



# Art and Design Progression

Termly Overview

2026-2027

Overview						
Year	Term 1	Term 2	Term 3	Term 4	Term 5 Art Week	Term 6
<b>R</b>	Early Mark Making Exploring and mixing paint Human Form	Exploring Resources Building 3D forms Junk Modelling	The Dot By Peter J Reynolds Junk Modelling	Chalk, Pastel and Crayons Junk Modelling	Drawing and observation Junk Modelling	Andy Goldsworthy Natural Art Junk Modelling
<b>Cycle A</b>	<i>Class Identity</i> <i>Explore Drawing</i> <i>Self-Portrait in Sketch Books</i>  <i>Sculpture:</i> <i>Clay Hedgehogs and Kingfishers (during class identity week)</i>  <b>Collage</b>  <b>Artist Study:</b> <b>Henri Matisse and Benode Behari</b>	<i>Printing in maths</i> <i>(Link to Maths Year 1 2D and 3D shapes)</i>		Drawing and Self Portraits  Artist Study: Frida Kahlo		Painting and Colour Mixing  Artist Study: Alma Thomas
<b>Cycle</b>	<i>Class Identity</i> <i>Explore Drawing</i> <i>Self-Portrait in Sketch Books (during class identity week as an activity)</i>	<b>Light and Dark:</b> <b>Painting and Collage</b>  <b>Artist Study:</b> <b>Vincent Van Gogh</b>		Sculpture  Artist Study: Barbara Hepsworth	Drawing Landscape/City Scape  Artist Study: Clare Caulfield	
<b>Year 3</b>	Artist Study: Georges Seurat Pointillism  Exploring Colour		Artist Study: Mondrian		Egyptian Death Masks  Structure and Form	

	<b>Reception</b>					
	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
	Early Mark Making (PDR) Exploring Paint and Mixing (PDR) Portraits/Human Form (TD 1 week)	Exploring Resources (PDR) Building 3D Forms (PDR) Junk Modelling/Exploring resources (PDR)	The Dot by Peter J Reynolds (TD) Junk Modelling/Exploring resources (PDR)	Chalk, Pastel and Crayon Bears (TD) Junk Modelling/Exploring resources (PDR)	Art Week Drawing and Observation (PDR) Junk Modelling/Exploring resources (PDR)	Andy Goldsworthy (TD) Natural Art (Garden Time) Junk Modelling/Exploring resources (PDR)
<b>Substantive Knowledge</b>	<p><i>What different lines can we make when we draw?</i> <b>Drawing</b> - To know that there are different types of line including thick, thin, straight, zigzag, curvy and wavy.</p> <p><i>What colours can we paint with and what tools do we need?</i> <b>Painting</b> -To know the colour names red, orange, yellow, green, blue, purple, brown, black, white. -Can name painting tools: paintbrush, mixing tray.</p> <p><i>What do we need to draw when we draw a person?</i> <b>Human Form</b> A human body normally has a head, neck, body, two arms, two legs, two hands, two feet, five fingers and five toes.</p>	<p><i>Can you tell me about these materials and what can we make with them?</i> <b>Malleable Materials and Sculpture</b> -Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire. -To know that 3D shapes and objects can be used to build.</p>	<p><i>What happens when we mix red/yellow, yellow/blue, blue/red paint?</i> <b>Painting</b> -To know that red, yellow and blue can be mixed to make green, orange and purple</p>	<p><i>What things can we use to draw with?</i> <b>Drawing</b> - To know that a pencil, pen, crayon and chalk can be used to draw <i>How can these materials be used to make Art?</i> <b>Textiles/Collage (PDR)</b> To know that papers and fabrics can be used to create art, including tearing, cutting and sticking.</p>	<p><i>What is an Artist and what do they do?</i> <b>Significant People, Artwork and Movement</b> To know that an Artist is somebody who creates Art. To know that a famous artist is somebody who is famous for their Art.</p>	<p><i>How can we make Art using natural objects?</i> <b>Natural Art</b> To know that logs, pebbles, sand, mud, clay and other natural materials can be used to make simple 2-D and 3-D forms.</p> <p><i>What is a painting of a place called?</i> <b>Landscape</b> A painting of a place is called a landscape.</p>

	A human face has two eyes, a nose and a mouth					
<b>Disciplinary Knowledge</b>	<p><b>Drawing</b> -Investigates different lines.</p> <p><b>Painting</b> -Use primary and other coloured paint and a range of methods of application. -Explores mixing paint to create different colours.</p> <p><b>Human Form</b> - Represent different parts of the human body from observation, imagination or memory with attention to some detail.</p>	<p><b>Malleable Materials and Sculpture</b> - Manipulates malleable materials into a variety of shapes and forms using their hands and other simple tools. -Constructs with purpose Takes apart and builds</p> <p><b>Printing (PDR)</b> Make simple prints by exploring a variety of tools, including print blocks and rollers.</p> <p><b>Generation of Ideas and Evaluation (PDR)</b> -Communicates their ideas as they are creating artwork. -Shares their creations with others, explaining their intentions and the techniques and tools they used.</p>	<p><b>Painting</b> -Explores using a range of tools and techniques to apply colour.</p> <p><b>Compare and Contrast (PDR)</b> Share their creations with others, explaining their intentions and the techniques and tools they used.</p> <p><b>Generation of Ideas and Evaluation (PDR)</b> -Communicates their ideas as they are creating artwork. -Shares their creations with others, explaining their intentions and the techniques and tools they used.</p>	<p><b>Drawing</b> - Selects appropriate tools and media to draw with and uses correctly. -Uses drawing to represent a story.</p> <p><b>Textiles/Collage (PDR)</b> Cut, tear, fold and stick a range of papers and fabrics. Explores and handles a range of materials.</p> <p><b>Generation of Ideas and Evaluation (PDR)</b> -Communicates their ideas as they are creating artwork. -Shares their creations with others, explaining their intentions and the techniques and tools they used.</p>	<p><b>Significant People, Artwork and Movement</b> Explore artwork by famous artists and talk about their likes and dislikes.</p> <p><b>Compare and Contrast (Canvases)</b> Share their creations with others, explaining their intentions and the techniques and tools they used.</p> <p><b>Printing</b> Creates Rubbings</p> <p><b>Generation of Ideas and Evaluation (PDR)</b> -Communicates their ideas as they are creating artwork. -Shares their creations with others, explaining their intentions and the techniques and tools they used.</p>	<p><b>Natural Art</b> Uses natural materials and loose parts to make 2-D and 3-D art.</p> <p><b>Landscape</b> Draws or paints a place from observation or imagination.</p> <p><b>Creation</b> Explore artwork by famous artists and talk about their likes and dislikes. Informal discussion</p> <p><b>Generation of Ideas and Evaluation (PDR)</b> -Communicates their ideas as they are creating artwork. -Shares their creations with others, explaining their intentions and the techniques and tools they used.</p>
<b>Vocabulary</b>	<p><b>Drawing</b> Pencil, crayon, chalk, felt tip, line, thick, thin, wavy, straight.</p> <p><b>Human Form</b> Human, body, head, neck, face, arms, legs, hands, feet, fingers, toes, eyes, nose, mouth.</p>	<p><b>Malleable Materials and Sculpture</b> Bend, snap, twist, roll, pull, flatten, squash, squeeze, construct, join, tools, create, playdough, junk modelling</p> <p><b>Idea</b> <b>Printing</b> Printing, Pattern</p>	<p><b>Painting</b> Paintbrush, sponges, colour, paint, mixing, red, orange, yellow, green, blue, purple, brown, black, white</p> <p><b>Compare and Contrast</b> Compare, same, different</p> <p><b>Idea</b></p>	<p><b>Drawing</b> Smudged</p> <p><b>Textiles/Collage</b> Glue, sticking, paper, fabric.</p> <p><b>Idea</b> <b>Creation</b> Artist, artwork</p> <p><b>Compare and Contrast</b> Compare, same, different</p> <p><b>Idea</b></p>	<p><b>Creation</b> Artist, artwork</p> <p><b>Idea</b></p>	<p><b>Natural Art</b> Logs, pebbles, sand, mud, clay, loose parts</p> <p><b>Landscape</b> Landscape, sky, land, water</p> <p><b>Printing</b> Rubbing</p>

	Cycle B					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<b>Class Identity</b> <b>Explore Drawing</b> <b>Self-Portrait in Sketch Books</b> <b>Sculpture and Collage</b> Artist study: Henri Matisse and Benode Behari	Printing (Link to Maths Year 1 Geometry)		Drawing and Self Portraits Artist Study: Frida Kahlo		Painting Artist Study: Alma Thomas Natural Art (Garden Time)
Substantive Knowledge	<p><i>What can drawing be used for?</i>  <b>Drawing</b>            -To know that drawing can be used to record and observe.</p> <p><i>What is a sculpture and what can be used to make one?</i>  <b>Malleable Materials and Sculpture</b>            -Malleable materials include rigid and soft materials.            - To know that clay can be used to create sculptures.            -A sculpture is a 3D piece of art            A sculpture can be made from a range of recycled, natural and man-made materials.</p> <p><i>What is a collage?</i>  <b>Collage</b>            To know that collage is an art technique where different materials are layered and stuck down to create artwork.</p> <p><b>Textiles/ Collage</b>            To know that papers and fabrics can be used to create art, including tearing, cutting and sticking.</p> <p><i>Who is Henri Matisse and what is he famous for?</i></p>	<p><i>What is a print?</i>  <b>Printing</b>  <i>To know that a print is a shape or image that has been made by transferring paint, fabric paint, ink or other media from one surface to another.</i></p>		<p><i>What different lines can you create with pencils and are there different pencils?</i>  <b>Drawing</b>            To know that soft pencils create darker lines and are marked with a B for black. Hard pencils create lighter lines and are marked with an H for hard.            To know that different types of line include zigzag, wavy, curved, thick and thin.</p> <p><i>What is a portrait and what features do you need to draw?</i>  <b>Human Form</b>            A human face includes features, such as eyes, nose, mouth, forehead, eyebrows and cheeks.            To know that a portrait is a piece of artwork representing a person</p> <p><i>Who is Frida Kahlo and what is she famous for?</i>            To know that Frida Kahlo is a famous artist who created portraits of herself.            To know that she had painted as a past time when she was ill.</p>		<p><i>What different lines can you create with pencils and are there different pencils?</i>  <b>Drawing</b>  <i>See term 4</i>            To know that detail can be added by using different types of pencil and through shading.</p> <p><i>What are the primary colours and what happens when they are mixed together?</i>  <b>Painting</b>            To know the primary colours are red, yellow and blue and these can be mixed to make secondary colours.</p> <p><i>Who is Alma Thomas and what is she famous for?</i>            To know that Alma Thomas was an American artist.            To be aware that Alma Thomas inspired and still inspires many artists, particularly women and older artists.</p> <p><i>What can you use to make art outside?</i></p>

	<p>To know that Henri Matisse is a famous French artist who created paintings and collages.</p> <p><i>Who is Benode Behari Mukherjee and what is he famous for?</i></p> <p>To know that Benode Behari Mukherjee was a famous Indian artist who created paper collages.</p>					<p><b>Natural Art</b></p> <ul style="list-style-type: none"> <li>-Transient art is moveable, non-permanent and usually made of a variety of objects and materials.</li> <li>-Natural materials, such as grass, pebbles, sand, leaves, pine cones, seeds and flowers, can be used to make transient art.</li> </ul>
<b>Disciplinary Knowledge</b>	<p><b>Malleable Materials and Sculpture</b></p> <ul style="list-style-type: none"> <li>- Manipulates malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing.</li> <li>- Uses tools to manipulate materials</li> <li>- Experiments with recycled, natural and man-made materials.</li> </ul> <p><b>Collage</b></p> <p>Use textural materials, including paper and fabric, to create a simple collage.</p> <p>Cut, tear, stick and fold paper to create different shapes.</p>	<p><b>Printing</b></p> <ul style="list-style-type: none"> <li>-<i>Make simple prints and patterns using a range of liquids including ink and paint</i></li> <li>-<i>Uses pencil or decorative detail to add to prints</i></li> </ul>		<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>-Use soft and hard pencils to create different types of line and shape.</li> <li>-Begins sketching natural and man-made objects</li> <li>-Continues to explore a variety of tools and textures.</li> </ul> <p>Records in sketch book.</p> <p><b>Human Form</b></p> <ul style="list-style-type: none"> <li>-Represent the human face, using drawing, painting or sculpture, from observation, imagination or memory with some attention to facial features.</li> <li>-Draws a self-portrait</li> </ul>		<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>-Identify and use paints in the primary colours.</li> <li>-Explores mixing primary colours to create secondary colours.</li> <li>-Can sort colours into collections i.e light and dark, greens, blues etc.</li> </ul> <p>Continues to explore applying colour using a range of tools and techniques.</p> <p><b>Natural Art</b></p> <p>Makes transient art and pattern work using a range or combination of man-made and natural materials.</p>
<b>Vocabulary</b>	<p><b>Malleable Materials and Sculpture</b></p> <p>Clay, sculpture, tools, model, junk, 3D, newspaper, PVA glue</p> <p><b>Collage</b></p> <p>Glue, sticking, paper, fabric, fold crumple</p>	<p><b>Printing</b></p> <ul style="list-style-type: none"> <li>-Printing, pattern, transfer</li> </ul>		<p><b>Human Form</b></p> <p>Human, body, head, neck, face, arms, legs, hands, feet, fingers, toes, eyes, nose, mouth, <b>self-portrait, forehead, eyebrows, cheeks.</b></p> <p><b>Drawing</b></p>		<p><b>Painting</b></p> <p>Paintbrush, sponges, colour, paint, mixing, red, orange, yellow, green, blue, purple, brown, black, white, primary colours, secondary colours, light, dark</p>

				Pencil, crayon, chalk, felt tip, line, thick, thin, wavy, straight, smudged, broad, narrow, hard, soft, zigzag, curved.	<b>Natural Art</b> Logs, pebbles, sand, mud, clay, loose parts, grass, leaves, pine cones, seeds, flowers
<b>Ongoing</b>	<b>Creation/Compare and Contrast</b>			<b>Significant People, Artwork and Movement</b>	<b>Generation of Ideas and Evaluation</b>
<b>Substantive Knowledge</b>	<p><i>How can we talk about Artists work and what words can we use?</i></p> <ul style="list-style-type: none"> <li>-To know that words relating to colour, shape, materials and subject matter can be used to explore works by significant artists.</li> <li>-To know that ideas can be created through observation (looking closely), imagination (Creating pictures in the mind) and memory (remembering experiences from the past).</li> <li>-To know that aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings the artwork creates.</li> <li>-To know that similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line</li> </ul>			<ul style="list-style-type: none"> <li>-To know that words relating to colour, shape, materials and subject matter can be used to explore works by significant artists.</li> </ul>	<ul style="list-style-type: none"> <li>-To know that discussion, initial sketches and exploration of materials can be used to communicate ideas and are part of the artistic process.</li> <li>-To know that they can review their own and others work by discussing aspects including subject matter, colour and shape, the techniques used and feeling.</li> </ul>
<b>Disciplinary Knowledge</b>	<ul style="list-style-type: none"> <li>-Describes and explores the work of a significant artist.</li> <li>-Designs and makes art to express ideas.</li> <li>-Can say what they like about their own or others' work using simple artistic vocabulary.</li> <li>-Identifies similarities and differences between two or more pieces of art.</li> </ul>			<ul style="list-style-type: none"> <li>-Make transient art and pattern work using a range or combination of man-made and natural materials.</li> <li>-Describe and explore the work of a significant artist.</li> </ul>	<ul style="list-style-type: none"> <li>-Communicates their ideas simply before creating artwork.</li> <li>-Says what they like about their own or others' work using simple artistic vocabulary.</li> <li>-Identifies what they might want to change or do differently.</li> </ul>
<b>Vocab</b>	Artist, artwork, colour, shape, subject matter, observation, imagination, memory Compare, same, different, similarities, differences,			Artist, famous, colour, shape, materials, natural, man-made	Idea, sketch

	Cycle A					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<b>Class Identity</b> <b>Explore Drawing</b> <b>Self Portraits in Sketch Book</b>	Painting Collage Artist study: Vincent Van Gogh		Sculpture (i.e tin foil tree) Artist Study: Barbara Hepsworth	Drawing Artist Study - Clare Caulfield Landscape/City Scape	
<b>Substantive Knowledge</b>	<p><i>What is a portrait and self-portrait?</i>  <b>Human Form</b>            -A drawing, painting or sculpture of a human face is called a portrait.</p> <p>-A drawing, painting or sculpture of an artist done by themselves is a self-portrait.</p>	<p><i>What is texture and tone? How can it be created using pencils, ink and charcoal?</i>  <b>Drawing</b>            -Textures include rough, smooth, ridged and bumpy.            -Tone is the lightness or darkness of a colour.</p> <p><i>What are secondary colours and how are they made?</i>  <b>Painting</b>            -The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together.</p> <p><i>How can you make a colour lighter or darker?</i>            -To know that many tones of a colour can be made by adding white.            -To know that darker shades can be made by adding small amounts of black or a darker colour.            -Names different type of paint: water colour, poster paint.</p> <p><i>Who is Vincent Van Gogh and what is he famous for?</i>            -To know that Vincent Van Gogh was a Dutch artist known for his paintings.</p>		<p><i>What materials are easy to shape to make a sculpture and how can we create texture?</i>  <b>Malleable Materials and Sculpture</b>            - Malleable materials, such as clay, plasticine or salt dough, are easy to shape.            - Interesting materials that can make textures, patterns and imprints include tree bark, leaves, nuts and bolts and bubble wrap. Understands how to safely use tools</p> <p><i>Who is Barbara Hepsworth and what materials does he create artwork from?</i>            To know that Barbara Hepworth was an English Artist who became one of the most famous female artists in the world.            To know that she is most famous for her large sculptures made in bronze.            To know that she learnt art in school. (Alongside another famous artist: Henry Moore)            To know that she learnt many of her skills by meeting and learning</p>	<p><i>What is texture and tone? How can it be created using pencils, ink and charcoal?</i>  <b>Drawing</b>            -Textures include rough, smooth, ridged and bumpy.            -Tone is the lightness or darkness of a colour.            -Pencils can create lines of different thicknesses and tones and can also be smudged.            -Ink can be used with a pen or brush to make lines and marks of varying thicknesses, and can be mixed with water and brushed on paper as a wash.            -Charcoal can be used to create lines of different thicknesses and tones, and can be rubbed onto paper and smudged.</p> <p><i>What is a landscape?</i>  <b>Landscape</b>            -A landscape is a piece of artwork that shows a scenic view.            -Understands proportion.</p> <p><i>Who is Clare Caulfield and what inspires her work?</i>            -To know that Clare Caulfield is an artist from the UK.</p>	

		<p>-To know that he is known for his use of bold colours and brushstrokes. <i>Mainly portraits and landscapes.</i></p> <p>-To know that his paintings are famous all over the world.</p> <p><i>How can you add more detail to a collage?</i></p> <p><b>Collage</b></p> <p>-To know that different papers and materials have different textures</p> <p>-To know that different media such as pastels, chalk and paint can be added to paper to reveal texture and add detail.</p>		<p>from other artists around the world. (Pablo Picasso)</p> <p>-</p>	<p>-To know that her work is inspired by places she has visited and travelled to.</p>	
<b>Disciplinary Knowledge</b>	<p><b>Human Form</b></p> <p>- Represent the human form, including face and features, from observation, imagination or memory with some attention to correct proportions.</p>	<p><b>Drawing</b></p> <p>Use the properties of pencil to create different patterns, textures, lines, and explore shape, form and space.</p> <p><b>Painting</b></p> <p>-Identify and mix secondary colours. Create different tones by adding white. -Darkens a colour by adding black.</p> <p><b>Collage</b></p> <p>-Create a range of textures using the properties of different types of paper. -To develop skills of overlapping to create effects</p>		<p><b>Malleable Materials and Sculpture</b></p> <p>- Press objects into a malleable material to make textures, patterns and imprints.</p> <p>- Continue to construct with a range of materials.</p>	<p><b>Drawing</b></p> <p>-Use the properties of pencil, ink and charcoal to create different patterns, textures and lines, and explore shape, form and space.</p> <p>-Records in sketch book.</p> <p>-Draws as a way of recording.</p> <p><b>Landscape</b></p> <p>-Draws or paints features of landscape from memory, imagination or observation, with some attention to detail.</p>	
<b>Vocabulary</b>	<p><b>Human Form</b></p> <p>Human, body, head, neck, face, arms, legs, hands, feet, fingers, toes, eyes, nose, mouth, <b>portrait, proportion, self-portrait</b>, forehead, eyebrows, cheeks,</p>	<p><b>Painting</b></p> <p>Paintbrush, sponges, colour, paint, mixing, red, orange, yellow, green, blue, purple, brown, black, white, primary colours, secondary colours, light, dark, tones, shades.</p> <p><b>Collage</b></p> <p>Glue, sticking, paper, fabric, fold, crumple, overlap</p>		<p><b>Malleable Materials and Sculpture</b></p> <p>Clay, sculpture, tools, model, junk, 3D, newspaper, PVA glue, <b>brush, sponge, clay tools, loop tool</b></p>	<p><b>Drawing</b></p> <p>Pencil, crayon, chalk, felt tip, charcoal, ink, line, thick, thin, wavy, straight, smudged broad, narrow, hard, zigzag, curved, tone, texture rough smooth, ridged, bumpy</p> <p><b>Landscape</b></p> <p>Landscape, sky, land, water, proportion, scene</p>	

Ongoing	Creation/Compare and Contrast	Significant People, Artwork and Movement	Generation of Ideas and Evaluation
<b>Substantive Knowledge</b>	<p><i>Which material/tool is best for a task and why?</i></p> <p>-To know that materials, tools and techniques can be suited to different tasks. For example, ink; smooth paper and polystyrene blocks for printing; hard and black pencils and cartridge paper for drawing lines and shading; poster paints, large brushes and thicker paper for large, vibrant paintings and clay, clay tools and slip for sculpting.</p> <p>-To know that aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture.</p>	<p><i>Why are works of Art important?</i></p> <p>-To know that works of art are important for many reasons: they were created by famous or highly skilled artists; they influenced the artwork of others; they clearly show the features of a style or movement of art; the subject matter is interesting or important; they show the thoughts and ideas of the artist or the artist created a large body of work over a long period of time.</p>	<p><i>What is a sketch and why do we use them?</i></p> <p>-To know that a sketch is a quickly-produced or unfinished drawing, which helps artists develop their ideas.</p> <p>-To know that they can review their own work and others work by looking at aspects of the artwork to analyse and evaluate including subject matter, colour, shape, form and texture.</p>
<b>Disciplinary Knowledge</b>	<p>-Selects the best materials and techniques to develop an idea.</p> <p>-Designs and makes art to express ideas.</p> <p>-Analyses and evaluates their own and others' work using artistic vocabulary.</p>	<p>-Explain why a painting, piece of artwork, body of work or artist is important.</p>	<p>-Makes simple sketches to explore and develop ideas.</p> <p>-Selects the best materials and techniques to develop an idea.</p> <p>-Analyses and evaluates their own and others' work using artistic vocabulary.</p> <p>-Identifies what they might want to change or do differently.</p>
<b>Vocab</b>	<p>Artist, artwork, colour, shape, subject matter, observation, imagination, memory, tools, techniques, materials</p> <p>Compare, same, different, similarities, differences</p>	<p>Artist, famous, colour, shape, materials, natural, man-made, style</p>	<p>Idea, sketch</p>