



Art and Design Progression Map - 2025 to 26 - (detailing links to National Curriculum and Tier 3 Vocabulary)



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	All About Me	My Place in the World	Materials Matter	Habitats - Who lives where?	Farm to Fork	Once Upon a World....Long, Long ago
Development Matters	<p>Art: Children working @ 3-4 years:</p> <ul style="list-style-type: none"> - Explore different materials freely, to develop their ideas about how to use them and what to make. - Develop their own ideas and then decide which materials to use to express them. - Join different materials and explore different textures. <p>Physical Development: Children working @ 3-4 years Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand.</p>	<p>Art: Children working @ 3-4 years:</p> <ul style="list-style-type: none"> - Create closed shapes with continuous lines and begin to use these shapes to represent objects. - Draw with increasing complexity and detail, such as representing a face with a circle and including details. - Use drawing to represent ideas like movement or loud noises. - Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. - Explore colour and colour mixing. - Show different emotions in their drawings – happiness, sadness, fear, etc. <p>Physical Development: Children working @ 3-4 years Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand.</p>	<p>Art: Children working @ reception:</p> <ul style="list-style-type: none"> - Explore use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas, resources and skills. <p>Physical Development: Children working @ 3-4 years <i>Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand.</i></p>	<p>Art: Children working @ reception:</p> <ul style="list-style-type: none"> - Explore use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas, resources and skills. <p>Physical Development: Children working @ reception: Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Personal, Social and Emotional Development</p>	<p>Art: Children working @ reception:</p> <ul style="list-style-type: none"> - Explore use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas, resources and skills. <p>ELG: Expressive Arts and Design Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the processes they have used.</p> <p>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.</p> <p>Personal, Social and Emotional Development Show resilience and perseverance in the face of challenge. Set and work towards simple goals. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Show sensitivity to their own and to others' needs.</p>	<p>Art: Children working @ reception:</p> <ul style="list-style-type: none"> - Explore use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas, resources and skills. <p>ELG: Expressive Arts and Design Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the processes they have used.</p> <p>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.</p> <p>Personal, Social and Emotional Development Show resilience and perseverance in the face of challenge. Set and work towards simple goals. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Show sensitivity to their own and to others' needs.</p>
Tier 3 Vocabulary	Paint: sponge, sculpt, play doh, explore, roll, range of colour names, mix, shade, light, dark,	Collage: Cut, rip, tear, arrange, stick, paper, tissue Print: press, rub Draw and paint: range of colour names, light, dark, mix, draw, line (thin, thick, wavy, straight),	Collage: foil, card, natural materials, fabric, pasta/rice Paint: hand, stick, roller, stamp,	Drawing: draw, line (thin, thick, wavy, straight), shape, pencils, felt-tips, chalk, oil pastels, wax crayons, Textiles: Wool, thread, join, fabric, decorate, weave, felt	Sculpture: cut, join, squeeze, press, stick, glue, rolling pin, tape	Sculpture: natural materials, create, willow, structure

Year 1	Autumn 2 Draw and Paint Weather - JMW Turner	Spring 2 Collage and Print Animals - In the Jungle - Henri Rousseau	Summer 1 Sculpture Flowers - quilling to sculpt	Summer 2 Textiles At the Seaside - weaving/plaiting
<p>National Curriculum</p> <p>Concepts: Mastering practical skills Develop ideas Take inspiration</p> <p>Mastering Practical Skills: Categories: Effects Techniques Colour Theory Media and Materials</p> <p>Develop Ideas: Emotions Process Visual Language</p> <p>Take inspiration: Artists and Artisans Styles and Periods</p>	<p>Pupils should be taught: to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>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>	<p>Pupils should be taught: to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>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>	<p>Pupils should be taught: to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>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>	<p>Pupils should be taught: to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>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>
Tier 2 and 3 Vocabulary	landscape (paper arrangement), soft, broad, narrow, fine, shape, smudge, blend, pallet, mix, tone, shade	create, variety, images, media, materials, crepe paper, tissue paper, magazine, sort, group, fold, crumple, overlap, press print, mono print.	sculpting, sculpture, manipulate, knead, connect, mould, carve, pinch, attach, impress, decorate	weave, plait, technique, twist, cotton thread, ribbon,

Year 2	Autumn 1 Draw Portraits - Thomas Gainsborough	Autumn 2 2024 - 2025 Draw and Paint Scenes of the sea - adding texture to a painting 2025 - 2026 Print and Collage In the Dark of the Night - Artemisia Gentileschi	Spring 1 2024 - 2025 Paint Pointillism - George Serrat 2025 - 2026 Sculpture Love of Landscapes - John Constable as inspiration - 3D landscape	Summer 1 2024 - 2025 Paint Love of Landscapes - John Constable as inspiration - 3D landscape 2025 - 2026 Paint Pointillism - George Serrat
<p>National Curriculum</p> <p>Concepts: Mastering practical skills Develop ideas Take inspiration</p> <p>Mastering Practical Skills: Categories: Effects Techniques Colour Theory Media and Materials</p> <p>Develop Ideas: Emotions Process Visual Language</p> <p>Take inspiration: Artists and Artisans Styles and Periods</p>	<p>Pupils should be taught: to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>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>	<p>Pupils should be taught: to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>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>	<p>Pupils should be taught: to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>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>	<p>Pupils should be taught: to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>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>
Tier 2 and 3 Vocabulary	Self portrait, portrait, smudge, blend, line, oval, curvy, curved, natural,	primary colour names, secondary colour names, shade, tint, warm, cool, multi-coloured	landscapes, layers, foreground, middle ground, background, 3D,	landscapes, layers, foreground, middle ground, background, 3D, (also refer to Aut 2)

Year 3	<p style="text-align: center;">Autumn 1 2024 - 2025 Draw and Paint Stone Age Art</p> <p style="text-align: center;">2025 - 2026 Drawing, paint and sculpture Women in Art 0 Frieda Kahlo, Yayoi Kusama, Barbara Hayworth</p>	<p style="text-align: center;">Spring 1 2024 - 2025 Draw, paint and print Art Deco - Tamara de Lempicka</p> <p style="text-align: center;">2025 - 2026 Print Art Deco - Thomas Mawson architect of Stanley Park</p>	<p style="text-align: center;">Spring 2 Draw and Paint Egyptian Portraits</p>	<p style="text-align: center;">Summer 1 Collage Cityscapes - use collage techniques to create cityscapes by Yvonne Jacquette</p>
<p>National Curriculum</p> <p>Concepts: Mastering practical skills Develop ideas Take inspiration</p> <p>Mastering Practical Skills: Categories: Effects Techniques Colour Theory Media and Materials</p> <p>Develop Ideas: Emotions Process Visual Language</p> <p>Take inspiration: Artists and Artisans Styles and Periods</p>	<p>Pupils should be taught:</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>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</p> <p>about great artists, architects and designers in history.</p>	<p>Pupils should be taught:</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>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</p> <p>about great artists, architects and designers in history.</p>	<p>Pupils should be taught:</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>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</p> <p>about great artists, architects and designers in history.</p>	<p>Pupils should be taught:</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>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</p> <p>about great artists, architects and designers in history.</p>
Tier 2 and 3 Vocabulary	pioneer, surrealism, composition, symbolism, controversial, escapism, texture, observational drawing.	overlay, relief, impressed, repeated pattern, deco style,	facial features, geometric shapes, side-view, silhouette, intricate, decorative	colour wash, foreground, middle ground, background, outline, precision.

Year 4	Autumn 1 Collage Megan Coyle - creating collage using layers of magazine strips	Spring 1 Print Abstract Art - Wassily Kandinsky	Summer 1 Draw and Paint A Journey into Space - Lucien Rudaux	Summer 2 Draw Climate Change through Impressionism
<p>National Curriculum</p> <p>Concepts: Mastering practical skills Develop ideas Take inspiration</p> <p>Mastering Practical Skills: Categories: Effects Techniques Colour Theory Media and Materials</p> <p>Develop Ideas: Emotions Process Visual Language</p> <p>Take inspiration: Artists and Artisans Styles and Periods</p>	<p>Pupils should be taught:</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>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</p> <p>about great artists, architects and designers in history.</p>	<p>Pupils should be taught:</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>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</p> <p>about great artists, architects and designers in history.</p>	<p>Pupils should be taught:</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>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</p> <p>about great artists, architects and designers in history.</p>	<p>Pupils should be taught:</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>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</p> <p>about great artists, architects and designers in history.</p>
Tier 2 and 3 Vocabulary	inspiration, still life, portrait, wildlife, layering, texture, grouping, montage,	tone, contrast, shading, highlight, shadow, solid	charcoal, illusion, lights, shading, bold, layered, precise.	sculpt, slab, coil, slip, recycled, natural, mad made, environmental sculpture, construct

Year 5	Autumn 1 Print and Collage Piet Mondrian - Art and fashion	Autumn 2 2024 - 2025 Draw Ocean Art 2025 - 2026 Collage Mosaic Style - Ancient Greece	Spring 1 2024 - 2025 Paint and Sculpture Expressionism 2025 - 2026 Paint and Sculpture Henri Matisse	Spring 2 Textiles Combine sewing skills with collage - buttons
<p>National Curriculum</p> <p>Concepts: Mastering practical skills Develop ideas Take inspiration</p> <p>Mastering Practical Skills: Categories: Effects Techniques Colour Theory Media and Materials</p> <p>Develop Ideas: Emotions Process Visual Language</p> <p>Take inspiration: Artists and Artisans Styles and Periods</p>	<p>Pupils should be taught:</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>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</p> <p>about great artists, architects and designers in history</p>	<p>Pupils should be taught:</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>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</p> <p>about great artists, architects and designers in history</p>	<p>Pupils should be taught:</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>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</p> <p>about great artists, architects and designers in history</p>	<p>Pupils should be taught:</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>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</p> <p>about great artists, architects and designers in history</p>
Tier 2 and 3 Vocabulary	optical, plane, Neo-plasticism, arranged, edges	Tessellated, patterned, fragmented, ornate, vibrant, interwoven patterns.	Minimalistic, vivid, expressive, assembled, flat perspective	stitch, back stitch, attach, secure

Year 6	Autumn 2 Draw and Sculpture African Art - Zulu and Xhosa tribes	Spring 2 Draw and Paint LS Lowry	Summer 1 Draw and Photography Capturing Conflict - Paul Nash	Summer 2 Print and Collage using Digital Art Pop Art - Andy Warhol
<p>National Curriculum</p> <p>Concepts:</p> <p>Mastering practical skills Develop ideas Take inspiration</p> <p>Mastering Practical Skills: Categories: Effects Techniques Colour Theory Media and Materials</p> <p>Develop Ideas: Emotions Process Visual Language</p> <p>Take inspiration: Artists and Artisans Styles and Periods</p>	<p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>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</p> <p>about great artists, architects and designers in history</p>	<p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>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</p> <p>about great artists, architects and designers in history</p>	<p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>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</p> <p>about great artists, architects and designers in history</p>	<p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>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</p> <p>about great artists, architects and designers in history</p>
Tier 2 and 3 Vocabulary	Portrait, infamous, representation, sketch, proportion, cultural identity, sculpt, etch, carve	tone, contrast, shading, highlight, shadow, solid, diffused, density, watercolours	Disillusionment, conflict, paint, sketch, oil paint, emotion, definition, realism, imagery	distinguished, banal, mundane, portfolio

Progression in Key Substantive Knowledge and **Disciplinary Skills** - Retrieval Practice/Spaced learning

Year Group	Develop Ideas	Master Practical Skills	Take Inspiration
EYFS	<p>To know words to help them describe what they like and dislike about artwork.</p> <p>To know that texture can be described as rough, smooth or bumpy.</p>	<p>To know that play-doh, can be rolled, squashed, and shaped to make different forms.</p> <p>To know to use a thin brush to make a thin line and using a thick brush to create a thick line of paint.</p> <p>To know that colours can be mixed to make new colours.</p> <p>Mix colours to make new colours.</p> <p>Sculpt play doh/clay in different forms - roll, squash, squeeze and shape to make different forms.</p> <p>Use different tools to make different marks in play doh/clay.</p> <p>Use a variety of drawing equipment to draw a figure</p> <p>Use a variety of materials can be used for printing e.g. sponge, fruit, blocks</p>	<p>To know there re famous artists.</p>

Y1	To know that artists can use weather to create feelings.	<p>To know that warm colours are shades of red, orange and yellow and that cool colours are shades of blue, green and purple.</p> <p>To know what foreground and background are</p> <p>To know that sculpture is three dimensional art: art that has depth - art is not flat to the page.</p> <p>To know that textile is working with fabric.</p> <p>Mix materials to make textures.</p> <p>Use thick and thin brushes to paint.</p> <p>Use rolled up paper, straws, paper, card and clay as materials.</p> <p>Use repeating or overlapping shapes.</p> <p>Colour (own work) neatly, following the lines.</p>	To know that Henri Rosseau is famous for his jungle paintings but he never actually saw one.
Y2	To know that black symbolises gloom in portraits.	<p>To know that a variety of objects that can be used to create printing blocks.</p> <p>To know sculpture can be created using many materials.</p> <p>To know what a colour tone wash is (from dark to light).</p> <p>To know what they are and to identify, the background, middle ground and foreground.</p> <p>Create colour wheels.</p> <p>Use a techniques such as rolling cutting, moulding and carving.</p> <p>Mix primary colours to make secondary.</p> <p>Show pattern and textures by adding dots and lines.</p> <p>Mimic print from the environment.</p>	To know a portrait is a piece of art that represents a person.

<p>Y3</p>	<p>To know that Art Deco was designed to make people feel positive and aims to be luxurious</p> <p>To know what symmetry and geometric shapes are</p> <p>To know that a portrait can be split into: hair line, eye line, nose line</p>	<p>To know and name techniques for sculpting with clay from carving, modelling, assembly, casting.</p> <p>To know that mood can be created with colour</p> <p>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p> <p>Annotate sketches to explain and elaborate ideas</p> <p>Sketch lightly (no need to use rubber to correct mistakes)</p> <p>Use hatching and cross hatching to show tone and texture</p> <p>Replicate patterns observed in natural or built environments</p>	<p>To know that Freida Kahlo created imaginative self-portraits from her sick-bed</p>
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Y4	<p>To know the difference between cross stitch and back stitch</p>	<p>To know that collage can be , and often is, created using recycled material as such by Megan Coyle</p> <p>To know that Kandinsky believed in abstract form - not recreating things as they are</p> <p>To know what a repeating pattern is</p> <p>To know that shading can show light and shadow</p> <p>To know what the eye of the needle is</p> <p>Experiment with creating mood with colour</p> <p>Use coiling, overlapping, tessellation, mosaic and montage</p> <p>Create and combine shapes to create recognisable forms (eg. shapes made from nets or solid materials)</p> <p>Use clay and other mouldable materials</p> <p>Make precise repeating patterns</p>	
Y5	<p>To know what a striking effect is and how it is achieved</p> <p>To know that art based upon the ocean can be known as 'seascapes'</p> <p>To know what a colour palette is and its effect</p> <p>To know the steps to sew a button on to material</p>	<p>To know what complementary colours are and how they can create contrast</p> <p>To know that sculpture can take shape using various materials</p> <p>Mix texture (rough and smooth, plain and patterned)</p> <p>Use ceramic mosaic materials and techniques</p> <p>Use tools to carve and add shapes, textures and pattern</p> <p>Choose from a range of stitching techniques</p> <p>Combine previously learned techniques to create pieces</p>	<p>To know that Piet Mondrian was a Dutch painter regarded as one of the greatest painters of the 20th century</p>

<p>Y6</p>	<p>To know that traditional African art is typically religious or spiritual and often depicts humanoids</p> <p>To know that Lowry used fingers to blend or add texture</p> <p>To know that the harsh reality of war captured through art creates strong emotions for the viewer</p>	<p>To know that charcoal is versatile and be used to create various tones, marks and shading</p> <p>Combine colours, tones and tints to enhance the mood of a piece</p> <p>Show lifelike qualities and real-life proportions or, if more abstract, provoke different interpretations</p> <p>Use a variety of techniques to add interesting effects (eg. reflections, shadows, direction of sunlight)</p> <p>Choose style of drawing suitable for the work (eg. realistic or impressionistic)</p> <p>Use lines to represent movement</p>	<p>To know that Paul Nash fought in WW1 and his anger and disillusionment with war was his inspiration</p>
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