Key Skills

Children should 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.

Art and Design Curriculum Progression Map

Art and Design skills should be taught when linked to themes where possible to ensure real world application

Themes are taught on a 2 year rolling programme. Sketch books will be used to record pupils' observations, and to allow them to review and revisit their ideas.



NC statutory requirement Skills Knowledge

	EYFS		K51		L	K 52	UK	52
	Nursery & Reception		Year 1	& Year 2	Year 3	& Year 4	Year 5	& Year 6
	Year A	Year B	Year A	Year B	Year A	Year B	Year A	Year B
	Autumn: Harvest/Light and Dark Spring: Winter	Autumn: Colours/Let's Celebrate Spring: Bears/A Job Well Done	Autumn: Let's Go on Safari Spring: Poles Apart Summer: Around	Autumn: Oh I do Like to be Beside the Seaside/Then and Now	Autumn: The Land that Time Forgot Spring: Romans	Autumn: Egyptians Spring: Over and Under the Waves	Autumn: Extreme Earth Spring: Who Were the	Autumn: Myths and Minotaurs Spring: Out of this World
	Wonderland/Supe rheroes Summer: Big and Small/Summer Fun	Summer: Marvellous Minibeasts/Summer in the Garden	the World in 80 Days	Spring: Turrets and Tiaras Summer: The Secret Garden	Summer: Rainforests	Summer: WWII Friend or Foe	Mayans? Summer: Evolution and Inheritance	Summer: Circle of Life - Vikings vs Anglo-Saxons
DRAWING AND PAINTING	Painting of ourselves (AUTUMN) Chalk pictures of The Gruffalo (AUTUMN) Powder paint colour mixing shades of blue (SPRING) Paintings of penguins (SPRING) Hold a pencil effectively in preparation for	Painting of ourselves (AUTUMN) Chalk pictures of owls (AUTUMN) Observational drawing of flowers (SPRING) Paintings of bears (SPRING) Van Gogh sunflowers oil pastel pictures (SUMMER)	Drawings of animals (AUTUMN) Drawing Tudor houses on fire (SPRING) Black silhouette pictures on a fiery background (SPRING) Research work of Zaria Foreman and create a piece of artwork inspired by her. (SPRING)	Research Medieval Art and the work of Giotto (SPRING) Sketch a part of Giotto's Lamentation of Christ and exploring colour mixing (SPRING) Research work of Claude Monet and create a piece of artwork inspired by him. (SUMMER)	Colour mixing background/black paper collage silhouette. (AUTUMN) Using charcoal to create negative space pictures (AUTUMN) Research the life and work of Henri Rousseau (SUMMER) Create a	Create a portrait of an Egyptian god (AUTUMN) Revisit Claude Monet by exploring watercolours, paint a river/bridge scene in his style (SPRING) Research Henry Moore and create a fact file about him. (SUMMER)	Sketches of flora and fauna in school grounds. (SUMMER) Create a piece of work inspired by an artist - Georgia O'Keefe (SUMMER) To be taught about great artists, architects and designers in history To improve their mastery of art and design techniques,	Designing a Greek vase in the style of Clarice Cliff. (AUTUMN) Research the artist Peter Thorpe and his work and collect ideas in sketch books (SPRING) Create abstract backgrounds in their sketch books and evaluate. (SPRING)

fluent writing, using	Hold a pencil effectively		To learn about the	collaborative replica	To create sketches	including drawing,	Viking picture using
the tripod grip	in preparation for fluent	To use a range of	work of a range of	of one of Rousseau's	and other pieces of	painting and	mixed media.
	writing, using the tripod	materials creatively	artists, craft	pieces of art	work inspired by	sculpture with a	(SUMMER)
They safely use and	grip	to design and make	makers and	(SUMMER)	Moore's Blitz	range of materials	
explore a variety of		products.	designers,		sketches.	[pencil, watercolour,	To improve their
materials, tools and	Begin to use accuracy		describing the	To improve their	(SUMMER)	paint, pastel, pen]	mastery of art and
techniques,	and care when drawing	To use drawing,	differences and	mastery of art and			design techniques,
experimenting with		painting and	similarities	design techniques,	To be taught about	Sketch lightly	including drawing,
colour, design,	Use a range of small	sculpture to	between different	including drawing,	great artists,	before painting to	painting and
texture, form and	tools, including scissors,	develop and share	practices and	painting and	architects and	combine line and	sculpture with a
function.	paint brushes and	their ideas,	disciplines, and	sculpture with a	designers in history	colour.	range of materials
Tunction.	cutlery	experiences and	making links to	range of materials			[pencil, watercolour,
Begin to use		imagination	their own work.	[collage, colour	To improve their	Show life-like	paint, pastel, pen]
accuracy and care	They safely use and			mixing pastel, paint]	mastery of art and	qualities and real-	To be taught about
when drawing	explore a variety of	To develop a wide	To use a range of		design techniques,	life proportions.	great artists,
	materials, tools and	range of art and	materials creatively	To be taught about	including drawing,		architects and
Make use of props	techniques,	design techniques in	to design and make	great artists,	painting and	Use lines to	designers in
and materials when	experimenting with	using colour,	products.	architects and	sculpture with a	represent	history.
role playing	colour, design, texture,	pattern, texture,	_ , , , , , , , , , , , , , , , , , , ,	designers in history	range of materials	movement.	
characters in	form and function.	line, shape, form	To develop a wide		[crayon, pastel,		Comment on artworks with a
narratives and	Final and the metals	and space.	range of art and	Use pastels to	pens, watercolour	Use a variety of	
stories	Explore the natural world around them,	To learn about the	design techniques in	produce	pencils, chalk, charcoal sketching	techniques to depict	fluent grasp of visual language.
	making observations and	work of a range of	using colour,	backgrounds.		perspective, shadows and	visuai ianguage.
Share their	drawing pictures of	artists, craft	pattern, texture, line, shape, form	Experiment with	<pre>pencils, watercolour wash)]</pre>	reflection.	Collect information,
creations, explaining	animals and plants	makers and	and space	creating mood with	wasn)]	reflection,	sketches and
the process they	animais and plants	designers,	and space	colour.	To create sketch	Show fine detail in	resources, and
have used	No. 15 - C 1555	describing the	Create colour	colodi .	books to record	sketching, showing	present ideas
	Draw lines of different	differences and	wheels	Use layers of two or	their observations	precision in	imaginatively.
Explore the natural	sizes	similarities	WITCOIS	more colours.	and use them to	technique.	magmarro.y.
world around them,	Hold a pencil loosely to	between different	Show different	ino o coroar o.	review and revisit	100/11/1905	Give details
making observations	shade	practices and	tones by using	Mix colours	ideas	Combine previously	(including own
and drawing pictures	Shace	disciplines, and	coloured pencils	effectively.		learned techniques	sketches) about the
of animals and plants	Use the tripod grip on	making links to			Develop ideas from	to create pieces.	style of some
	pencil, how to hold a	their own work.	Mix primary colours	Collect information,	starting points	'	notable artists,
Use a range of small	paint brush		to make secondary	sketches and	throughout the	Comment on	artisans and
tools, including	pann si asn	Draw lines of	· ·	resources.	curriculum.	artworks with a	designers.
scissors, paint	Use appropriate	different sizes and	Use thick and thin			fluent grasp of	
brushes and cutlery	pressure and blending	thickness	brushes	Comment on	Use pastels to	visual language.	Choose a style of
	with oil pastels			artworks using	colour block		drawing suitable for
	'	Show pattern and	Use a dabbing	visual language.	sections, working	Collect information,	the work.
Use correct grip on	Primary colours and	texture by adding	technique		precisely.	sketches and	
a pencil, how to hold	colour mixing	dots and lines		Use a number of		resources, and	Create an accurate
a paint brush				brush techniques	Replicate some of	present ideas	pattern, showing
	Select appropriate sized			using thick and thin	the techniques used	imaginatively.	fine detail.
	brush				by notable artists,		

 Control of the	cl PCC	to a selection of the s		Ct. Latte L. t	C. A I
Experiment with	Show different	brushes to produce	artisans and	Give details about	Create a colour
pressure and	tones by using	shapes, textures,	designers.	the style of some	palette based upon
blending	coloured pencils	patterns and lines		notable artists,	colours observed.
			Collect information,	artisans and	Combine colours and
Being able to mix	Mix primary colours	Replicate some of	sketches and	designers.	tones to enhance
colours.	to make secondary	the techniques used	resources.		the mood of a piece.
	colours	by notable artists,		Create a colour	
Selecting an		artisans and	Comment on	palette based upon	Provoke different
appropriately sized	Use thick and thin	designers.	artworks using	colours observed in	interpretations in
brush	brushes	_	visual language.	the natural world.	abstract work.
			3 3		
			Use different	Use the qualities of	Sketch (lightly)
			hardnesses of	watercolour paints	before painting to
			pencils to show line,	and oil pastels to	combine line and
			tone and texture.	create visually	colour.
			. S. C.	interesting pieces.	
			Sketch lightly (no	c. cornig piocos.	Use the qualities of
			need to use a	Combine colours,	acrylic paint to
			rubber to correct	tones and tints.	create visually
			mistakes).	Tones and Tims.	interesting pieces.
			mistukes).	Use a choice of	interesting pieces.
			Use shading to	techniques to depict	Use brush
					techniques and the
			show light and	movement,	
			shadow.	perspective,	qualities of paint to
				shadows and	create texture.
			Use hatching and	reflections	
			cross hatching to		Use the qualities of
			show tone and	Build up layers of	watercolour paints
			texture.	colours.	to create visually
					interesting pieces.
			Mix colours		
			effectively.		Use a variety of
					techniques to
			Use a number of		depict movement,
			brush techniques		perspective,
			using thick and thin		shadows and
			brushes to produce		reflection.
			shapes, textures,		
			patterns and lines		

PRINTING Vegetable printing (AUTUMN) Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Appropriate pressure and technique for printing Appropriate pressure and technique for printing Potato printing (AUTUMN) Not covered in Year A.	erent rown g their cluate and ch TUMN) t about s,
Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Appropriate pressure and technique for printing Appropriate pressure and technique for printing Appropriating Appropriating Appropriation Appropriation Appropriate pressure and technique for printing Appropriation Appropriation Appropriation Appropriate pressure and technique for printing Appropriation Appropriation Appropriation Appropriate pressure and technique for printing Appropriate printing Appropriate pressure and designers, describing the differences and similarities between different practices and disciplines, and Appropriate Appropriate pressure and disciplines, and To improve	erent . r own g their :luate and :ch :UMN) t about s,
Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Appropriate pressure and technique for printing Appropriate pressure and technique for printing Appropriate printing Appropriate pressure and design technique for printing Appropriate pressure and technique for printing Appropriate pressure and design technique for printing Appropriate pressure and technique for printing Appropriate pressure and designers, describing the differences and similarities between different practices and disciplines, and Appropriate To be taught designers in the practices and disciplines, and They safely use and explore a variety of materials, tools and William Morris-inspired design (AUTUMN) Design diff Design in printing a William Morris-inspired design (AUTUMN) To learn about the work of a range of artists, craft artists architects archit	cown g their cluate and ch CUMN) t about s,
explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Appropriate pressure and technique for printing To be taugliful and technique for printing explore a variety of materials, tools and technique for printing explore a variety of materials, tools and technique for printing experimenting with colour, design, texture, form and function. To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and To improve	cown g their cluate and ch CUMN) t about s,
materials, tools and techniques, experimenting with colour, design, texture, form and function. Appropriate pressure and technique for printing Printing materials, tools and techniques (AUTUMN) William Morrisinspired design (AUTUMN) To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and William Morrisinspired design William Morrisinspired design (AUTUMN) To learn about the work of a range of artists, craft makers and designers, describing the designers, describing the designers in practices and disciplines, and To improve	cown g their cluate and ch CUMN) t about s,
techniques, experimenting with colour, design, texture, form and function. Appropriate pressure and technique for printing technique for printing techniques, experimenting with colour, design, to learn about the work of a range of artists, craft and technique for printing techniques, experimenting with colour, design, texture, form and function. To learn about the work of a range of artists, craft and technique for printing techniques, experimenting with colour, design, texture, form and function. To learn about the work of a range of artists, craft designers, describing the differences and similarities between different practices and disciplines, and To improve	cown g their cluate and ch CUMN) t about s,
experimenting with colour, design, texture, form and function. Appropriate pressure and technique for printing printing experimenting with colour, design, texture, form and function. To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and (AUTUMN) Create their version usin designs. Even their prints architects architects architects architects and disciplines, and To learn about the work of a range of artists, craft makers and designers, describing the differences and disciplines, and To improve	r own g their cluate and ch CUMN) t about s,
colour, design, texture, form and function. Appropriate pressure and technique for printing colour, design, texture, form and function. To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and version usin designs. Even those of ea other. (AU to be taught great artist architects designers in To learn about the work of a range of artists, craft those of ea other. (AU to be taught great artist architects designers in practices and disciplines, and	g their Iluate and ch CUMN) t about s,
texture, form and function. To learn about the work of a range of artists, craft and technique for printing To learn about the work of a range of artists, craft and technique for printing To learn about the work of a range of artists, craft and technique for designers, describing the differences and similarities between different practices and disciplines, and To learn about the work of a range of artists, craft and technique for printing To learn about the work of a range of artists, craft and technique for printing To be taught artists architects designers in the practices and disciplines, and To improve	uluate and ch TUMN) t about s,
function. Appropriate pressure and technique for printing Appropriate pressure and technique for printing Appropriate pressure and technique for printing Appropriate pressure and designers, describing the differences and similarities between different practices and disciplines, and To improve	and ch TUMN) t about s,
Appropriate pressure and technique for printing Appropriate pressure and designers, and Appropriate pressure and technique for printing Appropriate pressure and technique for printi	t about s,
Appropriate pressure and technique for printing and technique for printing makers and designers, describing the differences and similarities between different practices and disciplines, and To improve	UMN) t about s,
pressure and technique for printing Description of technique for printing	t about s,
technique for printing describing the differences and similarities between different practices and disciplines, and To be taugling great artistics architects to between different practices and disciplines, and	5,
printing differences and similarities between different practices and disciplines, and differences and To improve	5,
similarities between different practices and disciplines, and similarities architects designers in	
between different practices and disciplines, and To improve	
practices and disciplines, and To improve	
disciplines, and To improve	nistory.
making links to mastery of	
their own work. design tech	
including dr	
To use a range of painting and	
materials creatively sculpture w	
to design and make range of mo	terials
products [lino printing	3]
To develop a wide Comment of	
range of art and artworks w	th a
	of
using colour, visual langu	ige.
pattern, texture,	
line, shape, form Collect info	mation,
and space sketches ar	d
resources,	
Mimic print from present ide	
the environment imaginative	
(e.g. wallpapers).	17
Give details	about
Use objects to the style of	
create prints (e.g. notable art	
fruit, vegetables or artisans and	/
sponges). designers.	

		Use appropriate pressure and technique for print		Create a colour palette based upon colours observed in the natural or built world.	
				Use acrylic paints to create visually interesting pieces.	
				Use tools to carve and add shapes, texture and pattern.	
				Build up layers of colours.	
				Create original pieces that show a range of influences and styles.	

F-	T		T	T		T	T	
3-D	Mixed media rainbow	Clay hedgehog	African inspired	Research work of	Make a clay coil pot	Creating a 3-D tile	To create a wire	Pottery - design
MEDIA,	fish collage	(AUTUMN)	necklaces	Andy Goldsworthy	(SPRING)	Egyptian cartouche	sculpture in the	and make a Greek
•	(SUMMER)		(AUTUMN)	and create land art		using Modroc	style of Henry	artefact
TEXTILES		Mixed media firework		inspired by him.	Create a mosaic	(AUTUMN)	Moore. (SPRING)	(AUTUMN)
AND	Making clay	collage (AUTUMN)	Research Egyptian	(SUMMER)	(SPRING)			To improve their
COLLAGE	dinosaurs	_	images of cats and		,	To improve their	To be taught about	mastery of art and
	(SUMMER)	Eric Carle minibeast	create a clay cat in	To develop a wide	To improve their	mastery of art and	great artists,	design techniques,
		collage (SUMMER)	an Egyptian style	range of art and	mastery of art and	design techniques,	architects and	including drawing,
	Safely use and		(SUMMER)	design techniques in	design techniques,	including drawing,	designers in history	painting and
	explore a variety of	Make use of props and	,	using colour,	including drawing,	painting and	,	sculpture with a
	materials, tools and	materials when role	Research Maori art	pattern, texture,	painting and	sculpture with a	Comment on	range of materials
	techniques,	playing characters in	and create a mask	line, shape, form	sculpture with a	range of	artworks with a	[clay]
	experimenting with	narratives and stories	(SUMMER)	and space	range of materials	masterpieces	fluent grasp of	- ,-
	colour, design,		,		[clay and mosaic	•	visual language.	Show life-like
	texture, form and	Share their creations,	Japanese-inspired	To learn about the	tiles]	Use clay and other		qualities and real-
	function.	explaining the process	Cherry blossom	work of a range of		moldable materials.	Collect information,	life proportions.
		they have used	mixed media collage	artists, craft	Manipulate clay into		sketches and	
	Use a range of small	,	(SUMMER)	makers and	different shapes.	Layer materials by	resources, and	Discuss surface
	tools, including	Use a range of small	,	designers,		coiling and	present ideas	decoration e.g. pots,
	scissors, paint	tools, including scissors,	To use a range of	describing the	Join sections of	overlapping.	imaginatively.	models and
	brushes and cutlery	paint brushes and	materials creatively	differences and	clay using crossing,	11 3	,	materials used.
	Share their	cutlery	to design and make	similarities	hatching and water	Use acrylic paint to	Use frameworks	
	creations, explaining	,	products.	between different	application	add detail	(such as wire or	Embellish work.
	the process they	Manipulate and mark clay	,	practices and		(Hieroglyphs)	moulds) to provide	
	have used		To develop a wide	disciplines, and	Adapt and refine	311	stability and form.	Use tools to carve
		Use techniques such as	range of art and	making links to	ideas as they		,	and add shapes,
	Cutting, tearing,	rolling, cutting, moulding	design techniques in	their own work	progress		Spot the potential	texture and
	joining	and carving	using colour,	11.			in unexpected	pattern.
			pattern, texture,	Use repeating or	Arrange mosaic		results as work	·
	Manipulate and mark	Cutting, tearing, joining	line, shape, form	overlapping shapes Use weaving to	tiles to make		progresses.	Mix textures
	clay		and space	create a pattern	precise recognisable			(rough and smooth,
				creare a partern	patterns and		Show precision in	plain and
	Use techniques such		Use techniques	Use a combination of	shapes.		techniques.	patterned).
	as rolling, cutting,		involved in clay:	shapes.	Replicate some of			
	moulding and carving		rolling, cutting,	·	the techniques used		Show how the work	Use ceramic mosaic
			moulding and	Include lines and	by notable artists,		of those studies	materials and
			carving	texture.	artisans and		was influential in	techniques.
					designers		both society and to	
			Use some of the				other artists.	Show precision in
			ideas of artists					techniques.
			studied to create				Create original	
			pieces				pieces that show a	Create original
							range of influences	pieces that show a
			Threading beads				and styles.	range of influences
			onto a cord					and styles.

Use rolled up paper, straws, paper, card as materials		