Princess May Primary School

Art Curriculum Knowledge and Skills Progression Map 2026–27

A Spiral Curriculum

Our Art and design scheme has been designed as a spiral curriculum with the following key principles in mind:

✓ **Cyclical:** Pupils return to the same skills again and again during their time in primary school.
✓ **Increasing depth:** Each time a skill is revisited it is covered with greater complexity
✓ **Prior knowledge:** Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.

Our Curriculum Intent

At Princess May, we aim for all our pupils to develop our school values of respect, empathy and determination. A high quality art curriculum enables children to develop these values alongside gaining skills and knowledge in this subject area. Our scheme of work aims to nurture pupils' creativity, imagination and visual literacy, encouraging them to think like artists and designers. The intention is for pupils to develop the confidence to experiment, express ideas and communicate meaning through visual and tactile media. The scheme promotes an appreciation of art as a powerful form of human expression, helping pupils to understand its role across different cultures, time periods and creative industries. It encourages children to value originality, take creative risks and reflect critically on their own work and that of others.

Holistic and sequenced teaching of Art and design skills

Sequential lessons

Lessons offer clear skills progression with units divided into four core areas:

- Drawing
- Painting and mixed-media
- Sculpture and 3D
- Craft and design

A broad and balanced art curriculum

- Covers all National curriculum aims in each unit.

A variety of outcomes for units

Each unit enables children to build skills and techniques towards exciting outcomes, while offering opportunities for teachers to develop the learning for the needs and of their children and their specific curriculum.

Application of skills and knowledge

Children use their sketchbooks to apply skills and knowledge throughout the whole process of creating art, practising techniques learned and developing and evaluating their ideas towards an outcome.

EYFS Framework

Expressive Arts and Design

ELG: 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 processes they have used.

Physical Development

ELG: Fine Motor Skills
Use a range of small tools, including scissors, paint brushes and cutlery.
Begin to show accuracy when drawing.

National Curriculum Programme of Study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. At Princess May, the National Curriculum underpins our curriculum.

Sequence of Learning Overview

By the end of each key stage, children are expected to:

EYFS Art End Points:

Personal, Social and Emotional Development

ELG: Fine Motor Skills

- Uses a range of small tools, including scissors and paint brushes.
- Is beginning to show accuracy when drawing.

Expressive Arts and Design

ELG: Creating with Materials

- Safely uses and explores a variety of materials, tools and technique

KS1 Art End Points (NC):

- Can use a range of materials creatively to design and make products.
- Can use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- Can develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- Knows about the work of a range of artists, craft makers and designers. Can describe the differences and similarities between different practices and disciplines and is able to make links to their own work.

KS2 Art Curriculum End Points (NC):

- Has learnt to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- Can record observations and use them to review and revisit ideas through the use of sketchbooks.

- Demonstrates improved mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).
- Demonstrates knowledge of great artists, architects and designers in history.

Progression of skills

Drawing

	Generating ideas	Sketch books	Making skills (including Formal elements)	Knowledge of artists	Evaluating and analysing
Nursery	Explore different ideas when creating art.	Experiment with mark making.	Use a range of drawing materials such as pencils, chalk, felt tips and wax crayons.	Enjoy looking at art.	Talk about their artwork.
Reception ***Marvellous marks***	Talk about their ideas and explore different ways to record them using a range of media.	Experiment with mark making in an exploratory way.	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focussing on process over outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces).	Enjoy looking at and talking about art.	Talk about their artwork, stating what they feel they did well.
Year 1 ***Make your mark***	Explore their own ideas using a range of media.	Use sketchbooks to explore ideas in an open-ended way	Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens. Develop observational skills to look closely and reflect surface texture through mark-making. To explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.	Describe and compare features of their own and other's artwork.
Year 2 ***Tell a story***	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	Further develop mark-making within a greater range of media, demonstrating increased control. Develop observational skills to look closely and reflect surface texture through mark-making.	Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.	Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.

			Experiment with drawing on different surfaces and begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes.		
Year 3 ***Growing artists***	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	Confidently use of a range of materials, selecting and using these appropriately with more independence. Draw with expression and begin to experiment with gestural and quick sketching. Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion.	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.	Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.
Year 4 ***Power prints***	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. Use growing knowledge of different drawing materials, combining media for effect. Demonstrate greater control over drawing tools to show awareness of proportion and perspective, continuing to develop use of tone and more intricate mark making.	Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made.	Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.
Year 5 ***I need space***	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	To use a broader range of stimulus to draw from, such as architecture, culture and photography. Begin to develop drawn ideas as part of an exploratory journey. Apply known techniques with a range of media, selecting these independently in response to a stimulus. Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form.	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
Year 6 ***Make my voice heard***	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.	Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently. Apply new drawing techniques to improve their mastery of materials and techniques. Push the boundaries of mark-making	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.	Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.

			to explore new surfaces, e.g., drawing on clay, layering media and incorporating digital drawing techniques.		

Progression of skills

Painting and mixed media

	Generating ideas	Sketch books	Making skills (including Formal elements)	Knowledge of artists	Evaluating and analysing
Nursery	Explore different ways to use paint according to their ideas.	N/A	Explore paint including different application methods (fingers, splatter, natural materials, paintbrushes.) Use different forms of 'paint' such as mud and puddles.	Enjoy looking at art.	Talk about their artwork.
Reception ***Paint my world***	Explore different ways to use paint and a range of media according to their interests and ideas.	N/A	Explore paint including different application methods (fingers, splatter, natural materials, paintbrushes.) Use different forms of 'paint' such as mud and puddles, creating a range of artwork both abstract and figurative. Use mixed-media scraps to create child-led artwork with no specific outcome.	Enjoy looking at and talking about art.	Talk about their artwork, stating what they feel they did well.
Year 1 ***Colour splash***	Explore their own ideas using a range of media.	Use sketchbooks to explore ideas in an open-ended way.	Experiment with paint, using a wide variety of tools (eg brushes, sponges, fingers) to apply paint to a range of different surfaces. Play with combinations of materials to create simple collage effects. Select materials based on their properties, eg shiny, soft.	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.	Describe and compare features of their own and other's art work.
Year 3 ***Prehistoric history***	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task eg choosing a fine paintbrush for making detailed marks. Mix colours with greater accuracy and begin to consider how colours can be used expressively. Explore contrasting	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.	Confidently explain their ideas and opinions about their own and other's artwork, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.

			and complimentary colours. Modify chosen collage materials in a range of ways eg by cutting, tearing, re-sizing or overlapping. In sketchbooks, use collage as a means of collecting ideas.		
Year 5 ***Portraits***	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks eg making choices about painting surfaces or mixing paint with other materials. Develop a painting from a drawing or other initial stimulus. Add collage to a painted, printed or drawn background for effect. Explore how collage can extend original ideas. Combine digital effects with other media.	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
Year 6 ***Artist study***	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.	Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences. Work in a sustained way over several sessions to complete a piece. Analyse and describe how colour is used in other artists' work. Consider materials, scale and techniques when creating collage and other mixed media pieces. Create collage in response to a stimulus and work collaboratively on a larger scale.	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.	Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.

Progression of skills

Sculpture and 3D

	Generating ideas	Sketch books	Making skills (including Formal elements)	Knowledge of artists	Evaluating and analysing
Nursery	Explore and play with clay and playdough to make child-led creations.	N/A	Push, pull and twist a range of modelling materials to affect the shape. Create child-led 3D forms from natural materials.	Enjoy looking at art.	Talk about their artwork.
Reception	Explore and play with clay and	N/A	Push, pull and twist a range of	Enjoy looking at and talking about	Talk about their artwork, stating

Creation station	playdough to make child-led creations.		modelling materials to affect the shape. Create child-led 3D forms from natural materials. Join materials in different ways e.g. using sticky tape to attach materials, making simple joins when modelling with playdough.	art.	what they feel they did well.
Year 1 ***Paper play***	Explore their own ideas using a range of media.	Use sketchbooks to explore ideas in an open-ended way.	Use their hands to manipulate a range of modelling materials. Create 3D forms to make things from their imagination or recreate things they have seen.	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.	Describe and compare features of their own and other's artwork.
Year 2 ***Clay houses***	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	Develop understanding of 3D forms to construct and model simple forms using a range of materials. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop basic skills for shaping and joining clay, including exploring surface texture.	Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.	Explain their ideas and opinions about their own and other's artwork, giving reasons. Begin to talk about how they could improve their own work.
Year 4 ***Mega materials***	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Use more complex techniques to mould and form malleable materials, such as the coil pot technique in clay and adding detailed surface decoration. Show an understanding of appropriate finish and present work to a good standard. Respond to a stimulus and begin to make choices about materials used to work in 3D.	Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made.	Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.
Year 6 ***Making memories***	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.	Uses personal plans and ideas to design and construct more complex sculptures and 3D forms. Combine materials and techniques appropriately to fit with ideas. Confidently problem-solve, edit and refine to create desired effects and end results.	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.	Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.

Progression of skills

Craft and design

	Generating ideas	Sketch books	Making skills (including Formal elements)	Knowledge of artists	Evaluating and analysing
Nursery	Explore and play with a range of media to make child-led creations.	N/A	Design something and stick to the plan when making.	Enjoy looking at and talking about art.	Talk about their artwork, stating what they feel they did well.
Reception ***Let's Get Crafty***	Explore and play with a range of media to make child-led creations.	N/A	Design something and stick to the plan when making. Cut, thread, join and manipulate materials with instruction and support and a focus on process over outcome.	Enjoy looking at and talking about art.	Talk about their artwork, stating what they feel they did well.
Year 2 ***Map it Out***	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	Respond to a simple design brief with a range of ideas. Apply skills in cutting, arranging and joining a range of materials to include card, felt and cellophane. Experiment with techniques when trying out design ideas. Follow a plan for a making process, modifying and correcting things and knowing when to seek advice.	Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.	Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.
Year 3 ***Ancient Egyptian Scrolls***	of stimuli, exploring different media and techniques. Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	Learn a new making technique (paper making) and apply it as part of their own project. Investigate the history of a craft technique and share that knowledge in a personal way.	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.	Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and

			Design and make creative work for different purposes, evaluating the success of the techniques used.		make changes to improve their work.
Year 4 ***Fabric of nature***	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Learn new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome. Design and make art for different purposes and begin to consider how this works in creative industries.	Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made.	Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.
Year 5 ***Architecture***	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Design and make art for different purposes and begin to consider how this works in creative industries eg in architecture, magazines, logos, digital media and interior design. Extend ideas for designs through sketchbook use and research, justifying choices made during the design process.	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.

Progression of Knowledge

Formal Elements

	Colour	Form	Shape	Line	Pattern	Texture	Tone
Nursery	Explore colour and colour-mixing.	Explores different materials	Knows how to create closed shapes with continuous lines and begin to use these shapes to represent objects.	Draw continuous lines	Spot similar patterns	Join different materials and explore different textures.	Explores light and dark
Reception	Know that the primary colours are red, yellow and blue.	Know that we can change paper from 2D to 3D	Know what a 2D and 3D shape is.	Draw continuous lines to create an image	Know that a pattern is a design in which shapes, colours or lines are repeated.	Know what rough and smooth means	Identify lighter or darker colours
Year 1	Know that the primary colours are red, yellow and blue and what is a secondary colour. Know that primary colours can be mixed to make secondary	Know that we can change paper from 2D to 3D by folding, rolling and scrunching it. To know that three-dimensional art is	Know a range of 2D shapes and confidently draw these. Know that paper can be shaped by cutting and folding it.	Know that drawing tools can be used in a variety of ways to create different lines. Know that lines can represent movement in drawings.	Know that a pattern is a design in which shapes, colours or lines are repeated.	Know that texture means 'what something feels like'. Know that different marks can be used to represent the textures of objects.	Know that 'tone' in art means 'light and dark'. Know that we can add tone to a drawing by shading and filling a shape.

	colours: ● Red + yellow = orange ● Yellow + blue = green ● Blue + red = purple	called sculpture.				Know that different drawing tools make different marks.	
Year 2	Know that different amounts of paint and water can be used to mix hues of secondary colours. Know that colours can be mixed to 'match' real life objects or to create things from your imagination Know that colour can be used to show how it feels to be in a particular place, eg the seaside	Know that 'composition' means how things are arranged on the page. Know that pieces of clay can be joined using the 'scratch and slip' technique. Know that a clay surface can be decorated by pressing into it or by joining pieces on.	Know that collage materials can be shaped to represent shapes in an image. Know that shapes can be organic (natural) and irregular. Know that shapes can geometric if they have mostly straight lines and angles. Know that patterns can be made using shapes.	Know that lines can be used to fill shapes, to make outlines and to add detail or pattern.	Know that surface rubbings can be used to add or make patterns. Know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. Know that patterns can be used to add detail to an artwork.	Know that collage materials can be chosen to represent real-life textures. Know that collage materials can be overlapped and overlaid to add texture. Know that drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.	Know that shading helps make drawn objects look more three dimensional. Know that different pencil grades make different tones.
Year 3	Know that complementary colours appear opposite each other on the colour wheel, and when placed next to each other, a strong contrast or 'clash' is created. Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.	To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). To know that organic forms can be abstract.	To know that negative shapes show the space around and between objects.	To know that different drawing tools can create different types of lines.	To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). To know that the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.	To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object.	To know some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. To know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.
Year 4	To know that adding black to a colour creates a shade. To know that adding white to a colour creates a tint.	To know that using lighter and darker tints and shades of a colour can create a 3D effect. Know that simple structures can be made stronger by adding layers, folding and rolling.	To know how to use basic shapes to form more complex shapes and patterns	To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.	To know that symmetry can be used to create repeating patterns. To know that patterns can be irregular and change in ways you wouldn't expect.	To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface.	To know that using lighter and darker tints and shades of a colour can create a 3D effect. To know that tone can be used to create contrast in an artwork.
Year 5	To know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using	To know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them.	To know that a silhouette is a shape filled with a solid flat colour that represents an object.	To know that lines can be used by artists to control what the viewer looks at within a composition, e.g., by using diagonal lines to	To know that artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small	To know how to create texture on different materials.	To know that tone can help show the foreground and background in an artwork.

	warm or cool colours.	To know that the size and scale of three-dimensional art work changes the effect of the piece.		draw your eye into the centre of a drawing.	everyday objects to add detail to sculptures.		
Year 6	To know that a 'monochromatic' artwork uses tints and shades of just one colour. To know that colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.	To know that the surface textures created by different materials can help suggest form in two-dimensional artwork.	To know how an understanding of shape and space can support creating effective composition.	To know how line is used beyond drawing and can be applied to other art forms.	To know that pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.	To know that applying thick layers of paint to a surface is called impasto and is used by artists such as Claude Monet to describe texture.	To know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.