

# ART

## Progression Curriculum

**Cycle A 2025 – 2026**

**Cycle B 2026 - 2027**

Key Stage 1						
	Cycle A			Cycle B		
Enquiry Question	How did Vincent Van Gogh use his paintbrush to create texture?	Why do illustrators use sketchbooks?	What materials do artists use in a collage?	How does Eric Carle create texture in his Art?	What is the difference between abstract and observational?	How do artists etch into clay?
Skills	Colour mixing, painting with different brushstrokes	Drawing, painting with smaller brushstrokes	Collage, using mixed media	colour mixing, Painting with different brushstrokes, Collage,	colour mixing, using different drawing techniques, observational drawing, painting,	Etching, rolling and joining clay, creating 3d forms,
Medium	Painting	Drawing & Painting	Collage	Collage, painting	Painting, drawing	Clay
Artists	Vincent Van Gogh	Raahat Kaduji	Kurt Schwitters, Hannah Hoch	Eric Carle, Lois Ehlert	Paul Klee	Djakou Kassi Nathalie
Vocabulary	Landscape, brushstrokes, shape, pattern, line, colour, primary colours, texture	Illustrator, brushstrokes, shape, pattern, line, colour, primary colours, texture, character	Collage, mixed media, texture, shape, line, colour,	collage, primary colours, secondary colours, brushstrokes, shape, texture, illustrator	abstract, primary colours, secondary colours, brushstrokes, shape, texture, observational, line	Etch, scoring, joining, shape, texture, clay, line, 3D

KS1 Endpoints	
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• Children know that artists, craft makers, and designers use different materials and techniques to express ideas.</li> <li>• They can name and describe the work of a range of artists from different times and cultures, identifying key features, styles, or materials used.</li> <li>• Pupils understand that art can communicate ideas, emotions, and experiences and that it can be created for different purposes.</li> </ul>
<b>Expressing Ideas and Insights</b>	<ul style="list-style-type: none"> <li>• Pupils can use drawing, painting, and sculpture to explore and express their own ideas, experiences, and imagination.</li> <li>• They make simple choices about materials, colours, and techniques based on what they want to communicate.</li> <li>• Pupils talk about their own work and the work of others, giving reasons for their choices and expressing how art makes them feel.</li> </ul>
<b>Enquiry and Critical Thinking</b>	<ul style="list-style-type: none"> <li>• Pupils ask and respond to questions about what they see in art, such as: <i>What do you notice? What does it remind you of? How do you think it was made?</i></li> <li>• They compare different artworks, recognising similarities and differences in colour, technique, or subject.</li> <li>• Pupils begin to make links between the work of artists and their own creations, explaining what inspired them or what they tried to show.</li> </ul>
<b>Technical skills</b>	<ul style="list-style-type: none"> <li>• Pupils develop control when using a range of materials and tools to draw, paint, and sculpt.</li> <li>• They can use line, shape, colour, pattern, texture, form, and space purposefully to represent ideas and objects.</li> <li>• Pupils show increasing accuracy in cutting, joining, shaping, and selecting materials to create their designs.</li> </ul>

**Lower Key Stage 2**

	<b>Cycle A</b>			<b>Cycle B</b>		
<b>Enquiry Question</b>	How can we use sculpture to express the human form?	How can weaving be used to turn patterns and textures into works of art?	How do artists create expressive portraits?	Do you think paintings should look like real life?	How do artists use technology to create art?	How can artists use collage to create immersive worlds from nature?
<b>Skills</b>	Joining, etching, rolling, drawing	Weaving	Drawing, painting, colour mixing,	Painting with different brushstrokes, shades of colours, colour mixing	Painting (digitally), drawing (digitally).	Painting, colour mixing, collage
<b>Medium</b>	Clay	Weaving	Drawing & Painting (watercolours)	Painting	Digital Art (drawing & Painting on Ipads)	Collage
<b>Artists</b>	Henry Moore	Genevieve Griffiths	Guiseppe Archimboldo	Claude Monet	David Hockney	Clare Celeste
<b>Vocabulary</b>	sculpture, colour, pattern, texture, line, shape, form and space, hue, shade, joining, proportion	Weaving, warp, weft, textile, pattern, texture, loom	colour, texture, line, shape, form, portrait, composition, colla	impressionism, hue, shade, brushstrokes, composition	Digital, colour, shape, composition, animation	collage, composition, mixed media, texture, line

	LKS2 Endpoints
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• Pupils understand and can explain how artists, architects, and designers from different times and cultures use art to convey ideas, emotions, and meaning.</li> <li>• They recognise and describe how art forms differ across movements, styles, and purposes.</li> <li>• Pupils understand how materials, techniques, and media choices impact the final outcome and how these choices reflect artistic intentions.</li> </ul>
<b>Expressing Ideas and Insights</b>	<ul style="list-style-type: none"> <li>• Pupils use sketchbooks with increasing independence to explore, develop, and refine their ideas.</li> <li>• They confidently experiment with a variety of media and techniques to express personal interests, thoughts, and feelings.</li> <li>• Pupils create artworks that communicate intended themes or ideas, showing individuality and a clear sense of purpose.</li> </ul>
<b>Enquiry and Critical Thinking</b>	<ul style="list-style-type: none"> <li>• Pupils ask and respond to increasingly complex questions about art, craft, and design (e.g. <i>Why did the artist use this technique? What message does this piece convey?</i>).</li> <li>• They analyse and evaluate their own and others' work, identifying strengths and suggesting improvements using artistic vocabulary.</li> <li>• Pupils explore connections between their work and that of influential artists, architects, or designers, justifying how those influences have informed their creative decisions.</li> </ul>
<b>Technical skills</b>	<ul style="list-style-type: none"> <li>• Pupils confidently use drawing, painting, and sculpture techniques with accuracy and control, applying understanding of line, tone, form, and composition.</li> <li>• They work with a range of materials (e.g. pencil, charcoal, paint, clay) and adapt techniques to suit specific outcomes.</li> <li>• Pupils demonstrate refinement and mastery in their use of tools and processes, showing an ability to plan, review, and improve their work throughout the creative journey.</li> </ul>

## Upper Key Stage 2

	Cycle A			Cycle B		
Enquiry Question	What different techniques do printmakers use?	How can artists express emotions about the world around them?	What is a zentangle pattern?	Do you think it's important for buildings to look aesthetic and appealing?	What is surrealism?	What is typography?
Skills				Paint with increased control Experiment in sketchbooks	Experiment in sketchbooks Scissor control Collaging	Draw and paint with increased control Make and justify artistic choices
Medium	Printmaking	Painting & Drawing (oil pastels)	Students to choose medium	Painting & Drawing	Collage, Painting	Typography, calligraphy, painting, drawing
Artists	Henry Matisse, Edvard Munch	Percy Wyndham Lewis, CRW Nevinson, John Singer Sargent	Hokusai, Yayoi Kusama	William Morris, Watson Fothergill	Eugenia Loli	Saul Bass, Aries Moross
Vocabulary	Monoprinting, printmaking, line, space, form, texture, hue, shade	Vorticism, line, space, form, texture, atmosphere, shade, tint, geometric, abstract	Zentangle, colour, pattern, texture, line, shape, form and space, hue, shade	Repeated pattern, line, space, form, decorative, atmosphere, hue, shade, architecture, aesthetic	line, space, form, hue, shade, Collage, surrealism, tone, colour, texture	pattern, line, space, form, typography, hue, shade, graphic design

UKS2 Endpoints	
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• Pupils demonstrate a secure understanding of how art reflects and shapes history, culture, and identity.</li> <li>• They can explain how the work of great artists, architects, and designers (past and present) has influenced their own creations.</li> <li>• Pupils understand the purpose behind specific techniques, styles, and media and how these are used to create particular effects or communicate meaning.</li> </ul>
<b>Expressing Ideas and Insights</b>	<ul style="list-style-type: none"> <li>• Pupils independently use sketchbooks to explore complex ideas, develop their thinking, and refine concepts over time.</li> <li>• They select appropriate materials and techniques to express their intentions, demonstrating personal style and thoughtful decision-making.</li> <li>• Pupils are confident in communicating their thoughts, feelings, and viewpoints through visual means, considering audience and purpose.</li> </ul>
<b>Enquiry and Critical Thinking</b>	<ul style="list-style-type: none"> <li>• Pupils critically evaluate their own work and that of others, using precise artistic vocabulary to justify opinions and suggest thoughtful improvements.</li> <li>• They investigate the social, political, and historical context behind artworks and articulate how these contexts influence the art's meaning and impact.</li> <li>• Pupils make connections between their work and that of diverse artists and designers, explaining how these links influence their creative processes.</li> </ul>
<b>Technical skills</b>	<ul style="list-style-type: none"> <li>• Pupils demonstrate increasing mastery of art and design techniques, including advanced control in drawing and painting.</li> <li>• They confidently experiment with a range of materials (e.g., pencil, ink, charcoal, acrylics, pastels), choosing the most effective for their artistic purpose.</li> <li>• Pupils refine and adapt their techniques to produce polished, purposeful outcomes that reflect creative exploration and technical competence.</li> </ul>