



Art and Design – A Progression of Knowledge & Skills					
Year group	term	topic	Strand	skills	knowledge
EL2				<p>Unit composite</p> <p>Expressive art & design</p> <ul style="list-style-type: none"> • Create drawings and are able to say what it is. • Able to successfully name most primary and secondary colours. <p>Communication & language</p> <ul style="list-style-type: none"> • Can focus on an activity of their own choice for a short amount of time. • Can understand and follow simple instructions such as 'give that to me' or 'sit down on the carpet' etc.. <p>Physical development</p> <ul style="list-style-type: none"> • Children will use a palmar supinate grasp to make marks using things like chunky crayons / felts. 	
	aut		Expressive art & design	<p><u>Being Expressive and Imaginative (EAD)</u></p> <ul style="list-style-type: none"> • Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations 	
	spr			<p><u>Creating with Materials (EAD)</u></p> <ul style="list-style-type: none"> • Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects <p><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> • Single channelled attention; can shift to a different task if attention fully obtained – using child's name helps focus (CL) 	
	sum			<p><u>Creating with Materials (EAD)</u></p> <ul style="list-style-type: none"> • Enjoys and responds to playing with colour in a variety of ways, for example combining colours <p><u>Fine Motor Skills (PD)</u></p> <ul style="list-style-type: none"> • Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools • Holds mark-making tools with thumb and all fingers 	





				<u>Listening, Attention and Understanding (CL)</u> <ul style="list-style-type: none"> Developing understanding of simple concepts (e.g. fast/slow, good/bad) 	
YN	cut	Me & My Family	Expressive art & design	Unit Composite: <ul style="list-style-type: none"> Able to safely use tools like scissors and tweezers Able to draw with increasing detail, such as including eyes and a mouth on a face. Communication & language <ul style="list-style-type: none"> Able to sit for short, carpet time teaching (like listening to a story) Physical development <ul style="list-style-type: none"> Able to make marks on paper confidently using a four finger grasp Able to use scissors confidently and safely to make snips in paper 	
				<u>Creating with Materials</u> <ul style="list-style-type: none"> Represents ideas through drawing <u>Fine Motor Skills</u> <ul style="list-style-type: none"> Creates lines and circles pivoting from the shoulder and elbow <u>Listening, Attention and Understanding</u> <ul style="list-style-type: none"> Understands use of objects (e.g. Which one do we cut with?) <u>Speaking</u> To use a wider range of vocabulary	
	Vocabulary Draw, paint, pencil, brush, paper, colour (names), mixing, line, shape, listen, hear Curvy, spiky, swirly, movement Lighter, darker, colour names, warm, cool, primary colour, secondary colour Happy, sad, excited, tired, afraid, feelings Key Questions: What would happen if... How could you...				
	spr	Me & My World		<u>Creating with Materials</u> <ul style="list-style-type: none"> Continues to explore colour and how colours can be changed Uses tools for a purpose <u>Fine Motor Skills</u> <ul style="list-style-type: none"> Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons <u>Listening, Attention and Understanding</u> <ul style="list-style-type: none"> Focusing attention – can still listen or do, but can change their own focus of attention 	
				Vocabulary Reinforce vocab from autumn term New Vocab: Join, stick, glue, tape, secure, strong, sellotape, masking tape, rough, smooth, bumpy, hard, soft, spiky, circle, oval, square, rectangle, triangle	





				<p>Key questions: How will you join it? What will you use? Why have you....? What does it feel like?</p>
	sum	Me Growing Up		<p>Creating with materials</p> <ul style="list-style-type: none"> Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience <p><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> Is able to follow directions (if not intently focused)
				<p>Vocabulary</p> <p>Revisit autumn & spring vocab New vocab:</p> <p>Eyes, mouth, nose, ears, hair, eye-brows, chin, cheek, curly, straight</p> <p>What will you make? What do you need to make it? What will you do first? How could you make it more secure?</p> <p>Star, diamond</p> <p>Cube, cuboid, cone, sphere, pyramid</p> <p>sculpture</p>

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YR	aut	Me & My Family	Expressive art & design	<p>Unit Composite:</p> <ul style="list-style-type: none"> Mixes colours correctly to create a desired outcome Uses a variety of tools and techniques in creative ways <p>Being expressive & imaginative</p> <ul style="list-style-type: none"> Creates representations of both imaginary and real-life ideas, events, people and objects <p><u>Fine Motor Skills</u></p> <ul style="list-style-type: none"> Uses simple tools to effect changes to materials Handles tools, objects, construction and malleable materials safely and with increasing control and intention <p><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> Shows variability in listening behaviour; may move around and 	





				<p>fiddle but still be listening or sit still but not absorbed by activity</p> <ul style="list-style-type: none"> • To learn new vocabulary. 	
spr		Me & World		<p>Vocabulary Creating with Materials Revisit vocab used in Nursery Pattern, lighter, darker, sharp, soft, zig-zag, pastel, salt dough, snowflakes, mould, shape, splatter, spray, cool/hot colours</p> <p>Key questions: What would happen if...? How could you...? How will you join it? What will you use? Why have you...? What does it feel like? What will you make? What do you need to make it? What will you do first? How could you make it more secure? What would you change/add?</p>	
				<p><u>Creating with Materials</u></p> <ul style="list-style-type: none"> • Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking • Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. <p><u>Being Expressive and Imaginative</u></p> <ul style="list-style-type: none"> • Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping <p><u>Fine Motor Skills</u></p> <ul style="list-style-type: none"> • Begins to use anticlockwise movement and retrace vertical lines <p><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> • May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span <p><u>Speaking</u></p> <ul style="list-style-type: none"> • To use talk to help work out problems and organise thinking and activities that explain how things work and why they might happen. To articulate their ideas and thoughts in well-formed sentences. 	





			<p>Vocabulary Creating with Materials Model, prop, puppet, toy, role play, theatre, performing, audience, observation, see look, line, shape, texture, colour, outline</p> <p>Key questions: What can you see? What will you make? What character? What do you need & where will you find it? What lines/patterns/colours can you see? What does it feel like to touch/what texture?</p>
	sum	Me Growing Up	<p><u>Being Expressive and Imaginative</u></p> <ul style="list-style-type: none"> Responds imaginatively to art works and objects, e.g. <i>this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth</i>
			<p><u>ELG: Creating with Materials</u></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used; Make use of props and materials when role playing characters in narratives and stories.
			<p>Vocabulary Creating with Materials Model, prop, puppet, toy, role play, theatre, performing, audience, observation, see look, line, shape, texture, colour, pattern, form, function, outline, design, audience, theatre, sculpture, arrange, collage, sculpture, print, fold, tear</p> <p>Key questions: What can you see? What will you make? What character? What do you need & where will you find it? What lines/patterns/colours can you see? What does it feel like to touch/what texture?</p>

Year group	term	topic	skills	knowledge
Y1	aut	Once Upon a Time	<p>Unit Composite: To know that ideas can be expressed through art To evaluate my work and that of others</p>	
			<p>Drawing To experiment with a range of media for mark-making (eg. pencil, charcoal, graphite, pen, chalk, pastel)</p> <p>To name, match and draw lines/marks</p> <p>To investigate tone (light/dark lines/shapes)</p> <p>To draw from observation (line, shape, pattern, textural marks & tone) - (shells)</p>	<p>To know the name of an artist (van Gogh)</p>





			<p>To explore composition (imaginative landscape)</p> <p>Painting To work on different scales (incl. small/large tools)</p> <p>To explore primary to secondary colour mixing</p> <p>To explore watercolour (paint consistency; brush control; colour mixing)</p> <p>Printing To explore texture and pattern through rubbings</p> <p>To begin to describe textures</p> <p>Sculpture (3D castles) To experiment with constructing & joining using recycled materials</p> <p>Evaluate To say what I think about my work & the work of others (pupils & artists)</p> <p>To make links with my own work and that of an artist's (Van Gogh)</p>	<p>Painting To know the primary colours</p> <p>Evaluate To know that ideas can be expressed through art</p>
<p>Vocabulary</p> <p>Drawing charcoal, graphite, chalk, pastel, tone, lighter, darker, softer, harder, wavy, zigzag, line, shape, edge, tip, thick, thin, composition</p> <p>Painting primary colour, secondary colour, mix, watercolour, thick, thin</p> <p>Printing pattern, texture, rubbing</p> <p>Sculpture sculpture, construct, join, 2D, 3D</p>				
	spr	Animal Kingdom	<p>Unit Composite: To use line, shape & mark-making to create 2D images To create 3D form & textural marks using a malleable material</p>	
			<p>Drawing To draw from observation (line, shape, pattern, textural marks) - Durer</p> <p>Sculpture (3D animals) To explore sculptural form (pinching, squeezing/shaping clay)</p>	<p>Drawing & Painting To know the names of the tools I am using To know the Secondary colours</p>





			<p>To roll out clay</p> <p>To create textural marks in clay (3D animals)</p> <p>Painting (3D animals - poster paint) To mix secondary colours To use different paint effects (brushwork; mark making)</p> <p>Evaluate To talk about what I am doing (naming tools, techniques being used, formal elements: lines, colours, shapes)</p>	
			<p>Vocabulary</p> <p>Drawing line, shape, pattern, texture, outline</p> <p>Painting primary colour, secondary colour, mix, layer, detail, pattern, thick/thin brush</p> <p>Sculpture sculpture, form, shape, texture, rolling pin, clay tool</p> <p>Collage collage, tear, rip, position</p>	
			<p>Unit Composite:</p>	
sum	We Love London			
		<p>Vocabulary</p>		





Year group	term	topic	skills	knowledge
Y2	aut	Fire! Fire!	Unit Composite: To create a composition using drawing and collage	
			<p>Drawing (dragon landscapes) To make marks and lines for expressive effect (pencil, biro, graphite, rubbers, oil pastel)</p> <p>To explore tone (soft/hard pressure; tip/edge - pencil, charcoal, graphite)</p> <p>To layer and blend colour (oil pastels - hot colours - fiery flames)</p> <p>Collage (dragon landscapes) To collage To cut, position and join for effect To explore composition</p> <p>Printing To make a monoprint (carbon paper)</p> <p>Evaluate To talk about what I am doing (naming tools, techniques being used, formal elements: line, colour, shape, tone)</p> <p>To say what an artwork makes me feel (pupils & artists)</p> <p>Painting To use watercolour (brush control; intense colour/colour washes; blending colour) To explore tone (stormy skies)</p> <p>Sculpture To create 3D form using origami (folding, creasing) - boats To cut, shape & join materials for effect (Tudor houses)</p>	<p>Drawing To know about the work of an illustrator (Cressida Cowell)</p> <p>Painting To know about hot and cool colours</p>
			<p>Vocabulary</p> <p>Drawing graphite, oil pastel, biro, charcoal, smudge, line, shape, outline, tone, pressure, tip, edge, illustrator, blend, layer</p> <p>Collage composition, collage, position</p>	





			<p>Printing print, copy, monoprint, pattern, outline, carbon paper, hinge</p> <p>Painting watercolour, wash, blend, lighter, darker, intense, dilute, cool/hot colour, tone</p> <p>Sculpture origami, fold, crease, corner, centre, line, shape, form, 2D, 3D, join</p>	
	spr	The Secret Garden	<p>Unit Composite:</p>	
			<p>Vocabulary</p>	
	sum	Globe trotters	<p>Unit Composite: To develop control of tools and marks in drawing</p>	
			<p>Drawing (local architecture) To draw from observation (line, shape, tone) To control a range of lines/marks made</p> <p>Evaluate To compare an artist's work to my own</p>	<p>Drawing (architecture) To know that an architect designs building</p>
			<p>Vocabulary</p> <p>Drawing architecture, architect, observation, line, shape, outline, pattern, tone, chalk, charcoal</p>	

Year group	term	topic	skills	knowledge
Y3	aut	Invaders & Settlers	<p>Unit Composite: To use a sketchbook for different purposes</p> <p>Drawing To use a sketchbook for different purposes (recording observations; experimenting with media/techniques; planning/shaping ideas)</p>	
	spr	Super Humans	<p>Unit Composite: To use a sketchbook for different purposes</p>	





			<p>Drawing To use a sketchbook for different purposes (recording observations; experimenting with media/techniques; planning/shaping ideas)</p>	
			<p>Unit Composite: To create a product using a range of clay & painting techniques</p>	
	sum	Rainforest Explorers	<p>Drawing To use a sketchbook for different purposes (recording observations; experimenting with media/techniques; planning/shaping ideas)</p> <p>To develop my ideas through drawing</p> <p>Sculpture/3D work (Mayan masks - clay)</p> <p>To use templates</p> <p>To roll out clay to a desired thickness</p> <p>To cut clay using a template</p> <p>To develop 2D ideas in 3D form</p> <p>To use slip & scoring to join clay</p> <p>To create surface pattern and texture in clay</p> <p>To select from and use a range of tools and techniques to create my work</p> <p>To explain how I am using the tools and techniques I have chosen</p> <p>Evaluate To evaluate the work of artists & identify what I like and dislike (Mayan mask types)</p> <p>To reflect on what I like and dislike about my work in order to improve it</p> <p>Painting</p>	<p>To know about the use of masks in ancient Mayan culture</p> <p>Painting</p>





			<p>To mix primary colours to make secondary colours</p> <p>To use acrylic paint (colour mixing & brushwork)</p>	<p>To know which primary colours when mixed make which secondary colour</p>
			<p>Vocabulary</p> <p>Painting primary/secondary colour, lighter, darker, colour tone</p> <p>Drawing shape, outline, line, texture, mark, pattern</p> <p>Sculpture/3D work form, texture, features, mask, ceremonial, template, slip, score</p>	

Year group	term	topic	skills	knowledge
Y4	aut	Rise of the Robots	<p>Unit Composite:</p> <p>To use line, shape and tone in drawing</p> <p>To use tints and shades in painting</p>	
			<p>Drawing</p> <p>To use a sketchbook for different purposes (recording observations; experimenting with media/techniques; planning/shaping ideas)</p> <p>To explore tonal difference (pressures; cross-hatching)</p> <p>To investigate an artwork through drawing (Holbein's sketch of Henry VIII)</p> <p>To use line, shape & tone in drawing (incl. textural marks)</p> <p>To explore composition, space & proportion</p> <p>Printing</p> <p>To use monoprinting to recreate an image/scene</p> <p>Painting</p> <p>To use different types of brushes for specific purpose and effect</p> <p>To mix & use tints and shades</p> <p>To experiment with different effects & textures (eg - colour blocks, impasto)</p>	<p>To know about the work of an artist (ideas, techniques, working practices) Holbein & Chris Ofili</p> <p>To know about tints & shades</p>





			<p>Evaluate To reflect on my work and respond to the feedback of others</p> <p>To evaluate the work of an artist & identify what I like/dislike</p>	
			<p>Vocabulary</p> <p>Drawing tone, light, shadow, shading, pressure, cross-hatching, portrait, features, line, shape, outline, composition, space, proportion</p> <p>Printing monoprinting, carbon paper</p> <p>Painting tints, shades, colour tone, texture, portrait, impasto</p>	
			<p>Unit Composite: To use a sketchbook for different purposes</p>	
	spr	All the World's a Stage	<p>Unit Composite: To use a sketchbook for different purposes</p>	
			<p>Drawing To use a sketchbook for different purposes (research; recording observation; experimenting; planning ideas)</p>	
	sum	Extreme Earth	<p>Unit Composite: To use a sketchbook for different purposes</p>	
<p>Drawing To use a sketchbook for different purposes (research; recording observation; experimenting; planning ideas)</p>				

Year group	term	topic	skills	knowledge
Y5	aut	Meet the Greeks!	<p>Unit Composite: To create 3D form using a range of clay techniques</p>	
			<p>Drawing To confidently use a sketchbook for a variety of purposes (research; recording observations; experimenting; planning ideas)</p> <p>Sculpture/3D work (clay coil pots) To roll out clay to a desired thickness</p> <p>To cut clay using a template</p> <p>To roll clay coils</p>	<p>Sculpture/3D work To know the names of the tools and techniques I am using (coiling, rolling; score; slip; melding)</p>





			<p>To join clay (score & slip method; melding)</p> <p>To confidently experiment with 3D form</p> <p>To develop control of tools & techniques</p> <p>To describe the processes I am using and how I hope to achieve high quality outcomes</p> <p>Evaluate To discuss and compare the ideas and approaches of different artists/craftspeople (ancient Greek potters/Grayson Perry/Ladi Kwali)</p> <p>To regularly reflect on progress and use comparisons with others (artists/pupils) to improve my work</p>	
			<p>Vocabulary</p> <p>Drawing shape, line, repeat pattern, space, observation, detail, marks</p> <p>Sculpture/3D work template, coil, regular, even, shape, 3D form, wider, narrower, height, strength, meld, slip, score, pottery, handle, vase, kiln</p>	
	spr	Space Race	<p>Unit Composite: To confidently use a sketchbook for a variety of purposes</p>	
			<p>Drawing To confidently use a sketchbook for a variety of purposes (research; recording observations; experimenting; planning ideas)</p>	
	sum	Eco-Warriors	<p>Unit Composite: To confidently use a sketchbook for a variety of purposes</p>	
			<p>Drawing To confidently use a sketchbook for a variety of purposes (research; recording observations; experimenting; planning ideas)</p>	





Year group	term	topic	skills	knowledge
Y6	aut	The World at War	Unit Composite: To use a range of techniques & media to create work inspired by an artist's style/technique	
			Drawing To confidently use a sketchbook for a variety of purposes. (recording, testing, planning & developing ideas) To use a range of techniques & media to create work inspired by an artist's style/technique To make sustained, detailed drawings from observation To begin to develop an awareness of composition, scale & proportion To select the appropriate media and techniques for specific effect To show form in a drawing To record the effect of light and shadow on an object (natural/man-made) Painting To make preliminary studies (experimenting with colour mixing; washes; brushwork & textural effect) Sculpture/3D work To effectively recreate 2D ideas in 3D form To make imaginative use of the knowledge, skills and techniques I am learning to express my own ideas and feelings Evaluate To regularly reflect on progress and use comparisons with others' to improve my work	To know about the ideas and approaches of an artist (Henry Moore)





			Vocabulary Drawing Form, curved lines, tone, solid Painting wash, diluted/intense colour, lighter, darker, blend, texture, form, shadow, highlight Sculpture/3D work sculptural form, sculpt, figures, composition, reclining
	spr	Rivers of Time	Unit Composite: To confidently use a sketchbook for a variety of purposes. Drawing To confidently use a sketchbook for a variety of purposes. (recording, testing, planning & developing ideas)
	sum	Who am I?	Unit Composite: To confidently use a sketchbook for a variety of purposes. Drawing To confidently use a sketchbook for a variety of purposes. (recording, testing, planning & developing ideas)

