

Art and Design Progression 2024-25

The following curriculum progression has been adapted from Access Art Primary Art Curriculum

Reception / Year 1

Unit title	Area of Study	Core Concepts	Unit Description	Core Knowledge	Core Vocabulary
Spirals	Drawing and sketchbooks	Observational drawing	Children build an understanding about the way they can make marks on a drawing surface. They explore how the way they hold a drawing tool, and move their bodies, will affect the drawings they make.	We are learning: <ul style="list-style-type: none"> To create drawings using our wrists elbow, shoulders, hips. That we can make choices about which colours to use in our drawings. That artists draw from observation by looking at things closely. We can make different lines and shapes by changing the motion or pressure we use on our mark making tool. 	Spiral, movement, pressure, motion, line drawing, continuous, careful, design, blending, cover, observe, reflect
Boxasaurus	Working in 3 Dimensions	Working collaboratively	Children learn to make models in 3 dimensions, working collaboratively to build a model by cutting and joining materials to make dinosaur-inspired structures and patterns.	We are learning: <ul style="list-style-type: none"> That we can cut and join materials in different ways. That artists sometimes make smaller models, or prototypes, before making their final piece of work. That we make patterns in different ways, using shapes and lines. That we can work together to create a larger piece of art. That art includes sculptures and statues, using many different materials. 	model, prototype, structure, joining, materials, patterns, sculpture, collaboration
Flora and Fauna	Community and collaboration	Working imaginatively	Children learn to use a variety of materials to make images, and that the images we make can become imaginative.	We are learning: <ul style="list-style-type: none"> That many artists use flora and fauna to inspire their work. About artists who use drawing to accurately show the way plants and insects look, and others who create their own imaginary versions. To make observational drawings by looking closely. To use a range of materials, including pastels and pens to draw detailed pictures. 	Observation, imaginary, details, material, sketching, collage, collaboration, evaluate

Year 2 / 3

Unit title	Area of Study	Core Concepts	Unit Description	Core Knowledge	Core Vocabulary
Be An Architect	Working in 3 dimensions	Form and purpose.	Children learn that architects design buildings to meet a specific purpose and that their designs can be inspired by the local area, including the landscape.	<p>We are learning:</p> <ul style="list-style-type: none"> • That architects design buildings and other structures to meet our needs and improve our environment. • That architects take inspiration from the environment their building will exist in, and from the people they will serve. • That we can use drawing as a way to help us understand other people’s work. • That we can use digital tools (such as drones and film) to inspire us. • That we can use our imaginations to make architectural models. • That we can use “Design Through Making” to connect our imagination, hands and materials. 	<p>architect design digital environment improve inspiration model structure</p>
Explore and Draw	Drawing and sketchbooks	Observational drawing, composition.	Children explore observational drawing and experimental mark making and think about how they can use composition to create their artwork.	<p>We are learning:</p> <ul style="list-style-type: none"> • That artists explore the world, seeing things around them in new ways, and bring things back to their studios to help them make art. • That we can go into our own environments, even when they are very familiar to us, and learn to see with fresh eyes and curiosity. • That we can use the things we find to draw from, using close observational looking. • That we can explore and use art materials, be inventive with how we use them, taking creative risks and enjoying accidents as well as planned successes. • We can use the shape of the page, and the way we arrange elements on the page, to create compositions which we like. 	<p>focus photograph light and shade pattern observational drawing close study intention pressure composition</p>
Expressive Painting	Paint, surface and texture	Expressive painting, abstract.	Children explore how painters use paint in expressive and gestural ways, then create abstract still life paintings through colour mixing and experimental mark making.	<p>We are learning:</p> <ul style="list-style-type: none"> • Artists sometimes use colour in different ways. • That we can enjoy, and respond to, the way paint and colour exist on the page. • That artists sometimes use loose, gestural brush marks to create expressive painting. • Expressive painting can be representational or more abstract. • Artists use impasto and sgraffito to give texture to the painting. 	<p>gesture expression represent abstract impasto sgraffito medium detail compose</p>

Year 3 /4

Unit title	Area of Study	Core Concepts	Unit Description	Core Knowledge	Core Vocabulary
Exploring Pattern	Print, colour, collage	Composition, technique development.	Children explore pattern and develop a range of technical skills and knowledge through drawing and collage. Working with pattern can be a mindful activity, and as humans we respond to patterns made by other people.	We are learning: <ul style="list-style-type: none"> That the act of making drawings can be mindful. That we can use line, shape and colour to create patterns including tessellation. That we can use folding, cutting and collage to help us create pattern. That we can create repeated patterns to apply to a range of products or outcomes. 	origami collage arrange aesthetic tessellate experiment layer composition
Structure, sculpture, inventiveness and determination	Working in 3 dimensions	Working imaginatively, exploring form.	Children explore formal drawing and sculpture skills like line, mark making, shape, form, balance and structure, but they also just as importantly explore how it <i>feels</i> to make art. They explore how they can appreciate a sense of challenge.	We are learning: <ul style="list-style-type: none"> That artists can learn from the world around them. That artists try new things by manipulating and representing the materials of the world. That we can explore materials and ideas feeling free from criticism. That we can express our personality through the art we make. That we can use materials, tools and the ideas in our head to explore line, shape, form, balance and structure. That making art can be hard, but that doesn't mean we aren't doing it right or aren't good at it. It just means we are doing it. 	personal, manipulate , balance, structure, line, shape, form, sculpt, invention construct, fasten, rethink
Storytelling through drawing	Drawing and sketchbooks	Expressive drawing, sketching and sequencing.	Children explore how artists create sequenced drawings to share and tell stories, then create accordion books or comic strips to retell poetry or prose through drawing.	We are learning: <ul style="list-style-type: none"> That we can tell stories through drawing. That we can use text within our drawings to add meaning. That we can sequence drawings to help viewers respond to our story. That we can use line, shape, colour and composition to develop evocative and characterful imagery. 	Visual, evocative, Narrative, text, characterful imagery , sequence, graphic novel, illustrator

Year 4 / 5

Unit title	Area of Study	Core Concepts	Unit Description	Core Knowledge	Core Vocabulary
Fashion Design	Community and collaboration	Design, composition.	Children explore contemporary fashion designers and create their own 2D or 3D fashion design working to a brief.	<p>We are learning:</p> <ul style="list-style-type: none"> • That designers bring their own culture, experiences and passions into their designs, for other people. • That we create designs to meet a design brief, so that the garments are wearable and fit for purpose. • That as individuals we can grow our experience of the world by experiencing (seeing, listening, taking the time to understand) the creativity expressed by other people. • That we can use colour, pattern, line, shape, form, material, texture to express our creativity. • That when we design fashion, we can understand what it might feel like to wear the clothes. • That when we design clothes, we can build an awareness of how 2D shapes might become 3D forms. 	<p>contemporary historical fashion design designers design brief form texture material wearable fit for purpose pattern cutting</p>
<i>Mixed Media</i> Landscapes and Cityscapes	Paint, surface and texture	Mixed media, composition.	Children explore how artists use a variety of media to capture spirit of the place. Focus upon exploratory work to discover mixed media combinations.	<p>We are learning:</p> <ul style="list-style-type: none"> • That artists use a variety of media often combining it in inventive ways, to capture the energy and spirit of landscapes or cityscapes. • That artists often work outside (plein air) so that all their senses can be used to inform the work. • That as artists we are able to experiment with materials, combining them to see what happens. We can feel free and safe to take creative risks, without fear of getting things “wrong”. • We can share our artistic discoveries with, and be inspired by each other. • We can use sketchbooks to focus this exploration and we do not always need to create a finished piece of work. 	<p>foreground background combination landscape cityscape sensory inspiration articulate textural</p>
Festival Feasts	Community and collaboration	Working collaboratively.	Drawing and Making inspired by food. How might we use food and art to bring us together?	<p>We are learning:</p> <ul style="list-style-type: none"> • That we can respond to a creative stimulus through lots of different media to work towards drawing, painting, collage, and sculpture. • That we can use our knowledge and curiosity of line, shape, colour and form to make playful and inventive art. • That we can make an individual artwork which contributes to a larger shared piece, or we can work on a shared artwork. • That making art can be fun and joyful, and that we can find subject matter which inspires us all and brings us together. 	<p>installation collaborate composition lighting focal point transformation mixed media inspirational stimulus</p>

Year 5/6

Unit title	Area of Study	Core Concepts	Unit Description	Core Knowledge	Core Vocabulary
2D drawing to 3D making	Drawing and sketchbooks	Design	Children explore how 2D drawings can be transformed to 3D objects. They work towards a sculptural outcome or a graphic design outcome.	<p>We are learning:</p> <ul style="list-style-type: none"> • That drawing and making have a close relationship. • That drawing can be used to transform a two-dimensional surface, which can be manipulated to make a three-dimensional object. • That when we transform two dimensional surfaces we can use line, mark making, value, shape, colour, pattern and composition to help us create our artwork. • That we can use methods such as the grid method and looking at negative space to help us draw. • That there is a challenge involved in bringing two dimensions to 3 dimensions which we can solve with a combination of invention and logic. 	Two dimensional Three dimensional (shape) net scaling grid method typography structure negative space packaging
Shadow puppets	Community and collaborative	Working collaboratively	Children explore how traditional and contemporary artists use cutouts for artistic affect. They then adapt their techniques to make their own shadow puppets.	<p>We are learning:</p> <ul style="list-style-type: none"> • That there are many traditions of using intricate cutouts as shadow puppets to narrate classic stories. • That artists and craftspeople adapt the traditions they inherit to make them their own, and to reflect the culture they live in. • That we can take inspiration from other artists and cultures and make the processes and techniques our own by using materials, tools and narratives which are important to us. • That we can work in collaboration with others to make a shared experience. 	Intricate cutouts craftsperson cultural processes techniques narrative collaboration