



School: Sundon Lower School

Curriculum Progression for: Art

Intent	What 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 understanding and appreciating artwork from a range of different times and cultures. We want our 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 (fine motor skills) ● 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 (creating with materials) ● 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.
-------------	---

KS1	Autumn 1	Spring 1	Summer 1
(Year A)	Portraits	Colour	Let's Sculpt
Vocabulary	Portrait, self-portrait, memorialise, subject, materials, realistic, detailed, features, warm colours, cold colours, emotions, compare, Picasso, Blue Period, collage, abstract, cubist, cubism, materials, realistic, features, watercolours, line drawing, watercolour wash, sweep, dab, background, line drawing, detail,	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, abstract art.	Sculpture, sculptor, three dimensional, techniques, carving, wood, casting, metal, bronze, stone, marble, figurative, abstract, materials, dough, recycled, materials, figurative, mechanical, installation, shapes, materials, pyramid, wax, wool, buildings, figurative, wood, sugar, bronze, abstract, geometric, shapes, corners, lines, metal, minimalist.



Harlington and Sundon Academy Trust

	movement, simple line, monochrome, Pop Art, unrealistic, repeated image, pattern, oil pastels, famous, iconic.		
Skills	To develop a wide range of art and design techniques, <u>including, drawing an egg shape, choosing correct colours for an activity, choosing materials to stick on a portrait, creating line drawings, create a watercolour sweep, use oil pastels,</u>. To describe the differences and similarities between different practices and disciplines. <u>including noticing the difference between abstract portraits, realism portraits and pop art, how they differ and how they are created.</u> To develop a wide range of art and design techniques in using colour and pattern. Create different portraits using a range of techniques, including drawing, painting, and collage. Talk about the work of a range of portrait artists.	Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Mix a range of secondary and tertiary colours. Decide if colours are warm or cool.	Create sculptures using different materials. Design and make sculptures with a range of unusual materials. Talk about the shapes that they are using. Express preferences for certain materials. Describe the work of a range of sculptors. Note the difference between abstract and figurative sculptures. Use a range of materials creatively to design and make products and create abstract sculptures. Describe the work of famous artists and sculptors.
Knowledge	To know about the work of a range of artists, describing the differences and similarities between different practices and disciplines.	Learn about the work of a range of artists.	To learn about a range of sculptors and explore how different artists use a range of materials for sculptures.
Visit/Special Occasions			



Harlington and Sundon Academy Trust

KS1	Autumn 1	Spring 1	Summer 1
(Year B)	Miro	Lowry	Fabricate
Vocabulary	Joan Miró, painting, Magical Realism, realistic, colour, size, Miró, Surrealism, realistic, colour, size, line, straight, vertical, horizontal, diagonal, curved, wiggly, zigzag, spiral, dotted, shape, geometric, organic, irregular, symbol, harlequin, carnival, automatic drawing, pictorial language, dream, imagination, irregular, simple, bold, Livres d'Artiste, printing, printmaking, woodcut, relief printing, objects, materials, illustration, sculpture, clay, Surrealist, bronze, metal, model, bright, colourful, combination, elements, design, Miró, sculpture, surrealist, materials, clay, slip, rolling, pulling, pinching, squeezing, tools, details, sculpting, holes, hollows, joining, techniques, monumental, exhibited, acrylic paint, techniques, colour, bright.	LS Lowry, industrial, landscape, gallery, collage, charcoal, pencil, paint, drawing, painting, perspective, factory, terraced houses, matchstick figures	Textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, Klimt, decoration, decorative, interesting, beautiful, golden, gold leaf, materials, weaving, paper, bag, handle, over, under, make, colour, decorate, batik, wax, resist, dye, fabric, cotton, design, drawings, line, bold, size, space, coaster, dye, crayons, ink, apply, set
Skills	Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Use their imaginations to create drawings, paintings and sculptures. Talk about the colours, shapes, and marks that they have used, and to identify at least one way in which their work is similar to Joan Miró's and one way in which it is different. Use materials and tools effectively, such as using sculpting tools to add detail to a sculpture. Use symbols and shapes within their work, and to explain what they represent. Compare their own work to the work of their classmates, and the work of Joan Miró, by discussing similarities and differences in techniques, colours, shapes, materials, design, and subject matter.	Mix paint from Lowry Colours. Paint a seascape. Draw simple buildings. Point out the matchstick figures in Lowry's paintings. Draw simple matchstick figures. Compare two paintings. Say something about Lowry Colours. Say something about Lowry's industrial landscape paintings. Guess what matchstick figures are doing in a Lowry painting. Draw matchstick figures that show an action. Use scissors safely and effectively. Assemble a collage. Use perspective. Describe the buildings used in Lowry's industrial landscapes. Say something about seascapes. Say an interesting fact about LS Lowry.	Create a paper loom with support. Use paper to create a weaving. Choose their own materials and use them creatively to decorate a product. Use templates to design a coaster. Use wax to transfer a simple design onto fabric. Use a paintbrush to apply dye to change the colour of the fabric. Create their own loom from paper. Weave materials into a loom, alternating between over and under. Consider their choices of colours and materials when making and decorating a product. Suggest why artists and craftsmakers might have decorated their artworks or products. Design several options for a product before selecting the best and explaining their choice. Use wax to transfer a design to fabric. Use a paintbrush to apply dye to their wax-resist coaster to change the colour of the fabric.



Harlington and Sundon Academy Trust

	Use the language of art and design to talk about how Miró's work developed and changed over time, commenting on the different styles, materials used, and the use of colour and size. Use a range of materials creatively to design and make products and create abstract sculptures.		Explain the process of batik in simple terms. Suggest products that are made using batik fabric. Make choices about the width of the warp and weft in their weaving. Use basic knowledge of the colour wheel to inform their colour choices when designing and making products. Use the terms 'loom', 'warp' and 'weft' correctly to explain the weaving process.
Knowledge	Explain that Joan Miró was an artist, who made paintings and sculptures. Describe the work of Joan Miró	Compare two paintings. Paint a background. Create collages and paintings and use tools effectively. Describe the work of famous artists. Describe the work of Lowry	Use materials creatively to make and decorate a product. Design and make a batik product. Use ideas from the work of artists and craftmakers to influence work.
Visit/Special Occasions			
KS2	Autumn 1	Spring 1	Summer 1
(Year A)	Autumn	British Art	Bodies
Vocabulary	Line, pattern, texture, form, line, pattern, texture, colour, shape, tone, blend	Storytelling, Portugal, folk tales, light, colour, foreground, middle ground, background, Suffolk, pattern, Afro Caribbean, colour, memory, portrait, texture, abstract, emotion, warm, shape, form, touch, taste, hear, see, smell, senses, sensory.	Shape, outline, colour, line, pattern, tone, smudge, blend, mark, hard, soft, light, heavy, jagged, smooth, terracottaShape, form, structure, army, China, maquette, shape, form, pleat, fold, belt, buckle, brim, cuff, sleeve, lapel, collar, sleeve, waistband, hem, gusset, seam, strap, buttonhole, headband, fashion, designer
Skills	Print using Quickprint tiles. Show colours in their drawing or printing. Mix and select appropriate colours. Draw observational details based on the leaf in front of them. Paint an image that resembles details on a vegetable skin.	Draw illustrations. Make a portrait. Paint with colour. Tell about the artist Thomas Gainsborough. Tell about the artist Sonia Boyce. Tell about the artist Howard Hodgkin. Tell about the artist Anish Kapoor. Tell about the artist Lucien Freud.	Produce an observational drawing. Make a maquette. Show shapes and colours. Draw a person in pen. Use a sketchbook. Make clothes out of paper. Draw a body in charcoal. Make a 3D model.



Harlington and Sundon Academy Trust

	Combine different types of materials to create a collage. Draw patterns based on their own observations. Shape or sculpt paper to resemble leaves. Name some of Matisse's paintings. Give facts about Matisse's life and work. Name some of Cezanne's paintings. Name some 'Autumn' painters.	Tell about the artist Paula Rego. Paint part of a famous artwork.	Recall facts about the artists Julian Opie; Henry Moore; Giacometti; Vivienne Westwood.
Knowledge	Draw details carefully. Use a sketchbook. Talk about some famous paintings. Print using various materials.	Paint part of a famous artwork. Draw illustrations, make a portrait, paint with colour. Talk about famous artists.	Show shapes and colours. Draw a body in charcoal and pen. Make a maquette. Make a 3D model. Talk about famous artists, sculptors and designers.
Visit/Special Occasions			
KS2	Autumn 1	Spring 1	Summer 1
(Year B)	European Art	Insects	Fruit and Vegetables
Vocabulary	Decay, destruction, ruined, damaged, ceiling, Sistene Chapel, grind, plaster, Florence, fresco, rectangular, concrete, brim, peak, buckle, edging, trimmings and decorations, terrace, architect, 2D shape, vPortrait, light, dark, tone, shadow,, surrealist, moustache, props, events	Line, texture, pattern, form, thorax, abdomen, head, antennae, wings, shape, tone, pattern, shape, colour, shadow, light, marionette, theatre, voice	Line, pattern, tone, smudge, blend, mark, self portrait, hard, soft, light, heavy, jagged, smooth, texture, shape, form, texture, form, shape, tone, structure, veins, seeds, blend, mix, colour
Skills	Draw a building Make a shape house Paint like a famous artist Draw a portrait Use a sketchbook Give information about the artists Anselm Kiefer; Michelangelo; Le Corbusier; Rembrandt; Coco Chanel; Salvador Dali. Make a hat Make a moustache picture	Produce an observational drawing. Show colours. Draw details carefully. Design a mosaic. Make a puppet. Make a 3D model. Finish a 3D model. Tell facts about the artist Louise Bourgeois and Jennifer Angus. Talk about what they see in some 'Insect' artworks. Name some 'Insect' artworks.	Roll clay. Use clay tools to make marks. Produce an observational drawing in charcoal. Draw a design on textiles. Mix and select colours. Paint an image of a fruit or vegetable. Plan designs. Make a pepper sculpture in clay. Soften clay. Use observational drawings to develop ideas in clay. Draw details carefully. Talk about what they see in artists' work.

Harlington and Sundon Academy Trust



Knowledge	Use a sketchbook. Paint like a famous artist. Use a variety of materials and resources to create 2D and 3D work. Talk about famous artists and their work.	Make drawings using pencil, oil pastels and coloured pencils. Use a sketch book. Create mosaics and 3D models. Talk about famous artists and their work	Draw details carefully, sculpt, paint and decorate materials. Use a sketch book. Talk about famous artists and sculptors and their work.
Visit/Special Occasions			