

Progression of knowledge

Progression of skills

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Topic name: All about me	Topic name: Terrific tales	Topic name: Amazing animals	Topic name: Come outside	Topic name: Ticket to ride	Topic name: Fun at the seaside
End of academic year	Creating with materials 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 Making use of props and materials when role playing characters in narratives and stories Use a range of small tools including scissors and paintbrushes					
Year 2	Topic name: What a wonderful world!	Topic name: Fire! Fire!	Topic name: Knights and dragons	Topic name: Imaginative worlds	Topic name: Titanic	Topic name: Amazing Africa
Artist: Andy Goldsworthy	Collage (using natural objects) - Collage is using different materials to build up and create a picture. - Inspiration for art can be taken from all around us. - Experiment with a range of media e.g. overlapping, layering including wax or oil resist.	Drawing (charcoal sketches and fire of London pictures) - Understand the basic use of a sketchbook and work out ideas for drawings. - Draw for a sustained period of time from the figure and real objects, including	Printing (dragon scales/clay dragon eyes) - Printing can use an indent to create a pattern. A print gives a reverse image. - Repetition is created by using the same print multiple times - Use a variety of techniques, inc.	Painting (weather art) Name the primary and secondary colours Know colour combinations Mix a range of secondary colours, shades and tones. Experiment with tools and techniques, inc. layering, mixing media, scraping through etc.		Painting: (African art) Name the primary and secondary colours Know colour combinations - Mix a range of secondary colours, shades and tones. Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. - Name different types of paint and their properties.

Progression of knowledge

Progression of skills

	Group and layout materials based on colour	- single and grouped objects. - Experiment with the visual elements; line, shape, pattern and colour.	- carbon printing, relief, press and fabric printing and rubbings. - Design patterns of increasing complexity and repetition. - Print using a variety of materials, objects and techniques.	- Name different types of paint and their properties. - Work on a range of scales e.g. large brush on large paper etc. - Mix and match colours using artefacts and objects.		- Work on a range of scales e.g. large brush on large paper etc. - Mix and match colours using artefacts and objects.
Year 3 & 4 Cycle A 2025-2026	Topic name: Extreme earth: Violent volcanoes	Topic name: Extreme earth: Wild waters	Topic name: It's electric	Topic name: Ancient Greeks (Olympics)	Topic name: Rainforests	Topic name: Mayans and Mexico
Artist Henry Rousseau	Collage (volcanoes) Identify similarities and differences between different materials and shapes used in collage - Match the tool to the material. - Combine skills more readily. - Choose collage or textiles as a means	Printing (The great wave of Kanagawa) - Compare the work of different artists. Identify their techniques and style. - Pencils have different grades Shade is created by light being blocked.		3D art (clay Greek pots) Depth can be created by layering materials. - Make informed choices about the 3D technique chosen. - Show an understanding of shape, space and form.	Painting (Rainforests with a focus on camouflage) - Begin to show an awareness of scale and ratio. - Plan and create different effects and textures with paint according to what they need for the task.	Drawing/painting (Mayan inspired self portraits) - Compare the work of different artists. Identify their techniques and style. - Pencils have different grades Shade is created by light being blocked. - Begin to show an awareness of scale and ratio.

Progression of knowledge

Progression of skills

	of extending work already achieved. - Refine and alter ideas and explain choices using an art vocabulary. - Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. Experiments with paste resist.	- Make and match colours with increasing accuracy. - Use more specific colour language e.g. tint, tone, shade, hue. - Choose paints and implements appropriately. - Plan and create different effects and textures with paint according to what they need for the task.		- Plan, design, make and adapt models. - Talk about their work understanding that it has been sculpted, modelled or constructed. - Use a variety of materials.	Show increasing independence and creativity with the painting process.	- Make informed choices in drawing inc. paper and media. - Alter and refine drawings and describe changes using art vocabulary. - Collect images and information independently in a sketchbook. - Use research to inspire drawings from memory and imagination. - Explore relationships between line and tone, pattern and shape, line and texture. - Use more specific colour language e.g. tint, tone, shade, hue. Choose paints and implements appropriately.
Year 3 & 4 Cycle B 2026-2027	Topic name: Stone age to Iron age	Topic name: Settlements and land use	Topic name: Ancient Egypt	Topic name: Raging rivers	Topic name: Winchester vs France/Our place in the world	Topic name: How does your garden grow?
Artist George Seurat Beatrix Potter	Drawing – (cave art) Compare the work of different artists. Identify their	Printing (Iron age pattern)	Painting (Egyptian Masks) Depth can be created by layering materials.		Painting –French landmark using pointillism	Painting (water colours - animals and nature) Compare the work of different artists. Identify

Progression of knowledge

Progression of skills

	techniques and style. - Pencils have different grades - Shade is created by light being blocked. - Mix a variety of colours and know which primary colours make secondary colours. - Use a developed colour vocabulary. - Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. - Work confidently on a range of scales e.g. thin brush on small picture etc.	- Printing tools can be created in a variety of ways - Choice of printing material can impact pattern and texture - Print using a variety of materials, objects and techniques including layering. - Talk about the processes used to produce a simple print to explore pattern and shape, creating designs for printing.	- Construct a simple base for extending and modelling other shapes. - Plan, design and make models.		- Shading different shapes experimenting with different pencils - Begin to show an awareness of scale and ratio - Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. - Work confidently on a range of scales e.g. thin brush on small picture etc. - Use different media to achieve variations in line, texture, tone, colour, shape and pattern.	their techniques and style. - Shade is created by light being blocked. - Begin to show an awareness of scale and ratio - Mix a variety of colours and know which primary colours make secondary colours. - Use a developed colour vocabulary. - Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. - Work confidently on a range of scales e.g. thin brush on small picture etc.
Year 5 & 6 Cycle A 2025-2026	Topic name: Roman Britain	Topic name: Our changing world/Our climate, Our future (Artic)	Topic name: Marvellous mountains	Topic name: Final Frontier	Topic name: Anglo-Saxons	Topic name: Vikings
Artist Peter Thorpe		Painting (artic images – warm and cold colours Nervys Levy)	Textiles (sew a bag)	Painting (rockets in space)	3D art (warrior shields) Sculptures can be used for different	

Progression of knowledge

Progression of skills

		• Know that art has been used to further scientific study. • Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. • Work on preliminary studies to test media and materials. • • Create imaginative work from a variety of sources.	• Compare textile design and creation from different parts of the world: identify what makes them different. • Materials are dyed to create different colours • Patterns can be created in various ways including through resistance and dye • Join fabrics in different ways, including stitching. • Use different grades and uses of threads and needles. • Extend their work within a specified technique. • Use a range of media to create collage. • Experiment with using batik safely.	• Compare and contrast the depiction of perspective in different artwork. • Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. • Work on preliminary studies to test media and materials. • Create imaginative work from a variety of sources.	effects including showing strength, power • How to use a range of materials to create an impactful sculpture • Use tools to create texture and pattern • Show life like qualities and real- life proportions	
--	--	---	--	--	---	--

Progression of knowledge

Progression of skills

Year 5 & 6 Cycle B 2026-2027	Topic name: Blitz and Pieces (WW2)	Topic name: One Planet: Our Planet	Topic name: Get out and about	Topic name: Monarchs	Topic name: Creation and evolution	Topic name: The show must go on
			Printing (street art including Banksy) • Printing tools can be created in a variety of ways • Choice of printing material can impact pattern and texture • Describe varied techniques. • Be familiar with layering prints. • Be confident with printing on paper and fabric. • Alter and modify work. • Work relatively independently.	Painting (Andy Warhol portraits of monarchs) • Know that art has been used to further scientific study. • Compare and contrast the depiction of perspective in different artwork. • Create shades and tints using black and white. • Choose appropriate paint, paper and implements to adapt and extend their work. • Carry out preliminary studies, test media and materials and mix appropriate colours. • Work from a variety of sources, inc.	Sketching & drawing (observational drawings, drawings of nature animals and plants) • Demonstrate a wide variety of ways to make different marks with dry and wet media. • Identify artists who have worked in a similar way to their own work. • Develop ideas using different or mixed media, using a sketchbook. • Manipulate and experiment with the elements of art: line, tone, pattern texture, form, space, colour and shape.	3D art (production props) How 3D art can be used to create scenes and impact the overall effect of a show • Select material to create visual and tactile effects including decorations • Use frameworks such as wire and moulds to provide stability & form • Combine visual & tactile qualities

Progression of knowledge

Progression of skills

				those researched independently. Show an awareness of how paintings are created (composition)		
--	--	--	--	--	--	--