



Art Curriculum Progression Document

Art Intent

Art is valued as an important part of our broad and balanced curriculum. Our topics throughout KS1 and KS2 will cover local and global artists, who are both male and female, giving the children a rich and diverse view of art. EYFS will cover Expressive Arts and Design throughout all areas helping to develop imagination, creativity and the ability to use media and materials. Practical lessons will be accessible to all therefore helping to develop engaged, resilient and unique individuals. As our children progress through school, they will learn transferable skills to use in their other subject areas. Our children will learn how to express their feelings and improve their overall well being focusing on their Personal, Social and Emotional development. Looking at different cultures and places helps to create links closely with other subjects such as Geography and History. By experiencing different skills and vocabulary used by artists, our children will learn about, line, tone, texture, colour, pattern, shape and 3D form. Lessons will inspire our learners to work collaboratively, be critical thinkers and understand that everyone can be artistic; therefore, helping our children to progress into confident and competent learners for the future.

	Year 1			Year 2		
Content	Drawing (Make your mark)	Painting and Mixed Media (Colour splash)	Sculpture and 3D (Paper play)	Drawing – Tell a story	Craft and design (Map it out)	Sculpture (Clay houses)
Enquiry question	How can we make different marks?	How do we mix colours?	How can I make my structure stand freely?	How can drawings tell a story?	What if you could set up your own art gallery?	What is a sculpture?
Generating Ideas	Explore their own ideas using a range of media.	Explore their own ideas using a range of media.	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.
Sketchbooks	Use sketchbooks to explore ideas in an open-ended way.	Use sketchbooks to explore ideas in an open-ended way.	Use sketchbooks to explore ideas in an open-ended way.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.
Making skills (including formal elements)	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.	Use their hands to manipulate a range of modelling materials, including paper and card. Explore how to join and fix materials in place.	Further demonstrate increased control with a greater range of media. Make choices about which materials and	Respond to a simple design brief with a range of ideas. Apply skills in cutting, arranging and joining a range of materials to include card, felt and	Develop understanding of sculpture to construct and model simple forms. Use hands and tools with confidence when cutting, shaping and joining paper, card and



Art Curriculum Progression Document

	Make choices about which materials to use create and effect. Develop observational skills to look closely and reflect surface texture.	Make choices about which materials to use create and effect.	Create 3D forms to make things from their imagination or recreate things they have seen.	techniques to use to create an effect. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.	cellophane. Follow a plan for a making process, modifying and correcting things and knowing when to seek advice.	malleable materials. Develop basic skills for shaping and joining clay, including exploring surface texture.
Cross-curricular links	Mathematics – Geometry – properties of shapes Science – animals including human.	Mathematics – Number and place value.	Mathematics – Geometry – properties of shapes Science – animals and humans	Mathematics – Geometry – properties of shapes. English – Reading - comprehension	Geography - maps Design and technology - design	History – London houses Design and technology – design and make
Knowledge of Artists	Describe similarities and differences between practices in Art and design, e.g. between painting and sculpture, and link these to their own work. Artists: Wassily Kandinsky Bridget Riley	Describe similarities and differences between practices in Art and design, e.g. between painting and sculpture, and link these to their own work. Artists: Jaspers Johns Clarice Cliff	Describe similarities and differences between practices in Art and design, e.g. between painting and sculpture, and link these to their own work. Artists: Louise Bourgeois – spider work - 1996	Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art. Artists: Quentin Blake 1932 – Roald Dahl illustrations.	Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art. Artists: Kim Soon-Im – 2012 Matthew Cusick - 2011 Josef Albers – 1923 Susan Stockwell	Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art. Artists: Ranti Bam - current Rachel Whiteread 1995
Evaluating and Analysing	Describe and compare features of their own and other's art work.	Describe and compare features of their own and other's art work.	Describe and compare features of their own and other's art work.	Describe and compare features of their own and other's art work.	Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.	Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.



Art Curriculum Progression Document

	Year 3			Year 4		
Content	Craft and Design (Ancient Egyptian scrolls)	Growing Artists (Drawing)	Sculpture and 3D (Abstract shape and space)	Painting and mixed media (Light and dark)	Drawing (Power prints)	Craft and Design (Fabric of nature)
Enquiry question	How has art changed over time?	If you could meet an artist, what would you ask him/her?	If you could change this artwork, what would you change and why?	What media will you use and why?	What makes a great artist?	How can patterns be used in fabric?
Generating Ideas	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.
Sketchbooks	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.
Making skills (including formal elements)	Learn new making technique (paper making) and apply it as part of their own project. Investigate the history of a craft technique and share that knowledge in a personal way. Design and make creative	Improve their mastery of art and design techniques, including drawing, painting and sculpture. Use a range of materials (for example, pencil, charcoal, paint, clay). Develop their techniques, including their control and their	Able to plan and think through the making process to create 3D forms. Shape materials for a purpose, positioning and joining materials in new ways (tie, slot, stick, fold, tabs).	Explore the way paint can be used in different ways to create a variety of effects, e.g. creating a range of marks and textures in paint. Develop greater skill and control when using paint to depict forms, e.g.	Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. Use growing knowledge of different	Apply the formal elements (shape, form, tone, texture, pattern and colour). Talk about the formal elements of a piece of art.



Art Curriculum Progression Document

	work for different purposes, evaluating the success of the techniques used.	use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.	Explore how shapes can be used to create abstract artworks in 3D.	beginning to use tone by mixing tints and shades of colours to create 3D effects. Work selectively, choosing and adapting collage materials to create contrast and considering overall composition.	materials, combining media for effect. Demonstrate greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making.	Justify their own opinion. Use collage with a modern twist. Develop an understanding of abstract art.
Cross-curricular links	History – Ancient Egypt	Mathematics – Geometry shapes	Design and Technology – technical knowledge Mathematics – Geometry – properties of shapes	Science - Light	Geography – river or a mountain design on their power print	English – spoken language RE – the last supper
Knowledge of Artists	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made. Artists: Looking at Ancient Egyptian artwork	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made. Artists: Kue King – current Georgia O’keeffe 1915	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made. Artists: Robert Morris 1971 Sir Anthony Caro – 1924 Ruth Asawa 1953	Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made. Artists: Audrey Flack – 1976 Paul Cezanne – 1904 Clara Peeters - 1612	Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made. Artists: Henry Moore – 1979 Ed Ruscha – 1971 Georges Seurat – 1882 Alberto Giacometti – 1947 Fernando Botero – 1980 Henri Matisse – 1947	Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made. Artists: Leonardo DiVinci – 1495-1497 Fiona Rae – current David Hockney – 1977 Pieter Bruegel – 1560
Evaluating and Analysing	Confidently explain their ideas and opinions about their own and other’s art work, giving reasons. Use sketchbooks as	Confidently explain their ideas and opinions about their own and other’s art work, giving reasons. Use sketchbooks as part of the problem-solving	Confidently explain their ideas and opinions about their own and other’s art work, giving reasons. Use sketchbooks as part of the problem-solving process	Build a more complex vocabulary when discussing their own and others’ art. Evaluate their work more regularly and independently during the	Build a more complex vocabulary when discussing their own and others’ art. Evaluate their work more regularly and	Build a more complex vocabulary when discussing their own and others’ art. Evaluate their work more regularly and



Art Curriculum Progression Document

	part of the problem-solving process and make changes to improve their work.	process and make changes to improve their work.	and make changes to improve their work.	planning and making process.	independently during the planning and making process.	independently during the planning and making process.
	Year 5			Year 6		
Content	Sculpture and 3D (Interactive installation)	Drawing (I need space)	Painting and mixed media (Portraits)	Craft and Design (Photo opportunity)	Elements of Art (Make my voice heard)	Painting and Mixed Media (Artist study)
Enquiry question	What is the mood of the artwork?	What is collagraphy?	What do self-portraits say about an artist?	What will you use to make your background? Why?	How can you make your voice heard?	How do we analyse a painting?
Generating Ideas	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
Sketchbooks	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
Making skills (including formal elements)	Work with a range of media with control in different ways to achieve different effects, including experimenting with	Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.	Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.	Develop personal, imaginative responses to a design brief, using sketchbooks and independent research.	Develop expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently.	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.



Art Curriculum Progression Document

	the techniques used by other artists. Make and explain their choices about materials used, arrangements of items in the space and the overall display of the installation.	Combine a wider range of media, e.g. photography and digital art with effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	Combine a wider range of media, e.g. photography and digital art with effects. Experiment with materials and techniques when adapting their photo portraits. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	Justify choices made during a design process, explaining how the work of creative practitioners have influenced their final outcome.	Apply new drawing techniques to improve their mastery of materials and techniques. Push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques.	Combine materials and techniques appropriate to fit with ideas. Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.
Cross-curricular links	N/A	Science – Earth and space	English – handwriting and presentation Computing	Computing – using technology	History – WW1	English – spoken language
Knowledge of Artists	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Discuss how artists create work with the intent to create an impact on the viewer. Artists: Cai Guo-Qiang 1957	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Discuss how artists create work with the intent to create an impact on the viewer. Artists: Teis Albers – Moonwalk.	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Discuss how artists create work with the intent to create an impact on the viewer. Artists: Frida Kahlo Sonia Boyce	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Artists: Edward Weston Edvard Munch – the scream Pablo Picasso	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Artists: Pablo Picasso Käthe Kollwitz	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Artists: David Hockney Paula Rego John Singer Sargent



Art Curriculum Progression Document

Evaluating and Analysing	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas	Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
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Formal elements of art		
	Year 1	Year 2
Content	Formal elements of art	Formal elements of art
Colour	Know that the primary colours are red, yellow and blue. Know that primary colours can be mixed to make secondary colours: - Red + yellow = orange - Yellow + blue = green - Blue + red = purple	Know that different amounts of paint and water can be used to mix hues of secondary colours. Know that colours can be mixed to 'match' real life objects or to create things from your imagination. Know that colour can be used to show how it feels to be in a particular place, e.g. the seaside.
Form	Know that we can change paper from 2D to 3D by folding, rolling and scrunching it. To know that three-dimensional art is called sculpture.	Know that 'composition' means how things are arranged on the page. Know that pieces of clay can be joined using the 'scratch and slip' technique. Know that a clay surface can be decorated by pressing into it or by joining pieces on.
Shape	Know a range of 2D shapes and confidently draw these. Know that paper can be shaped by cutting and folding it.	Know that collage materials can be shaped to represent shapes in an image. Know that shapes can be organic (natural) and irregular. Know that shapes can be geometric if they have mostly straight lines and angles. Know that patterns can be made using shapes.
Line	Know that drawing tools can be used in a variety of ways to create	Know that lines can be used to fill shapes, to make outlines and to add



Art Curriculum Progression Document

	different lines. Know that lines can represent movement in drawings.	detail or pattern.
Pattern	Know that a pattern is a design in which shapes, colours or lines are repeated.	Know that surface rubbings can be used to add or make patterns. Know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. Know that patterns can be used to add detail to an artwork.
Texture	Know that texture means 'what something feels like'. Know that different marks can be used to represent the textures of objects. Know that different drawing tools make different marks.	Know that collage materials can be chosen to represent real-life textures. Know that collage materials can be overlapped and overlaid to add texture. Know that drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. Know that painting tools can create varied textures in paint.
Tone	Know that 'tone' in art means 'light and dark'. Know that we can add tone to a drawing by shading and filling a shape. Know that shading helps make drawn objects look more 3D	Know that shading helps make drawn objects look more three dimensional. Know that different pencil grades make different tones.
	Year 3	Year 4
Content	Formal elements of art	Formal elements of art
Colour	Know that using light and dark colours next to each other creates contrast. Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.	To know that adding black to a colour creates a shade. To know that adding white to a colour creates a tint.
Form	To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). To know that organic forms can be abstract.	To know that using lighter and darker tints and shades of a colour can create a 3D effect. Know that simple 3D forms can be made by creating layers, by folding and rolling materials.
Shape	To know that negative shapes show the space around and between objects. To know that artists can focus on shapes when making abstract art.	To know how to use basic shapes to form more complex shapes and patterns.
Line	To know that different drawing tools can create different types of lines.	To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.
Pattern	To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).	To know that patterns can be irregular, and change in ways you wouldn't expect. To know that the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.
Texture	To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object.	To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface.



Art Curriculum Progression Document

Tone	To know some basic rules for shading when drawing, e.g. shade in one direction, blending tones smoothly and with no gaps. To know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.	To know that using lighter and darker tints and shades of a colour can create a 3D effect. To know that tone can be used to create contrast in an artwork.
	Year 5	Year 6
Content	Formal elements of art	Formal elements of art
Colour	To know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.	To know that a 'monochromatic' artwork uses tints and shades of just one colour. To know that colours can be symbolic and have meanings that vary according to your culture or background, e.g. red for danger or for celebration.
Form	To know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them. To know that the size and scale of three-dimensional art work changes the effect of the piece.	To know that the surface textures created by different materials can help suggest form in two-dimensional art work.
Shape	To know that a silhouette is a shape filled with a solid flat colour that represents an object.	To know how an understanding of shape and space can support creating effective composition.
Line	To know that lines can be used by artists to control what the viewer looks at within a composition, e.g. by using diagonal lines to draw your eye into the centre of a drawing.	To know how line is used beyond drawing and can be applied to other art forms.
Pattern	To know that artists create pattern to add expressive detail to art works, for example, Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.	To know that pattern can be created in many different ways, e.g. in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.
Texture	To know how to create texture on different materials.	To know that applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.
Tone	To know that tone can help show the foreground and background in an artwork.	To know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.