



Curriculum Progression Map – Art and Design 2025-2026

Year group	Term	Knowledge	Key skills	Key vocabulary
Reception	Autumn Marvellous Marks	<p>Pupils will know that/can :</p> <p>Talk about their ideas and explore different ways to record them using a range of media·</p> <p>Experiment in an exploratory way</p> <p>Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials</p> <p>Begin to develop observational skills (for example, by using mirrors to include the main features of faces)·</p> <p>to create child-led art with no set outcome·</p> <p>Shape: The names of simple shapes in art·</p> <p>Line: Lines can be curved or straight and described in simple terms such as: wiggly,' 'straight,' 'round'·</p> <p>Tone: There are different shades of the same colour and identify colours as 'light' or 'dark'·</p> <p>Enjoy looking at and talking about art·</p> <p>Artists choose colours to draw or paint with·</p> <p>Artists draw many different things and use different tools to draw with·</p> <p>Talk about their artwork, stating what they feel they did well·</p> <p>Art is: Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring...</p> <p>Say if they like an artwork or not and begin to form opinions by explaining why</p>	<p>Pupils know how to:</p> <p>Explore mark making using a range of drawing materials·</p> <p>Investigate marks and patterns when drawing·</p> <p>Identify similarities and difference between drawing tools·</p> <p>Investigate how to make large and small movements with control when drawing·</p> <p>Practice looking carefully when drawing·</p> <p>Combine materials when drawing·</p>	<p>Mark making, materials, draw, tools, same, different, curved, straight, wiggly, round, colour</p>



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<p>Year 1</p>	<p>Autumn Make Your Mark</p>	<p>Formal elements:</p> <p>Shape: Know a range of 2D shapes and confidently draw these.</p> <p>Line: Know that drawing tools can be used in a variety of ways to create different lines.</p> <p>Line: Know lines can represent movement in drawings.</p> <p>Texture: Know that texture means ‘what something feels like’.</p> <p>Texture: Know different marks can be used to represent the textures of objects.</p> <p>Texture: Know different drawing tools make different marks.</p> <p>Making skills:</p> <p>That a continuous line drawing is a drawing with one unbroken line.</p> <p>Properties of drawing materials e.g.; which ones smudge, which ones can be erased, which ones blend.</p> <p>How to hold and use drawing tools in different ways to create different lines and marks.</p> <p>How to create marks by responding to different stimulus such as music.</p> <p>How to overlap shapes to create new ones.</p> <p>How to use mark making to replicate texture.</p> <p>How to look carefully to make an observational drawing.</p> <p>How to complete a continuous line drawing.</p> <p>Knowledge of artists:</p> <p>Artists choose materials that suit what they want to make.</p>	<p>Generating ideas:</p> <p>Explore their own ideas using a range of media.</p> <p>Using sketchbooks:</p> <p>Use sketchbooks to explore ideas.</p> <p>Making skills:</p> <p>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</p> <p>Make choices about which materials to use to create an effect.</p> <p>Develop observational skills to look closely and reflect surface texture.</p> <p>Knowledge of artists:</p> <p>Understand how artists choose materials based on their properties in order to achieve certain effects.</p> <p>Evaluating and analysing:</p> <p>Describe and compare features of their own and others’ artwork.</p> <p>Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p>	<p>2D shape, 3D shape, abstract, chalk, charcoal, circle, cross-hatch, diagonal, dots, firmly, form, horizontal, lightly, line, mark making, narrative, observe, optical art, pastel, printing, shade, shadow, straight, texture, vertical, wavy</p>
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<p>Year 2</p>	<p>Autumn Drawing – Tell a story</p>	<p>Generating ideas: Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>Using sketchbooks: Experiment in sketchbooks, using drawing to record ideas.</p> <p>Making skills: Further demonstrate increased control with a greater range of media. Make choices about which materials and 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.</p> <p>Knowledge of artists: Talk about art they have seen using some appropriate subject vocabulary. Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.</p> <p>Evaluating and analysing: Explain their ideas and opinions about their own and others’ artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work.</p>	<p>Generating ideas: Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>Using sketchbooks: Experiment in sketchbooks, using drawing to record ideas.</p> <p>Making skills: Further demonstrate increased control with a greater range of media. Make choices about which materials and 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.</p> <p>Knowledge of artists: Talk about art they have seen using some appropriate subject vocabulary. Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.</p> <p>Evaluating and analysing: Explain their ideas and opinions about their own and others’ artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work.</p>	<p>blending, charcoal, concertina, cross hatching, emoji, emotion, expression, frame, hatching, illustrations, illustrator, lines, mark-making, re-tell, scribbling, sketch, stippling, storyboard, texture, thick, thin</p>
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Curriculum Progression Map – Art and Design 2025-2026

<p>Reception</p>	<p>Spring</p> <p>Painting and Mixed Media-Paint my world</p>	<p>Talk about their ideas and explore different ways to record them using a range of media.</p> <p>Experiment in an exploratory way</p> <p>Use a range of drawing materials, art application</p> <p>Colour: The names of a wide range of colours.</p> <p>Colour: Colours can be mixed to make new colours.</p> <p>Line: Lines can be curved or straight and described in simple terms such as: wiggly, 'straight,' 'round</p> <p>Pattern: When they have made a pattern with objects/colours/drawn marks and be able to describe it.</p> <p>Texture: Simple terms to describe what something feels like (e.g. bumpy).</p> <p>Enjoy looking at and talking about art.</p> <p>Recognise that artists create varying types of art and use lots of different types of materials.</p> <p>Recognise that artists can be inspired by many things</p> <p>Artists choose colours to draw or paint with.</p> <p>Some art doesn't last long- it is temporary.</p> <p>Sometimes artists cut and stick photos to make new images.</p> <p>Talk about their artwork, stating what they feel they did well.</p> <p>Say if they like an artwork or not and begin to form opinions by explaining why.</p> <p>Art is: Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring.</p>	<p>Pupils know how to:</p> <p>Explore paint, using hands as a tool.</p> <p>Describe colours and textures as they paint.</p> <p>Explore what happens when paint colours mix.</p> <p>Make natural painting tools.</p> <p>Investigate natural materials e.g. paint, water for painting.</p> <p>Explore paint textures, for example mixing in other materials or adding water.</p> <p>Respond to a range of stimuli when painting.</p> <p>Use paint to express ideas and feelings.</p> <p>Explore colours, patterns and compositions when combining materials in collage</p>	<p>Colour, natural, paint, tools, lines, curved, straight, wiggly, pattern, artist</p>
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Curriculum Progression Map - Art and Design 2025-2026

	<p><i>Sculpture and 3D</i></p>	<p><i>Talk about their ideas and explore different ways to record them using a range of media.</i></p> <p><i>Experiment in an exploratory way</i></p> <p><i>Use a range of drawing materials, art application</i></p> <p><i>Cut, thread, join and manipulate materials safely, focussing on process over outcome</i></p> <p><i>Begin to develop observational skills (for example, by using mirrors to include the main features of faces).</i></p> <p>Form: <i>Modelling materials can be shaped using hands or tools.</i></p> <p>Texture: <i>Simple terms to describe what something feels like (e.g. bumpy).</i></p>	<p><i>Pupils know how to:</i></p> <p><i>Explore the properties of clay.</i></p> <p><i>Use modelling tools to cut and shape soft materials e.g. playdough, clay.</i></p> <p><i>Select and arrange natural materials to make 3D artworks.</i></p> <p><i>Talk about colour, shape and texture and explain their choices.</i></p> <p><i>Plan ideas for what they would like to make.</i></p> <p><i>Problem-solve and try out solutions when using modelling materials.</i></p> <p><i>Develop 3D models by adding colour.</i></p>	
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Curriculum Progression Map – Art and Design 2025-2026

<p>Year 1</p>	<p>Spring Colour Splash</p>	<p>Formal elements:</p> <p>Colour: Know that the primary colours are red, yellow and blue.</p> <p>Colour: Know primary colours can be mixed to make secondary colours:</p> <ul style="list-style-type: none"> - Red + yellow = orange - Yellow + blue = green - Blue + red = purple <p>Pattern: Know a pattern is a design in which shapes, colours or lines are repeated.</p> <p>Tone: Know that there are many different shades (or 'hues') of the same colour.</p> <p>Tone: Know that changing the amount of the primary colours mixed affects the shade of the secondary colour produced.</p> <p>Making skills:</p> <p>How to combine primary coloured materials to make secondary colours.</p> <p>How to mix secondary colours in paint.</p> <p>How to choose suitable sized paint brushes.</p> <p>How to clean a paintbrush to change colours.</p> <p>How to print with objects, applying a suitable layer of paint to the printing surface.</p> <p>How to overlap paint to mix new colours.</p> <p>How to use blowing to create a paint effect.</p> <p>How to make a paint colour darker or lighter (creating shades) in different ways e.g. adding water, adding a lighter colour.</p>	<p>Generating ideas:</p> <p>Explore their own ideas using a range of media.</p> <p>Using sketchbooks:</p> <p>Use sketchbooks to explore ideas.</p> <p>Making skills:</p> <p>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</p> <p>Make choices about which materials to use to create an effect.</p> <p>Evaluating and analysing:</p> <p>Describe and compare features of their own and others' artwork.</p> <p>Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p>	<p>blend, hue, kaleidoscope, pattern, mix, primary colour, print, secondary colour, shade, shape, space, texture, thick</p>
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		<p><i>Evaluating and analysing:</i></p> <p><i>Art is made in different ways.</i></p> <p><i>Art is made by all different kinds of people.</i></p> <p><i>An artist is someone who creates.</i></p>		
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Curriculum Progression Map – Art and Design 2025-2026

<p>Reception</p>	<p>Summer</p> <p>Let's get Crafty</p>	<p>Talk about their ideas and explore different ways to record them using a range of media</p> <p>Experiment in an exploratory way</p> <p>Cut, thread, join and manipulate materials safely, focussing on process over outcome.</p> <p>Colour: The names of a wide range of colours.</p> <p>Colour: Colours can be mixed to make new colours</p> <p>Form: Modelling materials can be shaped using hands or tools.</p> <p>Shape: The names of simple shapes in art.</p> <p>Line: Lines can be curved or straight and described in simple terms such as: wiggly,' 'straight,' 'round'.</p> <p>Pattern: When they have made a pattern with objects/colours/drawn marks and be able to describe it.</p> <p>Texture: Simple terms to describe what something feels like (e.g. Bumpy)</p>	<p>Pupils know how to:</p> <p>Explore differences when cutting a variety of materials.</p> <p>Investigate different ways of cutting e.g. straight lines, wavy lines, zig-zags.</p> <p>Follow lines when cutting.</p> <p>Experiment with threading objects, holding equipment steady to do so.</p> <p>Explore techniques for joining paper and card e.g. stick, clip, tie, tape.</p> <p>Apply craft skills e.g. cutting, threading, and folding to make their own artworks.</p> <p>Design something on paper ready to make in three dimensions</p>	<p>Pattern, colour, explore, stick, tape, cut, fold, thread, design, join, safely</p>
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Curriculum Progression Map – Art and Design 2025-2026

<p>Year 2</p>	<p>Spring Painting – Life in Colour</p>	<p>Formal elements:</p> <p>Colour: Different amounts of paint and water can be used to mix hues of secondary colours.</p> <p>Colour: Colours can be mixed to ‘match’ real life objects or to create things from your imagination.</p> <p>Form: That ‘composition’ means how things are arranged on the page.</p> <p>Shape: Collage materials can be shaped to represent shapes in an image.</p> <p>Pattern: Patterns can be used to add detail to an artwork.</p> <p>Texture: Collage materials can be chosen to represent real-life textures.</p> <p>Texture: Collage materials can be overlapped and overlaid to add texture.</p> <p>Texture: Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.</p> <p>Texture: Painting tools can create varied textures in paint.</p> <p>Tone: Different amounts of paint and water can be used to mix hues of secondary colours.</p> <p>Making skills:</p> <p>How to mix a variety of shades of a secondary colour.</p> <p>How to make choices about amounts of paint to use when mixing a particular colour.</p> <p>How to match colours seen around them.</p> <p>How to create texture using different painting tools.</p>	<p>Generating ideas:</p> <p>Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>Making skills:</p> <p>Further demonstrate increased control with a greater range of media.</p> <p>Make choices about which materials and techniques to use to create an effect.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>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.</p> <p>Knowledge of artists:</p> <p>Talk about art they have seen using some appropriate subject vocabulary.</p> <p>Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.</p> <p>Evaluating and analysing:</p> <p>Explain their ideas and opinions about their own and others’ artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.</p> <p>Begin to talk about how they could improve their own work.</p> <p>Talk about how art is made.</p>	<p>collage, detail, mixing, overlap, primary colour, secondary colour surface, texture</p>
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Curriculum Progression Map - Art and Design 2025-2026

		<p><i>How to make textured paper to use in a collage. How to choose and shape collage materials e.g. cutting, tearing.</i></p> <p><i>How to compose a collage, arranging and overlapping pieces for contrast and effect.</i></p> <p><i>How to add painted detail to a collage to enhance/improve it.</i></p> <p>Knowledge of artists:</p> <p><i>Some artists create art to make people aware of good and bad things happening in the world around them.</i></p> <p><i>Art can be figurative or abstract.</i></p> <p><i>Artists try out different combinations of collage materials to create the effect they want.</i></p> <p>Evaluating and analysing</p> <p><i>People use art to tell stories.</i></p> <p><i>People make art about things that are important to them.</i></p> <p><i>People make art to share their feelings.</i></p> <p><i>People make art to help others understand something.</i></p>		
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Curriculum Progression Map – Art and Design 2025-2026

<p>Year 1</p>	<p>Summer Sculpture and 3D Paper Play</p>	<p>Formal elements: Form: Know paper can change from 2D to 3D by folding, rolling and scrunching it. Form: Know that three dimensional art is called sculpture. Shape: Know paper can be shaped by cutting and folding it. Making skills: How to roll and fold paper. How to cut shapes from paper and card. How to cut and glue paper to make 3D structures. How to decide the best way to glue something. How to create a variety of shapes in paper, e.g. spiral, zig-zag. How to make larger structures using newspaper rolls. Knowledge of artists: Some artists are influenced by things happening around them. Artists living in different places at different times can be inspired by similar ideas or stories. Artists choose materials that suit what they want to make. Evaluating and analysing: Art is made in different ways. Art is made by all different kinds of people. An artist is someone who creates.</p>	<p>Generating ideas: Explore their own ideas using a range of media. Using sketchbooks: Use sketchbooks to explore ideas. Making skills: Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Explore and analyse a wider variety of ways to join and fix materials in place. Evaluating and analysing: Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p>	<p>artist, carving, concertina, curve, cylinder, imagine, loop, mosaic, overlap, sculpture, spiral, three dimensional (3D) tube, zig-zag</p>
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Curriculum Progression Map – Art and Design 2025-2026

<p>Year 2</p>	<p>Summer Sculpture and 3D Clay Houses</p>	<p>Formal elements: Form: Pieces of clay can be joined using the ‘scratch and slip’ technique. Form: A clay surface can be decorated by pressing into it or by joining pieces on. Shape: Patterns can be made using shapes. Making skills: How to smooth and flatten clay. How to roll clay into a cylinder or ball. How to make different surface marks in clay. How to make a clay pinch pot. How to mix clay slip using clay and water. How to join two clay pieces using slip. How to make a relief clay sculpture. How to use hands in different ways as a tool to manipulate clay. How to use clay tools to score clay. Knowledge of artists Art can be figurative or abstract. Artists can use the same material (felt) to make 2D or 3D artworks. Evaluating and analysing: People use art to tell stories. People make art about things that are important to them. People make art to share their feelings. People make art to explore an idea in different ways.</p>	<p>Generating ideas: Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. Using sketchbooks: Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next. Making skills: Further demonstrate increased control with a greater range of media. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Knowledge of artists: Talk about art they have seen using some appropriate subject vocabulary. Create and critique both figurative and abstract art, recognising some of the techniques used. Evaluating and analysing: Explain their ideas and opinions about their own and others’ artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work. Talk about how art is made.</p>	<p>casting, ceramic, cut, detail, flatten, glaze, impressing, in relief, join, negative space, pinch pot, plaster, roll, score, sculptor, sculpture, shape, slip, smooth, surface, three dimensional (3D) thumb pot</p>
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