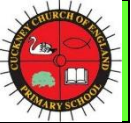
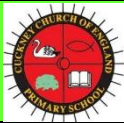


## Art & Design Curriculum Progression Map: HOLBECK (2025-2026)



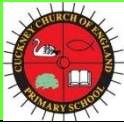
NC content	Foundation	Year 1
<b>Using Materials</b> <i>use a range of materials creatively to design and make products</i>	<b>Expressive arts and design: Creating with materials</b> <i>ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function, share their creation, explaining the process they have used, make use of props and materials when role playing character in narratives and stories.</i>	<ul style="list-style-type: none"> <li>• know how to cut, roll and coil materials</li> <li>• know how to use IT to create a picture</li> </ul>
<b>Drawing</b> <i>use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i>	<ul style="list-style-type: none"> <li>• Use a variety of colours when painting and colouring</li> <li>• Explores a variety of artistic effects to express ideas</li> <li>• Creates collaboratively, sharing ideas, resources and skills (small world, construction, painting/box modelling)</li> <li>• Experiments with colour</li> <li>• Enjoys sharing their artwork</li> <li>• Experiments with design, texture, form and function</li> </ul> <p>Explains processes they have used in creations</p>	<ul style="list-style-type: none"> <li>• know how to show how people feel in paintings and drawings.</li> <li>• know how to use pencils to create lines of different thickness in drawings.</li> </ul>
<b>Use colour, pattern, texture, line, form, space and shape</b> <i>develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i>		<ul style="list-style-type: none"> <li>• know how to create moods in art work</li> <li>• Know the names of the primary and secondary colours.</li> <li>• know how to create a repeating pattern in print</li> </ul>
<b>Range of artists</b> <i>Study a range of artists, craft makers and designers</i>		<ul style="list-style-type: none"> <li>• describe what can be seen and give an opinion about the work of an artist</li> <li>• ask questions about a piece of art</li> </ul>
<b>Vocabulary</b>	Grip, sponge, finger paint, paint, mix, colour mix, dough, roll, pinch, print, portrait, line	Roll, knead, pinch, light, dark, lines, circles, drips, hatch, primary colours, drip painting, tint, shade, collage, pop art, texture, design, landscape, pattern, sculpture



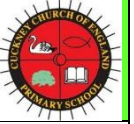
## Art & Design Curriculum Progression Map: SHERWOOD (2025-26)



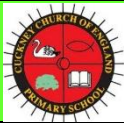
NC content	Year 2	Year 3
<p><b>2 - Using Materials</b> <i>use a range of materials creatively to design and make products</i></p> <p><b>3 - Using Sketchbooks</b> <i>create sketch books to record their observations and use them to review and revisit ideas</i></p>	<ul style="list-style-type: none"> <li>• know how to create a printed piece of art by pressing, rolling, rubbing and stamping</li> <li>• know how to make a clay pot and know how to join two clay finger pots together</li> <li>• know how to use different effects within an IT paint package</li> </ul>	<ul style="list-style-type: none"> <li>• know how to use sketches to produce a final piece of art.</li> <li>• know how to use digital images and combine with other media</li> <li>know how to use IT to create art which includes their own work and that of others</li> </ul>
<p><b>2 - Drawing</b> <i>use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i></p> <p><b>3 - Drawing, painting and sculpture</b> <i>improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i></p>	<ul style="list-style-type: none"> <li>• choose and use three different grades of pencil when drawing</li> <li>• know how to use charcoal, pencil and pastel to create art</li> <li>• know how to use a viewfinder to focus on a specific part of an artefact before drawing it.</li> </ul>	<ul style="list-style-type: none"> <li>• know how to show facial expressions in art.</li> <li>• know how to use different grades of pencil to shade and to show different tones and textures.</li> <li>• know how to create a background using a wash.</li> <li>• know how to use a range of brushes to create different effects in painting</li> </ul>
<p><b>2 - Use colour, pattern, texture, line, form, space and shape</b> <i>develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i></p>	<ul style="list-style-type: none"> <li>• know how to mix paint to create all the secondary colours</li> <li>• know how to create brown with paint</li> <li>• know how to create tints with paint by adding white and know how to create tones with paint by adding black</li> </ul>	
<p><b>2 - Range of artists</b> <i>Study a range of artists, craft makers and designers</i></p> <p><b>3 - Study of great artists</b> <i>Taught about great artists, architects and designers in history</i></p>	<ul style="list-style-type: none"> <li>• suggest how artists have used colour, pattern and shape</li> <li>• know how to create a piece of art in response to the work of another artist.</li> </ul>	<ul style="list-style-type: none"> <li>• know how to identify the techniques used by different artists</li> <li>• know how to compare the work of different artists</li> <li>• recognise when art is from different cultures</li> <li>• recognise when art is from different historical periods</li> </ul>
<b>Vocabulary</b>	Brush, explain, success, pastels, charcoal, tiles, tone, cork, media, motif, carving, carve, relief tiles, mould, stippling, pastels, pencil hardness, tint and shade	Pinch, slab, coil, disciplines, join, intricate, control, wash, print, media, contras, logo, media, washing, foreground, background, detail, neutral colours, sketch



## Art & Design Curriculum Progression Map: LANGWITH (2025-26)



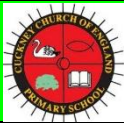
NC content	Year 4
<b>Using Sketchbooks</b> <i>create sketch books to record their observations and use them to review and revisit ideas</i>	<ul style="list-style-type: none"> <li>• know how to integrate digital images into artwork. (Kusama - Mushrooms)</li> <li>• Use sketchbooks to help create facial expressions (Italy - Da Vinci, Mona Lisa)</li> <li>• use sketchbooks to experiment with different texture (Dali)</li> <li>• use photographs to help create reflections (Extreme Earth - Mountains)</li> </ul>
<b>Drawing, painting and sculpture</b> <i>improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i>	<ul style="list-style-type: none"> <li>• know how to show facial expressions and body language in sketches and paintings (Italy - Da Vinci, Mona Lisa)</li> <li>• know how to use marks and lines to show texture in art. (Dali)</li> <li>• know how to use line, tone, shape and colour to represent figures and forms in movement and know how to show reflections (Extreme Earth - Mountains)</li> <li>• know how to print onto different materials using at least four colours. (Kusama)</li> <li>• know how to sculpt clay and other mouldable materials. (Italy - Michelangelo)</li> </ul>
<b>Study of great artists</b> <i>Taught about great artists, architects and designers in history</i>	<ul style="list-style-type: none"> <li>• experiment with the styles used by other artists. (All)</li> <li>• explain some of the features of art from historical periods. (Japan - Hokusai)</li> <li>• know how different artists developed their specific techniques. (Japan - Hokusai)</li> </ul>
<b>Vocabulary</b>	Complimentary, manmade, recycled, fabric, perspective, express, pencil grade, integrate, modify, integrate, depth, form, movement, negative space



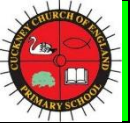
## Art & Design Curriculum Progression Map: WELBECK (2025-26)



NC content	Year 5	Year 6
<b>Using Sketchbooks</b> <i>create sketch books to record their observations and use them to review and revisit ideas</i>	<ul style="list-style-type: none"> <li>• experiment by using marks and lines to produce texture.</li> <li>• experiment with shading to create mood and feeling.</li> <li>• experiment with media to create emotion in art.</li> <li>• know how to use images created, scanned and found; altering them where necessary to create art</li> </ul>	<ul style="list-style-type: none"> <li>• explain why different tools have been used to create art</li> <li>• explain why chosen specific techniques have been used know how to use feedback to make amendments and improvement to art</li> <li>• know how to use a range of e-resources to create art</li> </ul>
<b>Drawing, painting and sculpture</b> <i>improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i>	<ul style="list-style-type: none"> <li>• know how to use shading to create mood and feeling.</li> <li>• know how to organise line, tone, shape and colour to represent figures and forms in movement.</li> <li>• know how to express emotion in art</li> <li>• know how to create an accurate print design following given criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• know how to overprint to create different patterns</li> <li>• know which media to use to create maximum impact</li> <li>• use a full range of pencils, charcoal or pastels when creating a piece of observational art.</li> </ul>
<b>Study of great artists</b> <i>Taught about great artists, architects and designers in history</i>	<ul style="list-style-type: none"> <li>• research the work of an artist and use their work to replicate a style.</li> </ul>	<ul style="list-style-type: none"> <li>• explain the style of art used and how it has been influenced by a famous artist</li> <li>• understand what a specific artist is trying to achieve in any given situation</li> <li>• understand why art can be very abstract and what message the artist is trying to convey</li> </ul>
<b>Vocabulary</b>	Historical, compare, style, approach, atmosphere, digital photography, perspective, glaze, overlay, modification, architects, perspective, balance, graphic art, mood, mixed media, style	Style, tonal contrast, scale, proportion, composition, sustainable, suitability, collage, abstract, aesthetic, asymmetrical, medium



## Art Skills Progression



Key Area	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Drawing</b>	<p>Know that there is a range of drawing media.</p> <p>Know that different drawing media have different mark making potentials.</p>	<p>Know that the type of lines drawn may differ depending on the purpose.</p>	<p>Know that pattern and texture can be used to create drawings.</p>	<p>Know that shading creates tone.</p> <p>Know that detail can be added to create effect.</p>	<p>Know that different drawing materials can be selected to create a specific outcome.</p>	<p>Know that shading can show mood and feeling.</p>	<p>Know that the use of a range of drawing techniques can be used to communicate specific emotions to the audience.</p>
<b>Painting</b>	<p>Know that colours of paint can be experimented with.</p> <p>Know that each colour has a name.</p>	<p>Know that there are primary and secondary colours and that primary colours are the base of every secondary colour.</p>	<p>Know that primary colours can be mixed to create other colours.</p> <p>Know that paint can be mixed to create tones and shades.</p>	<p>Know that there is a link between colours and feelings.</p> <p>Know that there are a wide range of paint types and techniques.</p>	<p>Know that colours can be mixed and matched for a specific purpose.</p> <p>Know that brush techniques can be used to create specific effects.</p>	<p>Know that colours, tones and tints can enhance the mood of a piece.</p>	<p>Know that the outcome will be affected by the artist's choices.</p>
<b>Sculpture</b>	<p>Know that modelling materials can be shaped.</p>	<p>Know that modelling materials can be shaped with their hands and different tools to create different outcomes.</p>	<p>Know that patterns and textures can be added using different tools.</p>	<p>Know that detail can be created using different tools.</p>	<p>Know that specific tools can be used for a specific purpose.</p>	<p>Know that shape, form and detail can be used to evoke feelings.</p>	<p>Know that a brief can be used to create a product for a specific purpose or audience.</p>
<b>Artists</b>	<p>Know that art exists all around us.</p>	<p>Know that an opinion can be formed about a piece of art.</p>	<p>Know that artwork can be similar or different to the</p>	<p>Know that art from other periods of history supports learning and can be</p>	<p>Know that different artists of the same style can be compared.</p>	<p>Know that the styles of other artists can</p>	<p>Know that an artist's work has an impact on society at the time.</p>

EDIB foci throughout the curriculum

			work of a well-known artist.	compared, discussed and described.		influence their own work.	
<b>Other techniques</b> (Printing, Collage, textiles, digital)	Know that art can be made with a range of different materials.	Know that different artistic techniques can be combined to create a piece of art	Know that patterns and textures can be created using different materials.	Know that different effects and details can be created by combining different materials.	Know that different tools need to be selected to successfully use each technique.	Know that all art techniques can reflect mood and emotion and influence the message given by a piece of art.	Know that art is a powerful medium in the world and that prejudices can be challenged through art.

## Glossary of terms

<b>abstract</b>	a style of art in which shapes, designs, textures and colours are represented in a way that may look unrealistic, but that emphasizes moods or feelings. Abstract art is characterized by the use of geometric lines and shapes and bright, bold colours.
<b>aesthetic</b>	pertaining to the artistic and beautiful, a perception that something is pleasing to the eye.
<b>asymmetrical</b>	having a kind of balance in which the two sides of an artwork are not exactly alike, but still look balanced.
<b>background</b>	the parts of an artwork that lie in the distance and appear to be behind objects in the foreground.
<b>balance</b>	a principle of design. The arrangement of elements in a work of art (including size and number of objects) that achieves a sense of equality.
<b>bird's eye view</b>	a scene shown from high up in the air as a bird in flight might see it.
<b>brush stroke</b>	a line, shape or texture created by applying paint to a surface with a paintbrush in a particular way
<b>collage</b>	work of art created by gluing bits of paper, fabric, scraps, photographs or other materials to a flat surface.
<b>colour</b>	An element of art. The hue, value, and intensity of an object. The primary colours are red, blue and yellow: every colour except white can be created from various blending of these three colours. A colour wheel is circle divided into sections of different colours. It shows how colours can be mixed or used together.
<b>composition</b>	arrangement or design of elements of an artwork to achieve balance, contrast rhythm, emphasis and unity to make an effective expression of an artist's idea. The term also refers generally to any work of art.
<b>contrast</b>	a large difference between two things; for example, warm and cool, yellow and purple, light and shadow. Contrasting values, colours and textures add excitement, emphasis and interest to a work of art.
<b>depth</b>	the apparent distance from front to back or near to far in a work of art.
<b>design</b>	to plan and arrange all the parts of an artwork. Also, an organized and creative arrangement of the elements in a work of art.
<b>detail</b>	a distinctive feature of an object or scene which can be seen most clearly close up. Also, a small part of a work of art, enlarged to show a close-up of its features.
<b>foreground</b>	– the part of a work of art that appears to be in the front, nearest to the viewer, usually in the lower part of the picture.
<b>form</b>	an element of art; the three dimensional structure of an object. In two dimensions, a form is represented as a shape.
<b>graphic art</b>	type of visual art made for commercial purposes. Examples are posters, advertisements, signs, book and magazine illustrations.

**EDIB foci** throughout the curriculum

<b>landscape</b>	a painting or drawing showing a scene from nature; often including mountains, trees, rivers, fields and other outdoor scenery.
<b>line</b>	an element of art; a continuous path of a point as it moves across a surface. A line can vary in length, width, direction, curvature or colour.
<b>medium (plural – media)</b>	material that an artist uses, such as oil, pen and ink, chalk, watercolour: the technique such as painting, sculpture or collage, used with these materials.
<b>mixed media</b>	work of art formed from a combination of more than one medium, often in an unusual combination of unrelated materials such as wood, clay, paint and fabric.
<b>mood</b>	the feeling or emotion suggested or created in the viewer by a work of art.
<b>movement</b>	the arrangement of the parts of a design to create a sense of motion by using lines that cause the eye to move over the work. Also, -a tendency or trend by artists during a period to use certain techniques or methods.
<b>negative space</b>	the empty space surrounding shapes or forms in a work of art.
<b>neutral colours</b>	colours that blend or combine with all other colours to alter their value or intensity, and are not part of the colour wheel. Black, white, brown and grey are considered neutral colours.
<b>pattern</b>	the repetition of shapes, lines or colours in a design.
<b>perspective</b>	a technique of representing three-dimensional scenes or objects on a flat, two-dimensional surface. Perspective is achieved by creating the illusion of depth and distance. (linear and atmospheric)
<b>portrait</b>	any work of art showing a person, several people or an animal. Portraits usually emphasize just the face but can include part or all of the body.
<b>primary colours</b>	the hues red, yellow and blue. The primary colours cannot be produced by mixing any other colours. All other colours are made from these colours.
<b>print</b>	a kind of artwork in which ink or paint is put onto a block (wood, linoleum, etc) which has a design carved into it. The block is then pressed onto paper to make a print (copy) of the design.
<b>proportion</b>	the size, location or amount of something as compared to something else; the relationship of the parts to the whole. realistic – the true appearance of people, objects or scenes as seen by the human eye. Realistic art attempts to re-create the colours, textures, shapes and arrangement of actual objects.
<b>relief</b>	a type of sculpture in which figures are raised above the surface or from the background that is flat or has hollowed out parts.
<b>scale</b>	the ration of the size of the parts in a drawing or artwork to their size in the original. If a picture is drawn to scale, all of its parts are equally smaller or larger than the original.
<b>sculpture</b>	carving, model or other three-dimensional piece of art. secondary colours – colours that are mixed from two of the primary colours. The secondary colours are orange, green, and purple.

EDIB foci throughout the curriculum

<b>shade</b>	an element of art. The outline, edge or flat surface of a form as a circle or a square.
<b>sketch</b>	a simple, quick, rough drawing done without a lot of detail but catching the chief features and a general impression of an object or scene.
<b>space</b>	an empty place (negative) or area in which something exists (positive).
<b>style</b>	artistic technique, an artist's special way of creating art.