



Curriculum Progression Overview for Art & Design



This should be used alongside the EYFS Long Term Plan 2025-26 which breaks down each area of the EYFS and intended learning for each term. Each area of the EYFS is also reflected throughout the continuous provision within the learning environment both inside and outside – this enables children to be independent in their own learning and practice and develop skills taught.			
EYFS Area for Art	Key skills/knowledge – What do you want children to know by the end of EYFS (Intent)	How we teach it – Topics / curricular goals (implementation)	Early Learning Goal – Where children will be by the end, the ELGs achieved (impact)
Expressive arts and design. Physical development.	Develop their own ideas Draw with increased skill adding details to enhance drawings Begin to know what colours are created when you mix primary colours & create different effects with paint Use a variety of media including pencils, paint, crayons and chalk & take photos using the iPad Create collages choosing different materials Use different tools and materials to create sculptures Explore and talk about the work of different artists	Forest school clay, mud and stone sculptures Pen disco, Drawing tutorials Drawing club Andy Goldsworthy – sculptures with natural objects Art in the style of Eric Carl Animal patterns, Fruit printing Weaving Observational painting and drawing	Fine motor skills. Creating with materials.
KS1 Breadth of study	• Use experiences and ideas as the inspiration for artwork • Share ideas using drawing, painting and sculpture • Explore a variety of techniques • Learn about the work of a range of artists, artisans and designers.		
KS2 Breadth of study	• Use experiences, other subjects across the curriculum and ideas as inspiration for artwork • Develop and share ideas in a sketchbook and in finished products • Improve mastery of techniques • Learn about the great artists, architects and designers in history		



Year 1 and 2	Autumn	Spring	Summer
	Year A – Castles Year B – Fire Fire	Year A – Back to the future Year B – Bright Lights, Big City	Year A – Land Ahoy! Year B – Tribal Tales
	Skills focus – draw paint and sculpture	Skills focus – collage & digital media	Skills focus – paint, textiles & print
	• Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines: sponging stone effect for castle • Show different tones by using coloured pencils. • When sculpting, use a combination of shapes. • Include lines and texture. • Use rolled up paper, straws, paper card and clay* as materials. • Use techniques such as rolling, cutting, moulding and carving. *yr2 – Diwali diva lamps Forest School (yr1): • Use weaving to create a pattern (forest school) • Use plaiting (forest school) • Use dip dye techniques A: Junk model castle B: Dark/light shading of Tudor house Colours for fire (year 1) Firework pictures (year 2)	• Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. • Mix textures • When collaging, use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture. • Join materials using glue A & B: Digital media – link to computing units A: Botanical art, plants and detailed pictures of fruit. Use fruit & veg to build up a picture B: Tear and glue shapes to make own collage picture	• When painting, use thick and thin brushes. • Mix primary colours to make secondary. • Add white colours to make tints and black to colours to make tones. • Create colour wheels. • When printing, use repeating or overlapping shapes. • Mimic print from the environment (e.g. wallpapers). • Use objects to create prints (e.g. fruit, vegetables or sponges) • Press, roll, rub and stamp to make prints. • Make simple prints and patterns from range of liquids including ink and paint Forest School (yr2): • Use weaving to create a pattern (forest school) • Use plaiting (forest school) • Use dip dye techniques A: Paint and printing with dot art B: Detailed animal drawings – thick/thin for branches./savannah. African patterns and landscape
Significant artist	Year A: Paul Klee: Castle and Sun Year B: David Best – London 1666	Year A: Pieter Bruegel – Children’s Games (1560) – analyse artwork Year A: Guiseppe Arcimboldo – fruit portraits (collage) Year B: Wassily Kandinsky (collage)	Year A: Aboriginal artists Year B: Henri Rousseau – Tiger in a tropical storm



Year 3 and 4	Autumn	Spring	Summer
	Year A – Ancient Civilisations Year B - Invasions	Year A – Tomorrow's World Year B – The Blue Planet	Year A – Survival Year B – Magnificent Monarchs
	Skills focus: draw, sculpture, paper mâché, clay or wood carving/modelling - Develop ideas from starting points throughout the curriculum. - When drawing use different hardnesses of pencils to show line, tone and texture. - Annotate sketches to explain and elaborate ideas. - Sketch lightly (no need to use a rubber to correct mistakes). - Use shading to show light and shadow - Use hatching and cross hatching to show tone and texture. - When sculpting, create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials) - include texture that conveys feelings, expression or movement. - Use clay and other mouldable materials. - Add materials to provide interesting detail. A: Canopic jars from clay or mouldable add detail sing tools. Link to Science and organs inside. Mosaics B: Draw Viking boats in details. Annotate parts – Celtic patterns with pen/ink. Paper mâché to build up layers Wood carving at forest school	Skills focus: collage, digital media, textiles - When using digital media, create images, video and sound recordings and explain why they were created. - Comment on artworks using visual language. - Collect information sketches and resources. - When collaging, select and arrange materials for a striking effect. - Ensure work is precise. - Use coiling, overlapping, tessellation, mosaic and montage. - Replicate some of the techniques used by notable artists, artisans and designers. - Create original pieces that are influenced by studies of others - Shape and stitch materials. - Use basic cross stitch and back stitch. - Colour fabric. - Create weavings. - Quilt, pad and gather fabric. A: Mix materials- polar regions for effect. Arrange materials for effect. Basic stitching (year 3) and cross stitching (year 4). Quilting and padding B: Water ideas to mix and arrange. Build on Paul Klee from KS1 (Link to Hinduism Art). Watercolours for background with collage of lilies on top. Weaving at forest school	Skills focus: paint, print - Explore ideas in a variety of ways - When painting, use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. - Mix colours effectively. - Use watercolour paint to produce washes for backgrounds then add detail. - Experiment with creating mood with colour. - When printing, use layers of two or more colours. - Replicate patterns observed in natural or built environments. - Make printing blocks (e.g. from coiled string glued to a block). - Make precise repeating patterns. - Adapt and refine ideas as they progress. Brush techniques in cave art. Create mood with colour. Charcoal and oil Layering print and patterns from nature Year B; Focus on proportion of face. Draw different types of portraits taking inspiration for other artists. Evaluate 'royal' portraits from past and present. Wallpaper as repeating patterns
	Significant artists	Year A: Hokusai Katsushika 36 views of Mount Fuji Year B: Hokusai Katsushika The great wave of Kanagawa, Monet Water lilies	Year A: Cave art Year B: Portrait artists: Van Gogh, Modigliani, Da Vinci (Mona Lisa), William Morris – Fabric Designs
	A: Ancient Roman and Egyptian Art – making organs and canopic jars		



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	B: Ancient Viking art styles – Celtic repeating patterns, head on a Viking long boat		
Years 5 and 6	Autumn	Spring	Summer
	Year A: Hola Mexico! Year B: Britain through the decades	Year A: Marvellous Muggles & Harry Potter Year B: Reach for the Stars	Year A: A place I call home Year B: Kingdoms – people and animals
	Skills focus: Draw, sculpture, paint	Skills focus: Print, paint & digital media	Skills focus: Pen drawing (graffiti or pop art), collage and textiles
	- When drawing, use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). - Use brush techniques and the qualities of paint to create texture - Give details (including own sketches) about the style of some notable artists, artisans and designers. - Collect information, sketches and resources and present ideas imaginatively in a sketch book. - Develop and imaginatively extend ideas from starting points throughout the curriculum. - When sculpting, show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. - Use tools to carve and add shapes, texture and pattern. - Combine visual and tactile qualities. - Use frameworks (such as wire or moulds) to provide stability and form. - Show how the work of those studied was influential in both society and to other artists. A: Mexican artwork. Build on understanding of portraits and body proportion. Sculpture - masks - mod roc on face. Use wire or frames for stability and form	- Develop a personal style of painting, drawing upon ideas from other artists. - When painting, combine colours, tones and tints to enhance the mood of a piece. - When painting, sketch (lightly) before painting to combine line and colour - Create a colour palette based upon colours observed in the natural or built world. - Use the qualities of watercolour and acrylic paints to create visually interesting pieces. - When printing, build up layers of colours. - Create an accurate pattern, showing fine detail - Use a range of visual elements to reflect the purpose of the work - Enhance digital media by editing (including sound, video, animation, still images and installations). A: Bold colours for fantasy art Salt and cling film as a technique. B: Paint for background. Experiment with print techniques (acrylic), layers of colours patterns and fine detail. Use of screen or fabric printing.	- When drawing, use lines to represent movement - Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). - Use the qualities of materials to enhance ideas - Spot the potential in unexpected results as work progresses. - Comment on artworks with a fluent grasp of visual language. - When collaging, mix textures (rough and smooth, plain and patterned). - Combine visual and tactile qualities. - When collaging, use ceramic mosaic materials and techniques. - When using textiles, show precision in techniques - Choose from a range of stitching techniques. - Combine previously learned techniques to create pieces. - Create original pieces that show a range of influences and styles. A: Artwork with a message(rivers/oceans) B: Artwork with a message (rainforests/woodland). In depth stain glass windows and messages (yr 6 at the cathedral)



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	B: Henry Moore and WWII art. Propaganda artwork. Sculpture in style of Henry Moore		
Significant Artists	Year A: Frieda Kahlo Year B: Henry Moore; war time propaganda	Year A: Landscape artists: Constable, Turner and Fantasy art Year B: Van Gogh – Starry Night	Year A: Street art/graffiti Year B: Lichtenstein, Banksy Both years: Year 6 -sewing cushion & production artwork Year 5 Animee & Manga