To record experiments and try out ideas. • Produce more intricate surface patterns / textures and use them when appropriate. • Produce larger clay items using pinch, coil and slab techniques. • Continue to explore carving as a form of 3D art. • Use language appropriate to skill and technique. • Discuss their own and others' work, expressing thoughts and feelings. • Identify changes that could further develop their work. • Begin to explore a range of artists architects and designers in history. 	<ul style="list-style-type: none"> • Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. • Shape and paint clay thinking about form, colour and pattern. • To take inspiration from historical artefacts. • Make a slip to join pieces of clay. • Decorate coil and produce marquettes when necessary. • Model over an armature / newspaper frame for Modroc. • To shape and sculpt using Modroc, thinking about form, colour and pattern. • To take inspiration from historical artefacts. • Use recycled, man made and natural materials to create sculptures. • Use sketchbooks to collect and record visual information from different sources, To record textile explorations and to try out ideas. • Adapt work as and when necessary and say why. • Gain more confidence in carving as a form of 3D art. • Use language appropriate to skill and technique. 	<ul style="list-style-type: none"> • Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. • Show experience in using pinch, slabbing and coiling to produce an end result. • Develop understanding ways of finishing work: glazing, paint, polish. • Gain experience in modelling over an armature / newspaper for Modroc. • Use recycled, man made and natural materials to create sculptures. Confidently and successfully joining. • Use sketchbooks to plan a sculpture through drawing. Use the sketchbook to plan how to join parts of the sculpture. • Adapt work as and when necessary and say why. • Confidently carve in simple form. • Use language appropriate to skill and technique. • Compare the style of different artist and approaches. • Discuss and review own and others' work expressing thoughts 	<ul style="list-style-type: none"> • Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. • Model and develop work through a combination of pinch slab and coil. • Work over armatures or over constructed foundations. • Demonstrate experience in the understanding of ways of finishing work: glazing, paint, polish. • Demonstrate experience in relief and freestanding work using a range of media. • Recognise sculptural forms in the environment: furniture, buildings etc. Use sketchbooks to record and collect visual information from different sources. Use the sketchbook to plan how to join parts of the sculpture. Annotate work in sketchbook. • Solve problems as they occur. • Use language appropriate to skill and technique. • Discuss and review own and others' work expressing thoughts and feelings. Identify

	<ul style="list-style-type: none"> Look at and talk about their own work and the techniques they have used. 			<ul style="list-style-type: none"> Demonstrate awareness of environmental sculpture and found object art. Show awareness of the effect of time on sculptures. Discuss and review own and others' work expressing thoughts and feelings. Identify changes and see how they can be developed further. Explore a range of great artists, architects and designers. Identify those that have worked in a similar way to them. Study work of other artists Create works based on those observed Cut with increasing confidence and accuracy Design and create patterns Evaluate effectiveness of own work. 	<p>and feelings. Identify changes and see how they can be developed further.</p> <ul style="list-style-type: none"> Explore a range of great artists, architects and designers. Identify those that have worked in a similar way to them. 	<p>changes and see how they can be developed further.</p> <ul style="list-style-type: none"> Explore a range of great artists, architects and designers. Identify those that have worked in a similar way to them.
<p>Printmaking</p>	<ul style="list-style-type: none"> Explore printing simple pictures using a range of hard and soft materials. Demonstrate experience of impressed printing: drawing into ink, printing from objects. Use equipment correctly and be able to produce a clean printed image. 	<ul style="list-style-type: none"> Continue to explore printing simple pictures using a range of hard and soft materials. Demonstrate experience of impressed printing: drawing into ink, printing from objects. Use equipment correctly and be able to produce a clean printed image. 	<ul style="list-style-type: none"> Paint simple pictures using different printing techniques. Continue to explore both mono-printing and relief printing. Use a sketchbook to record experimentations and explorations, plan colours and collect source materials. Demonstrate experience in three-colour printing. 	<ul style="list-style-type: none"> Further develop techniques in using printmaking. Further understand colour mixing including the development of varying shades. Explore and create patterns. Increase awareness of mono and relief printing. Demonstrate experience in fabric printing. 	<ul style="list-style-type: none"> Use tools in a safe way. Continue to gain experience in overlaying colours Start to overlay prints with other media. Use print as a starting point to embroidery. Show experience in a range of mono print techniques. Use sketchbooks to collect and record visual information from 	<ul style="list-style-type: none"> Develop ideas from a range of sources. See positive and negative shapes. Demonstrate experience in a range of printmaking techniques. Describe techniques and processes. Use sketchbooks to collect and record visual information from different sources. To

	<ul style="list-style-type: none"> • Explore printing in relief: string and card. Begin to identify forms of printing: books, posters, fabrics. • Explore the work of a range of artists, craft makers and designers, describing differences and similarities making links to their own work. • Look at and talk about their own work and the techniques they have used. 	<ul style="list-style-type: none"> • Make simple marks on rollers and printing palettes. Take simple printed, e.g. mono printing. • Use a sketchbook to plan and develop simple ideas and collect textures, patterns to inform their work. • Experiment with over printing motifs and colour. • 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. • Discuss own work and others work expressing thoughts and feelings. • 	<ul style="list-style-type: none"> • Explore the work of other artists, craft makers and designers describing the differences and similarities between practices and disciplines, making links to their own work. • Demonstrate experience in combining prints taken from different objects to produce an end piece. • Discuss own work expressing thoughts and feelings and using knowledge and understanding of artists and techniques. 	<ul style="list-style-type: none"> • Use sketchbooks to record visual information from different sources, as well as planning, trying out ideas, plan colours and collect sources materials for future work. • Expand experience in three-colour printing. • Continue experience in combining prints taken from different object to create an end piece. • Create repeating patterns • Discuss and review own and others' work, expressing thoughts and feelings and using knowledge and understanding of artists and techniques. • Begin to explore a range of great artists and designers in history 	<p>different sources. To record explorations and to try out ideas, plan colours and collect source materials for future works.</p> <ul style="list-style-type: none"> • Discuss and review own and others' work, expressing thoughts and feelings and identify modifications / changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work. • Explore a range of great artists and designers in history. 	<p>record explorations and to try out ideas, plan colours and collect source materials for future works. Annotate work in sketchbooks.</p> <ul style="list-style-type: none"> • Develop their own style using tonal contrast and mixed media. • Discuss and review own and others' work, expressing thoughts and feelings and identify modifications / changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work. • Explore a range of great artists and designers in history.
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