

Harbertonford C of E Primary

Art Curriculum Plan Years EYFS-6



Rationale/Intent

At Harbertonford Primary School, we believe that high-quality Art lessons will inspire children to think innovatively and develop their creative potential. Our Art curriculum provides children with opportunities to develop their skills using a range of media and materials. Children learn the skills of drawing, painting, printing, collage, textiles, 3D work and digital art and are given the opportunity to explore and evaluate different creative ideas. Children will be introduced to a range of works and develop knowledge of the styles and vocabulary used by famous artists. The skills they acquire are applied to their cross-curricular topics, allowing children to use their art skills to reflect on and explore topics in greater depth. For example, by sketching historical artefacts in detail, researching geographical locations to support their work on landscape painting or using art as a medium to express emotion and thought to enhance their personal, social and emotional development. Many areas of art link with mathematical ideas of shape and space; for example when printing repeating patterns and designs and thinking about 3D shapes to support structures.

In Art, children are reflective learners and evaluate their work, thinking about how they can make changes and keep improving. This should be meaningful and continuous throughout the process, with evidence of age-related verbal and written reflection. Children are encouraged to take risks and experiment and then reflect on why some ideas and techniques are successful or not for a particular project.

Implementation

The teaching and implementation of the Art and Design Curriculum at Harbertonford Primary School is based on the National Curriculum and linked to topics to ensure a well-structured approach to this creative subject. The children are taught Art as part of their termly topic work. Areas covered include painting based on topic work, such as Rivers linked to the Impressionists, line drawings linked to Nature, Prehistoric art linked to a topic on Dartmoor, WW2 propaganda posters, Pointillism and Pop Art. More detail can be found in the Long Term plan. The work of famous local, national and international artists are explored to enhance the children's learning.

We encourage children to develop a rich vocabulary around art, encouraging children to think and talk like an expert. Children will create, evaluate and analyse creative works using the language of art. They are able to articulate their learning using technical vocabulary with confidence and using technical vocabulary with confidence and understanding.

| COLOUR | COMPOSITION | FORM & SPACE | MOOD | TEXTURE |
|--|--|--|--|--|
| blend, mixed, tint, tone, watery, opaque, translucent, pale, pastel, bright, pure, vivid, intense, vibrant, dramatic, muted, subtle sepia, cold, warm, deep, harmonious, | symmetrical asymmetrical calm, still, complex, peaceful precise, classical active, geometric blurred, confused design, eye-line focus, form, distant near, perspective | Jagged, sharp mechanical man-made, organic, rounded, curved, natural, irregular, regular, heavy, solid, overlapping, perspective, grid, enlarge, motif | Happy, cheerful, Vibrant, lively, positive, sad, moody, gloomy, miserable, calming, peaceful, gentle mysterious, foreboding menacing threatening, atmospheric, | uneven, bumpy, rough, jagged, serrated, coarse, gritty, grainy, smooth, plain, soft, glossy, silky, cross-hatching, fine, flat, brushstroke, glaze, matt, shiny, |

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|--|---|---|--|---|
| | foreground, middle ground, background, scale, shape, space repetition, variation | aerial view, 3D, 2D scale, woven illusion, | exciting, nostalgic | splatter, thick, thin, wash |
| TONE dramatic, dark, deep, intense, heavy, rich, strong, pale, light, faded, bright, contrast graduation, harsh smooth, value | LINE angular, broken, faint, flowing, fluent, free, hesitant, scribble, sweeping woolly, rhythm, contour | PATTERN diamonds, geometric, irregular, natural, order, overlap, plain, repeat, simple, spiral, stamp, stencil, symmetric, uniform, motif, drop, half drop, reflective, staggered | SHAPE geometric, organic, angular, body, figure, conical, form, frame, harmonious, image, knead, model, mould, precise, rough, sculpt, sharp, uniform, vague, open, closed, free | LIGHT silhouette, artificial, dapple, dark, light, evening, midday, gentle, harsh, haze, highlight, intense, natural, shadow, shade, source, soft, |

The National Curriculum

At the end of EYFS, level expected:

Expressive Arts and Design (Exploring and Using Media and Materials):

Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Expressive Arts and Design (Being Imaginative)

Children 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.

Key Stage One

Pupils should be taught:

- to use a range of materials creatively to design and make products;
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;
- 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.

Key Stage Two

Pupils should be taught:

- 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];
- about great artists, architects and designers in history.

The national curriculum for art and design aims to ensure that all pupils by the end of year 6:

- produce creative work, exploring their ideas and recording their experiences;
- become proficient in drawing, painting, sculpture and other art, craft and design techniques;
- evaluate and analyse creative works using the language of art, craft and design;
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

EYFS~ Progressive curriculum plan

| | | | |
|--------------|----------------------------|---|--|
| 30-50 Months | Expressive Arts and Design | Exploring and Using Media and Materials | <p>To explore colour and how colours can be changed.</p> <p>To understand that they can use lines to enclose a space and then begin to use these shapes to represent objects.</p> <p>To begin to be interested in and describe the texture of things.</p> |
| | | Being Imaginative | <p>To develop a preference for forms of expression.</p> <p>To notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p> <p>To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p> |
| 40-60 Months | Expressive Arts and Design | Exploring and Using Media and Materials | <p>To explore what happens when they mix colours.</p> <p>To experiment to create different textures.</p> <p>To understand that different media can be combined to create new effects.</p> <p>To manipulate materials to achieve a planned effect.</p> <p>To construct with a purpose in mind, using a variety of resources.</p> <p>To use simple tools and techniques competently and appropriately.</p> <p>To select the appropriate resources and adapt work where necessary.</p> <p>To select tools and techniques needed to shape, assemble and join materials they are using.</p> |
| | | Being Imaginative | <p>To create simple representations of events, people and objects.</p> <p>To choose particular colours to use for a purpose.</p> |
| ELG | Expressive Arts and Design | Exploring and Using Media and Materials | To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. |

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| | | Being Imaginative | To 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 |
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Progressive curriculum plan ~ key NC end points Y1-Y6

| | KS1 | LKS2 | UKS2 |
|---------------------------------------|--|---|--|
| Exploring and Developing Ideas | <p>Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve.</p> <p>KS1 Art and Design National Curriculum To produce creative work, exploring their ideas and recording experiences.</p> <p>Children can:</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>Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning and skills with others, giving and receiving feedback to improve.</p> <p>KS2 Art and Design National Curriculum Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Children can:</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>Children start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve.</p> <p>KS2 Art and Design National Curriculum Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Children can:</p> <ul style="list-style-type: none"> review and revisit ideas in their sketchbooks; offer feedback using technical vocabulary; think critically about their art and design work; use digital technology as sources for developing ideas; use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure. |

Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.

KS1 Art and Design National Curriculum

To become proficient in drawing techniques.

To use drawing to develop and share their ideas, experiences and imagination.

Children can:

- draw lines of varying thickness;
- use dots and lines to demonstrate pattern and texture;
- 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.

Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin.

KS2 Art and Design National Curriculum

To become proficient in drawing techniques.

To improve their mastery of art and design techniques, including drawing, with a range of materials.

Children can:

- experiment with showing line, tone and texture with different hardness of pencils;
- 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;
- use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.

Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills.

KS2 Art and Design National Curriculum

To become proficient in drawing techniques.

To improve their mastery of art and design techniques, including drawing, with a range of materials.

Children can:

- use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;
- depict movement and perspective in drawings;
- use a variety of tools and select the most appropriate;
- use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.

Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.

KS1 Art and Design National Curriculum

To become proficient in painting techniques.

To use painting to develop and share their ideas, experiences and imagination.

Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood.

KS2 Art and Design National Curriculum

To become proficient in painting techniques.

To improve their mastery of art and

Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods.

KS2 Art and Design National Curriculum

To become proficient in painting techniques.

To improve their mastery of art and design

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| | <p>Children can:</p> <ul style="list-style-type: none"> name the primary and secondary colours; experiment with different brushes (including brushstrokes) and other painting tools; 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>design techniques, including painting with a range of materials.</p> <p>Children can:</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>techniques, including painting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> create a colour palette, demonstrating mixing techniques; use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists. |
| Sculpture | <p>Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.</p> <p>KS1 Art and Design National Curriculum To become proficient in sculpting techniques.</p> <p>To use sculpture to develop and share their ideas, experiences and imagination.</p> <p>Children can:</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 | <p>Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, 'How can it go higher?' Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail.</p> <p>KS2 Art and Design National Curriculum To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> cut, make and combine shapes to create recognisable forms; use clay and other malleable materials | <p>Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.</p> <p>KS2 Art and Design National Curriculum To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> plan and design a sculpture; use tools and materials to carve, add shape, add texture and pattern; develop cutting and joining skills, e.g. using wire, coils, slabs and slips; |

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| | <p>texture;</p> <ul style="list-style-type: none"> 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>and practise joining techniques;</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. | <ul style="list-style-type: none"> use materials other than clay to create a 3D sculpture; use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast. |
| <p>Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work.</p> <p>KS1 Art and Design National Curriculum To become proficient in other art, craft and design techniques - collage.</p> <p>To develop a wide range of art and design techniques in using texture, line, shape, form and space.</p> <p>Children can:</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>Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage.</p> <p>KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials - collage.</p> <p>Children can:</p> <ul style="list-style-type: none"> select colours and materials to create effect, giving reasons for their choices; refine work as they go to ensure precision; 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>Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning.</p> <p>KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials - collage.</p> <p>Children can:</p> <ul style="list-style-type: none"> add collage to a painted or printed background; create and arrange accurate patterns; use a range of mixed media; plan and design a collage; use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix. | |

Children have the opportunity to look at and practise a variety of techniques, e.g. weaving, dyeing and plaiting. They explore which textiles are best to use and produce the best result.

Children will also explore decorating and embellishing their textiles to add detail, colour and effect.

KS1 Art and Design National Curriculum

To become proficient in other art, craft and design techniques - textiles.

To develop a wide range of art and design techniques in using colour, pattern and texture.

Children can:

- show pattern by weaving;
- use a dyeing technique to alter a textile's colour and pattern;
- decorate textiles with glue or stitching, to add colour and detail;
- use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.

Children develop their weaving and colouring fabric skills further. They are also introduced to the skill of stitching in Lower KS2.

KS2 Art and Design National Curriculum

To improve their mastery of art and design techniques with a range of materials - textiles.

Children can:

- 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.

Children further develop their weaving, overlapping and layering techniques. They experiment with a range of fabrics including non-traditional fabrics.

KS2 Art and Design National Curriculum

To improve their mastery of art and design techniques with a range of materials - textiles.

Children can:

- experiment with a range of media by overlapping and layering in order to create texture, effect and colour;
- add decoration to create effect;
- use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.

Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges.

KS1 Art and Design National Curriculum

To become proficient in other art, craft and design techniques - printing.

Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture.

KS2 Art and Design National Curriculum

To improve their mastery of art and design techniques with a range of materials - printing.

Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns.

KS2 Art and Design National Curriculum

To improve their mastery of art and design techniques with a range of materials - printing.

Children can:

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| | <p>To develop a wide range of art and design techniques in using colour and texture.</p> <p>Children can:</p> <ul style="list-style-type: none"> • copy an original print; • use a variety of materials, e.g. sponges, fruit, blocks; • demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; • use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects. | <p>Children can:</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. | <ul style="list-style-type: none"> • design and create printing blocks/tiles; • develop techniques in mono, block and relief printing; • create and arrange accurate patterns making use of motifs; • use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph, motif, repeating pattern, ; |
| | <p>Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1.</p> <p>KS1 Art and Design National Curriculum To understand 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> <p>Children can:</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, LS Lowry, Paul | <p>Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes.</p> <p>KS2 Art and Design National Curriculum To learn about great artists, architects and designers in history.</p> <p>Children can:</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: Anselm Kiefer, Salvador Dalí, Paula Rego, Gainsborough, Sonia Boyce, Lucian | <p>Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work.</p> <p>KS2 Art and Design National Curriculum To learn about great artists, architects and designers in history.</p> <p>Children can:</p> <ul style="list-style-type: none"> • give detailed observations about notable artists', artisans' and designers' work; • offer facts about notable artists', artisans' and designers' lives; • use key vocabulary to demonstrate knowledge and understanding in this strand: Henri Rousseau, India Flint, Alexander Calder, David Oliveira, David Hockney, Man Ray, Fernand Léger, Alfred Wallis, Hokusai, Frida Kahlo, Joaquín Torres-García, Leonora Carrington, Diego Rivera, Beatriz Milhazes, Carlos Páez Vilaró, John Singer Sargent, Ansel Adams, Helen Frankenthaler, Frank |

Klee, Monet, Joan Miró, Jackson Pollock, Robert Delaunay, Wassily Kandinsky, Piet Mondrian, van Gogh, Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild.

Freud, Howard Hodgkin, Anish Kapoor, Caravaggio, Le Corbusier, Coco Chanel, Jackson Pollock, John Constable, Thomas Cole, Claude Monet, Henri Matisse, Paul Cézanne, Julian Opie, Henry Moore, Giacometti, Vivienne Westwood, Louise Bourgeois, Jennifer Angus, Braque, Claesz, Kalf, Carl Warner, Michael Brennand-Wood.

Lloyd Wright, Jean- Michel Basquiat, Mary Cassatt, William Morris.

Key skills progression document~ see website

Rolling Programme ~ see individual class pages for art planned across each term

Impact

Our Art Curriculum is high quality and planned to demonstrate progression and to stimulate creativity. Children will become creative learners, who have a web of knowledge about the great artists of the world.

We measure the impact of our curriculum through:

- Pupil discussions about their learning, which includes discussion of their thoughts, ideas, processing and evaluations of work
- Displays across the school reflect the children's sense of pride in their artwork and this is also demonstrated by creative outcomes across the wider curriculum.
- Images and videos of the children's practical learning.
- Work in sketchbooks
- Assessments against learning outcomes

Teachers use this information to inform future lessons, ensuring children are supported and challenged appropriately.

Harbertonford ensures...The keys to unlock the very best of us!