



Art and Design Progression Map

This progression map outlines how pupils develop both **substantive knowledge** and **disciplinary knowledge** from Early Years to the end of Key Stage 2. It ensures that learning is sequenced logically so that knowledge builds securely over time. At Ordsall, we define these types of knowledge as:

Substantive knowledge: The core, established facts and information within a specific subject or field of study.

Disciplinary knowledge: An understanding of the methods, theories, concepts, and perspectives that are unique to a specific subject. Developing the ability to think like someone who works within a particular discipline.

Threads

In Art and Design, key threads run throughout the curriculum, providing continuity and coherence as pupils move through each year group. These recurring ideas help children make connections between different components of learning, deepen their understanding over time, and build a secure foundation of both substantive and disciplinary knowledge. We have identified the following threads within our curriculum.

Colour	Pattern	Texture	Line	Form	Shape	Tone
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Colour: the aspect of any object that may be described in terms of hue, lightness and saturation.

Pattern: repeated decorative design.

Texture: the feel, appearance or consistency of a surface or substance

Line: a continuous mark made on a surface used to define shapes and suggest movement.

Form: 3-dimensional shape and structure of an object

Shape: 2-dimensional area defined by boundaries.

Tone: The contrast between light and dark.

Disciplinary Knowledge

Within our Art and Design curriculum, we have identified the following core disciplinary areas that shape how pupils learn to think, design, create, and evaluate like skilled designers and makers

Proficient techniques	Being skilled and competent in a particular area
Knowledge of artist styles	Know about a range of artists, craft makers and designers. Understanding difference in techniques, styles and cultural contexts.
Exploring and recording ideas	Exploring their own ideas and generating these in sketchbooks. Experiment, design and plan
Analysing and evaluating	Reflective thinking and talking about and improving their own work and that of others.



Coverage Map

Year group	Drawing	Painting	Sculpture	Collage and mixed media	Printing
Nursery	✓	✓		✓	
Reception	✓	✓		✓	
Year 1	✓	✓			✓
Year 2	✓	✓	✓		
Year 3	✓	✓		✓	
Year 4	✓		✓		✓
Year 5	✓	✓		✓	
Year 6			✓	✓	✓



Progression in Disciplinary Knowledge

Discipline	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Proficient Techniques	Know how to begin to hold and manipulate tools with increasing control. Know how to explore marks, lines, shapes and textures through drawing, painting, printing and play-based activities. Know how to experiment with different materials and begin to notice different effects. Know how to develop gross-motor control in art activities.	Know how to use a range of tools with improving control. Know how to create recognisable shapes and simple forms. Know how to begin to mix colours and explore different textures. Know how to develop fine motor skills to handle smaller tools and more detailed work. Know how to begin planning and refining simple marks and forms, e.g., making intentional lines, patterns or joining materials.	Know how to try out and practice a range of materials and processes. Know how to hold and use tools with increasing control. Know how to use basic lines and shapes to represent ideas. Know how to experiment with primary colours and simple mixing. Know how to make simple marks with a variety of tools.	Know how to develop and exercise some care and control over the range of materials and techniques they use. Know how to use more controlled lines to draw recognisable forms. Know how to mix secondary colours and experiment with tints and shades. Know how to begin layering materials. Know how to improve tool accuracy.	Know how to develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques. Know how to use shading techniques. Know and understand complementary colours. Know how to use tools for finer detail. Know how to combine media intentionally.	Know how to investigate the nature and qualities of different materials and processes systematically. Know how to use colour to add detail and depth. Know how to use more complex mark making to add detail or show texture. Know how to draw accurate proportions. Know how to work with modelling materials more precisely.	Know how to investigate and exploit the potential of new and unfamiliar materials. Know how to use perspective (one point and aerial). Know how to combine and use colour to show depth. Know how to combine media for specific visual effects. Know how to use varied brush techniques for texture and detail.	Know how to independently refine their technical and craft skills in order to improve their mastery of materials and techniques. Know how to demonstrate mature control of line, tone, colour and texture. Know how to combine multiple techniques with clear creative intent. Know how to plan, trial and refine techniques independently before final outcomes. Know how to use 3D materials to create complex well-engineered structures.



Discipline	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge of Artist styles			Know how to recognise and describe simple characteristics of different kinds of art, craft, and design. Know how artists take inspiration from the world around them by collecting and transforming ideas.	Know how to Understand that creative works are made by artists, craftspeople, and designers from all cultures and times. know how artists can create their own work using styles and materials that are similar to others.	Know how to describe some key ideas, techniques, and working practices of artists, craftspeople, architects, and designers studied. Know how to begin to explain how their style and choices affect the appearance and effect of the work.	Know how to explain the ideas and approaches of various artists, craftspeople, designers, and architects. Know how to consider the cultural context and intention behind their work.	Know how to understand how style communicates mood, meaning, or message. Know how to compare and describe different art approaches.	Know how to analyse, interpret, and evaluate the work, ideas, and practices of significant artists, craftspeople, designers, and architects. Know how to take account of historical, cultural, and social influences, and use this understanding to inform personal creative work.
Exploring and recording ideas	Know how to observe the world around them and respond creatively. Know how to begin to choose materials and tools to try out ideas independently or collaboratively .	Know how to explore ideas based on observation and imagination. Know how to experiment with different materials and techniques.	Know how to explore ideas through play and experimentation with a range of materials. Know how to record simple observations, shapes, colours, and patterns in sketchbooks or on paper.	Know how to begin to explore ideas inspired by objects, nature, and experiences. Know how to record ideas using drawing, painting, collage, and simple notes, experimenting with colour and line.	Know how to investigate ideas inspired by artists, designers, and real-life observations. Know how to use sketchbooks to explore different approaches, shapes, textures, and patterns. Know how to begin to plan or try multiple options before making final pieces.	Know how to develop ideas through more systematic investigation, combining observation and imagination. Know how to record notations, labelled sketches, colour studies, and patterns to inform finished work. Know how to experiment with materials and media, noting effects.	Know how to explore and develop ideas inspired by a range of sources, including historical and contemporary artists, cultures, and personal experiences Know how to use sketchbooks confidently to plan, annotate, refine, and test techniques before producing final pieces. Know how to begin to make creative decisions based on exploration.	Know how to explore ideas independently and purposefully, connecting research, observation, and imagination. Know how to record ideas comprehensively using sketchbooks, notes, diagrams, and prototypes. Know how to develop concepts over time, refining ideas through experimentation, evaluation, and iteration. Know how to use exploration to inform and enhance personal, innovative outcomes.



Discipline	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Analysing and evaluating	Know how to begin to respond to prompts like 'What can you see?' or 'How did you make that?' Know how to talk about what they like or notice in their own or others creative work.	Know how to express likes, dislikes and preferences in their own and others work. Know how to begin to suggest simple improvements or ideas for changes in their own work.	Know how to begin to talk about what they like or notice in their own and others' work. Know how to use simple vocabulary: colour, shape, line, pattern.	Know how to describe what they can see in artworks, using basic visual language. Know how to begin to suggest simple improvements or changes to their own work.	Know how to comment on the effect of techniques and materials in their own and others' work. Know how to identify what is working well and suggest practical improvements.	Know how to analyse artworks by considering style, composition, mood, and purpose. Know how to compare different pieces and explain their observations using art vocabulary. Know how to reflect on how their own ideas and choices affect outcomes.	Know how to evaluate work critically, considering intention, technique, style, and impact. Know how to compare and contrast the work of different artists, designers, and craftspeople. Know how to explain how artistic choices influence effect, mood, meaning, or message.	Know how to analyse and evaluate independently and in depth. Know how to use evaluation to refine and improve personal work. Know how to communicate ideas and critique clearly using precise art vocabulary.



Knowledge by Year Group

Nursery	
Disciplinary Knowledge	Substantive Knowledge (statements taken from the Early Years progression document)
Know how to begin to hold and manipulate tools with increasing control. Know how to explore marks, lines, shapes and textures through drawing, painting, printing and play-based activities. Know how to experiment with different materials and begin to notice different effects. Know how to develop gross-motor control in art activities. Know how to observe the world around them and respond creatively. Know how to begin to choose materials and tools to try out ideas independently or collaboratively. Know how to begin to respond to prompts like 'What can you see?' or 'How did you make that?' Know how to talk about what they like or notice in their own or others creative work.	I can use one-handed tools and equipment, for example, making snips in paper with scissors. I can use a comfortable grip with good control when holding pens and pencils. I show a preference for a dominant hand. I can explore different materials freely, in order to develop my ideas about how to use them and what to make. I can use a range of creative materials to make pictures and models. I can develop my own ideas and then decide which materials to use to express them. I can join different materials and explore different textures. I can draw lines and simple shapes. I can create closed shapes with continuous lines, and begin to use these shapes to represent objects. I can draw with increasing complexity and detail, such as representing a face with a circle and including details. I can use drawing to represent ideas like movement or loud noises. I can show different emotions in my drawings and paintings, like happiness, sadness, fear etc. I can explore colour and colour-mixing. I am beginning to use shapes and lines to represent objects or people. I can draw a picture and tell you about it. I am learning how to use glue or tape to stick join things. I am developing my understanding of how materials can be used in different ways to draw/paint. I am beginning to develop my own ideas of what to make/draw and how to make/draw it.
Disciplinary Vocabulary	Substantive Vocabulary
Control – using tools, materials or techniques carefully to create an effect you want. Explore – try out, investigate or experiment with ideas. Choose – select materials, colours, shapes or methods to use. Look – use your eyes to see something carefully.	Mark, pencil, crayon, pen, brush, paint, mix, colour names, scissors, cut, stick, join, fold



Reception	
Disciplinary Knowledge	Substantive Knowledge <i>(statements taken from the Early Years progression document)</i>
Know how to use a range of tools with improving control. Know how to create recognisable shapes and simple forms. Know how to begin to mix colours and explore different textures. Know how to develop fine motor skills to handle smaller tools and more detailed work. Know how to begin planning and refining simple marks and forms, e.g. making intentional lines, patterns or joining materials. Know how to explore ideas based on observation and imagination. Know how to experiment with different materials and techniques. Know how to express likes, dislikes and preferences in their own and others work. Know how to begin to suggest simple improvements or ideas for changes in their own work.	I can hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. I can use a range of small tools, including scissors, paint brushes and cutlery. I begin to show accuracy and care when drawing. I can explore, use and refine a variety of artistic effects to express my ideas and feelings. I can return to and build on my previous learning, refining ideas and developing my ability to represent them I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. I can create creations using available resources. I can create collaboratively, sharing ideas, resources and skills. I can share my creations, explaining the process I have used.
Disciplinary Vocabulary	Substantive Vocabulary
Create – make something new. Improve – to make something better. Explain – tell someone about something or say why you did it. Experiment – try something new to see what happens.	Draw, grip, tools, snip, materials, tear, squeeze, paintbrush, thickness



Year 1	
Drawing – Wassily Kandinsky	
Disciplinary Knowledge	Substantive Knowledge
Know how to recognise and describe simple characteristics of different kinds of art, craft, and design.	Know that Kandinsky produced art work combining shapes, lines and colours.
Know how to try out and practice a range of materials and processes. Know how to record simple observations, shapes, colours, and patterns in sketchbooks or on paper.	Know that different kinds of lines such as straight, wavy, zig-zag or loop can be used to depict movement, thickness and direction.
Know how to hold and use tools with increasing control. Know how to record simple observations, shapes, colours, and patterns in sketchbooks or on paper.	Know that basic shapes can be drawn, such as circles, squares, triangles and rectangles and used to construct recognise forms.
Know how to explore ideas through play and experimentation with a range of materials. Know how to make simple marks with a variety of tools.	Know that lines can be made using a variety of drawing tools and media, such as pencils, crayons, pastels and chalk and preferences can be expressed based on their experiences.
Know how to use basic lines and shapes to represent ideas. Know how to record simple observations, shapes, colours, and patterns in sketchbooks or on paper.	Know that simple artwork can be produced from imagination by combining lines and shapes of different sizes in the style of Kandinsky.
Know how to use simple vocabulary: colour, shape, line, pattern. Know how to begin to talk about what they like or notice in their own and others' work.	Know that colour can be used to create effect.
Disciplinary Vocabulary	Substantive Vocabulary
Artist – a person who makes art like drawings, painting, sculptures or crafts using imagination or creativity. Practice – do something again and again to get better at it. Process – the steps you follow to make or create something. Represent – to show, stand for or symbolise something. Notice – to see or pay attention to something. Evaluate – think about what is good and what could be better. Inspiration – something that gives you an idea or makes you want to create.	Straight Wavy Zig-zag Loop Curved Thickness Shapes – circle, square, triangle, rectangles Style – abstract Pastels Chalk
Painting – Julian Opie	
Disciplinary Vocabulary	Substantive Vocabulary
Know how to use simple vocabulary: colour, shape, line, pattern. Know how to begin to talk about what they like or notice in their own and others' work. Knowledge of artist styles - Know how artists take inspiration from the world around them, collecting and transforming ideas.	Know that Julian Opie painted portraits in a modern style using bold, bright colours.
Know how to try out and practice a range of materials and processes. Know how to hold and use tools with increasing control.	Know that paint can be applied using different techniques (dabbing, stroking, washing) with a variety of painting tools, including brushes of varying sizes, sponges and fingers.
Know how to experiment with primary colours and simple mixing.	Know that lines in painting can be used to define shapes and add details.
Know how to use basic lines and shapes to represent ideas.	Know that primary colours are red, yellow, and blue and can be mix to create secondary colours
Know how to record simple observations, shapes, colours, and patterns in sketchbooks or on paper.	Know that simple painting can be created based on observation.
Disciplinary Vocabulary	Substantive Vocabulary
Artist – a person who makes art like drawings, painting, sculptures or crafts using imagination or creativity. Practice – do something again and again to get better at it. Process – the steps you follow to make or create something. Represent – to show, stand for or symbolise something. Notice – to see or pay attention to something. Evaluate – think about what is good and what could be better. Inspiration – something that gives you an idea or makes you want to create.	Portrait Modern Bold colours Dabbing Stroking Washing Primary colours Secondary colours
Printing – a range of artists/designers (e.g., Yayoi Kusama, Orla Kiely, James Brunt)	



Disciplinary Knowledge	Substantive Knowledge
Knowledge of Artist styles - Know how artists take inspiration from the world around them, collecting and transforming ideas.	Know that repetitive pattern is used by artists and designers for effect.
Know how to make simple marks with a variety of tools.	Know that simple print making tools, such as stamps, sponges or found objects can be used for printing.
Know how to try out and practice a range of materials and processes. Know how to hold and use tools with increasing control.	Know how to explore a range of tools when stamping (sponges and found objects).
Know how to experiment with primary colours and simple mixing.	Know that primary and secondary colours can be applied in printing.
Know how to record simple observations, shapes, colours, and patterns in sketchbooks or on paper.	Know that simple patterns and designs can be created through repetitive printing using stamping.
Know how to begin to talk about what they like or notice in their own and others' work.	Know that identifying something they like in their own and others work can support reflection.
Disciplinary Vocabulary	Substantive Vocabulary
Artist – a person who makes art like drawings, painting, sculptures or crafts using imagination or creativity. Practice – do something again and again to get better at it. Process – the steps you follow to make or create something. Represent – to show, stand for or symbolise something. Notice – to see or pay attention to something. Evaluate – think about what is good and what could be better. Inspiration – something that gives you an idea or makes you want to create.	Printing Stamp Sponge Pressing Rubbing Repeating (pattern) Primary and secondary colours Design



Year 2	
Drawing – Frida Kahlo	
Disciplinary Knowledge	Substantive Knowledge
Knowledge of artists - Know how to understand that creative works are made by artists, craftspeople, and designers from all cultures and times.	Know that Frida Kahlo is a Mexican artist who creates portraits, self-portraits and work inspired by nature.
Know how to use more controlled lines to draw recognisable forms. Know how to record ideas using drawing, painting, collage, and simple notes, experimenting with colour and line.	Know that lines and shapes can be used to represent different facial features.
Know how to use more controlled lines to draw recognisable forms. Know how to record ideas using drawing, painting, collage, and simple notes, experimenting with colour and line.	Know that simple shapes can be combined to create a whole face.
Know how to develop and exercise some care and control over the range of materials and techniques they use.	Know that basic proportional relationships can be applied in drawings especially in human form.
Know how to begin to suggest simple improvements or changes to their own work.	Know that observational drawings can be improved focusing on capturing details and accuracy in representation.
Disciplinary Vocabulary	Substantive Vocabulary
Creative – using imagination to make new ideas, pictures or things. Culture – way of life, traditions, beliefs and customs of a group of people. Recognisable – you can tell what it is because it looks familiar or like the real thing. Technique – special way of doing something to make it look a certain way. Improvement – making something better. Combine – joining 2 or more things together. Describe – say or write what something looks like, feels like or is made of. Accurate – something that is done carefully to match what it should look like.	Self-portrait/portrait Facial features Texture Proportion
Painting – Henri Rousseau	
Disciplinary Vocabulary	Substantive Vocabulary
Know how to begin to explore ideas inspired by objects, nature, and experiences. Analysing and evaluation - Know how to describe what they can see in artworks, using basic visual language. Knowledge of Artist Style - Know how to understand that creative works are made by artists, craftspeople, and designers from all cultures and times.	Know that Henri Rousseau is best known for his jungle paintings.
Know how to mix secondary colours and experiment with tints and shades.	Know that tints and shades can be made by adding white and black to create a wider range of colours.
Know how to mix secondary colours and experiment with tints and shades.	Know that shades of colours can be used to represent mood or season.
Know how to improve tool accuracy.	Know that control over brushstrokes can be developed to create different textures and details.
Know how to develop and exercise some care and control over the range of materials and techniques they use.	Know that simple scenes can be painted in the style of Henri Rousseau.
Know how to develop and exercise some care and control over the range of materials and techniques they use.	Know that adding smaller details to paintings can to make them more realistic.
Disciplinary Vocabulary	Substantive Vocabulary
Creative – using imagination to make new ideas, pictures or things. Culture – way of life, traditions, beliefs and customs of a group of people. Recognisable – you can tell what it is because it looks familiar or like the real thing. Technique – special way of doing something to make it look a certain way. Improvement – making something better. Combine – joining 2 or more things together. Describe – say or write what something looks like, feels like or is made of. Accurate – something that is done carefully to match what it should look like. Tint – a colour made lighter by adding white. Shade – a colour made darker by adding black.	Brushstroke Mood Texture Details Realistic Landscape Scenery
Sculpture –Andy Goldsworthy	



Disciplinary Knowledge	Substantive Knowledge
Knowledge of artistic styles - know how artists can create their own work using styles and materials that are similar to others. Know how to describe what they can see in artworks, using basic visual language.	Know that artists like Andy Goldsworthy and James Brunt creates sculptures that respond to the natural surroundings and change over time.
Know how to begin to explore ideas inspired by objects, nature, and experiences.	Know that natural objects can be arranged to make shapes and patterns.
Know how to begin to explore ideas inspired by objects, nature, and experiences. Know how to begin layering materials.	Know that sculptures can be 2D or 3D and natural materials can be stacked, twisted, joined or layered.
Know how to begin to explore ideas inspired by objects, nature, and experiences. Know how to begin layering materials.	Know that materials can be organised to make a sculpture look balanced or expressive.
Know how to begin to suggest simple improvements or changes to their own work.	Know that new sculptures can be created by changing techniques based on prior attempts.
Disciplinary Vocabulary	Substantive Vocabulary
Creative – using imagination to make new ideas, pictures or things. Culture – way of life, traditions, beliefs and customs of a group of people. Recognisable – you can tell what it is because it looks familiar or like the real thing. Technique – special way of doing something to make it look a certain way. Improvement – making something better. Combine – joining 2 or more things together. Describe – say or write what something looks like, feels like or is made of. Accurate – something that is done carefully to match what it should look like. Tint – a colour made lighter by adding white. Shade – a colour made darker by adding black. Layering – putting one thing on top of another to add depth, texture or effect.	Sculpture Natural 2D 3D Stacked Twisted Joined Layered Pressed Balanced



Year 3	
Drawing – Paul Cezanne	
Disciplinary Knowledge	Substantive Knowledge
Knowledge of artist styles - Know how to describe some key ideas, techniques, and working practices of artists, craftspeople, architects, and designers studied. Know how to comment on the effect of techniques and materials in their own and others' work.	Know that French artist Paul Cezanne created still-life art work and took inspiration from real objects.
Know how to develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques. Know how to use sketchbooks to explore different approaches, shapes, textures, and patterns.	Know that geometric shapes can be combined within drawings.
Know how to use shading techniques.	Know that textures can be created by using hatching, cross-hatching and stippling.
Know how to begin to plan or try multiple options before making final pieces.	Know that drawings can be done from observation.
Know how to use tools for finer detail.	Know that details such as patterns and small features can be added to drawings.
Know how to develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques. Know how to identify what is working well and suggest practical improvements.	Know that 2 objects of varying sizes can be drawn using the concept of proportion and scale.
Disciplinary Vocabulary	Substantive Vocabulary
Proportion – the size of one part of something compared to another or the whole. Scale – the size of something compared to another thing or to real life. Effect – the result or impact that something has on a person or art work. Approach – the way you plan to do or start a piece of art work. Plan – to think about and decide what you will do before starting your art work. Quality – how good something is or how well it is made.	Geometric Hatching Cross-hatching Stippling Still-life
Painting – Georgia O'Keeffe	
Disciplinary Vocabulary	Substantive Vocabulary
Knowledge of artist styles - Know how to describe some key ideas, techniques, and working practices of artists, craftspeople, architects, and designers studied. Knowledge of artist styles - Know how to begin to explain how their style and choices affect the appearance and effect of the work. Know how to comment on the effect of techniques and materials in their own and others' work.	Know that Georgia O'Keeffe was an American painter known for her close-up flower paintings, landscapes and abstract forms. Know that she used large simplified shapes and focused on magnifying details to make the viewer see things differently.
Know and understand complementary colours.	Know that complimentary colours create strong contrast when placed next to each other and can make each other look brighter and more vibrant.
Know how to use shading techniques. Know how to use sketchbooks to explore different approaches, shapes, textures, and patterns.	Know that gradients from light to dark can be used to help create a sense of depth and softness.
Know how to develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques.	Know that layering thin washes builds up colour gently.
Know how to use tools for finer detail.	Know that a brush can be used to create smooth edges, soft blending and gentle curves as seen in O'Keeffe flower work.
Know how to develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques. Know how to investigate ideas inspired by artists, designers, and real-life observations.	Know that a flower or natural object can be painted from observation using paint using techniques practiced in the style of O'Keeffe.
Disciplinary Vocabulary	Substantive Vocabulary
Effect – the result or impact that something has on a person or art work. Approach – the way you plan to do or start a piece of art work.	Abstract Brighter Vibrant



Plan – to think about and decide what you will do before starting your art work. Quality – how good something is or how well it is made. Complimentary – two colours that look good together because they are opposite each other on the colour wheel.	Gradient Depth Layering Blending
Collage and Mixed media – Rosemary Firth	
Disciplinary Knowledge	Substantive Knowledge
Know how to comment on the effect of techniques and materials in their own and others' work. Knowledge of artist styles - Know how to describe some key ideas, techniques, and working practices of artists, craftspeople, architects, and designers studied.	Know that Rosemary Firth created mixed media art works by combining different materials such as different papers
Know how to develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques.	Know that materials can be cut and torn to create desired shapes and textures.
Know how to develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques. Know how to begin to plan or try multiple options before making final pieces.	Know that overlapping and layering and contrast can be experimented with to create depth and visual interest.
Know how to combine media intentionally.	Know that materials, layers, textures and techniques can be combined to create a mixed media art work in the style of Rosemary Firth.
Know how to identify what is working well and suggest practical improvements.	Know that changes can be made during the creative process.
Disciplinary Vocabulary	Substantive Vocabulary
Effect – the result or impact that something has on a person or art work. Approach – the way you plan to do or start a piece of art work. Plan – to think about and decide what you will do before starting your art work. Quality – how good something is or how well it is made. Intentional – done on purpose with a clear reason or plan.	Collage Mixed media Cut Torn Overlap Contrast Layer Depth Combine



Year 4	
Drawing – Quentin Blake	
Disciplinary Knowledge	Substantive Knowledge
Knowledge of artists - Know how to explain the ideas and approaches of various artists, craftspeople, designers, and architects.	Know that Quentin Blake using expressive line, loose sketching and watercolour washes to create lively illustrations that show character, movement and emotions.
Know how to develop ideas through more systematic investigation, combining observation and imagination.	Know that quick, expressive drawings can be made to capture movements.
Know how to draw accurate proportions.	Know that basic human and animal proportions can be drawn.
Know how to use more complex mark making to add detail or show texture.	Know facial expressions and fine details can be worked on in drawings or paintings.
Know how to use colour to add detail and depth. Know how to reflect on how their own ideas and choices affect outcomes.	Know that colour can be used with blending and shading techniques, textures and patterns.
Disciplinary Vocabulary	Substantive Vocabulary
Systematic – doing something in a planned way, step by step. Imagination – the ability to think of new ideas, pictures or things in your mind. Reflect – to think carefully about your work or someone else's and what you have learned from it. Evaluate – think carefully about your own or others work to decide what is good or what can be improved. Analyse – look at something carefully to understand how it works, what it is made of or why it looks that way.	Illustrations Character Movement Emotion
Year 4	
Printing - Orla Kiely	
Disciplinary Vocabulary	Substantive Vocabulary
Knowledge of artists - Know how to explain the ideas and approaches of various artists, craftspeople, designers, and architects. Know how to analyse artworks by considering style, composition, mood, and purpose.	Know that Irish printmaker Orla Kiely creates bold repeated patterns inspired by nature using simple shapes and symmetry.
Know how to record ideas through annotations, labelled sketches, colour studies and pattern designs to inform finished work.	Know that foam tile printed designs can be planned through sketches, pattern ideas and simple layouts to explore how shapes, marks and colours will appear in the final print.
Know how to investigate the nature and qualities of different materials and processes systematically.	Know that a printing block can be created by making marks and textures in foam, and that the lines, shapes and patterns created will affect the final printed image.
Know how to use colour to add detail and depth.	Know that different colour choices and combinations can change the appearance, contrast and impact of a foam tile printed pattern.
Know how to reflect on how their own ideas and choices affect outcomes.	Know that their own work can be evaluated by comparing it to the original design intention, identifying what worked well and what can be improved (clarity of the motif, accuracy of the repeated pattern, effectiveness of colour choice).
Disciplinary Vocabulary	Substantive Vocabulary
Systematic – doing something in a planned way, step by step. Imagination – the ability to think of new ideas, pictures or things in your mind. Reflect – to think carefully about your work or someone else's and what you have learned from it. Evaluate – think carefully about your own or others work to decide what is good or what can be improved. Analyse – look at something carefully to understand how it works, what it is made of or why it looks that way. Composition – the way parts of an art work like shapes, colours and objects are arranged. Style – a particular way an artist creates their work to make it look unique or recognisable. Purpose – the reason why something is made or done.	Repeated pattern Two-colour printing Symmetry Layout Rotation Reflection Motif Arrange Emphasis



Sculpture – Magdalene Odundo	
Disciplinary Knowledge	Substantive Knowledge
Knowledge of Artist styles - Know how to consider the cultural context and intention behind their work.	Know that Magdalene Odundo is a ceramic artist who makes smooth hand-built clay pots using coils and carefully shapes and polishes them.
Know how to experiment with materials and media, noting effects.	Know that clay can be shaped in different ways and two pieces can be joined together using slip.
Know how to work with modelling materials more precisely.	Know that long, even rolls of clay can be made for building a clay pot and coiled can be smoothed and blended carefully to attached them securely without cracks.
Know how to work with modelling materials more precisely	Know that coils can be stacked steadily to create taller or more sculptural pots.
Know how to work with modelling materials more precisely	Know that hands and tools can be used to create smooth, curved or symmetrical forms.
Know how to compare different pieces and explain their observations using art vocabulary.	Know that their own and others work can be compared to Magdalene Odundo.
Disciplinary Vocabulary	Substantive Vocabulary
Systematic – doing something in a planned way, step by step. Imagination – the ability to think of new ideas, pictures or things in your mind. Reflect – to think carefully about your work or someone else’s and what you have learned from it. Evaluate – think carefully about your own or others work to decide what is good or what can be improved. Analyse – look at something carefully to understand how it works, what it is made of or why it looks that way. Precise – done carefully and exactly with attention to detail. Compare – look at two or more things and notice how they are the same and how they are different.	Ceramic Coil Slip Smooth Stack Symmetrical Blend



Year 5	
Drawing – Lowry/Street photographs	
Disciplinary Knowledge	Substantive Knowledge
Know how to use sketchbooks confidently to plan, annotate, refine, and test techniques before producing final pieces.	Know that a range of 3D shapes can be drawn onto a 2D surface.
Know how to use sketchbooks confidently to plan, annotate, refine, and test techniques before producing final pieces.	Know that shading can be used to give depth to 3D objects.
Know how to explore and develop ideas inspired by a range of sources, including historical and contemporary artists, cultures, and personal experiences. Know how to compare and contrast the work of different artists, designers, and craftspeople.	Know that perspective and depth can be explored through a range of sources such as Lowry paintings, photographs of streets and other artists' work.
Know how to use perspective.	Know that a vanishing point is the spot on the horizon where parallel lines appear to meet in perspective drawing and using one or more vanishing points can be used.
Know how to use perspective.	Know that a simple street scene can be drawn using perspective and 3D drawing techniques.
Disciplinary Vocabulary	Substantive Vocabulary
Annotate – add short notes, labels or comments to a drawing or piece of work. Refine – improve something by making small changes or adjustments. Develop – to build on an idea and make it better or more detailed over time. Contrast – look at two or more art works and explain how they are different. Intention – the plan or purpose behind an art work.	2D 3D Shade Depth Perspective Vanishing point Horizon Parallel line
Painting – Van Gogh	
Disciplinary Vocabulary	Substantive Vocabulary
Knowledge of Artist styles - Know how to understand how style communicates mood, meaning, or message.	Know that Vincent Van Gogh used bold colours, thick brush strokes and visible marks to create expressive and textured paintings.
Know how to use varied brush techniques for texture and detail.	Know that texture in painting can be created by using brush techniques (dry brush, stippling, sgraffito, impasto), layering paint or adding materials to the surface.
Know how to combine and use colour to show depth	Know that subtle tones, shades and hues can be added using a varying amount of black and white.
Know how to use varied brush techniques for texture and detail.	Know that brush stroke direction and thickness can create movement and energy in a painting
Know how to begin to make creative decisions based on exploration.	Know that knowledge of tools, brushes and paint application can be applied to develop their own creative art work.
Analysing and evaluation - Know how to evaluate work critically, considering intention, technique, style, and impact.	Know that their own painting can be evaluated by considering which techniques, colours and textures that worked well and what could be improved to make the painting more effective or expressive.
Disciplinary Vocabulary	Substantive Vocabulary
Annotate – add short notes, labels or comments to a drawing or piece of work. Refine – improve something by making small changes or adjustments. Develop – to build on an idea and make it better or more detailed over time. Contrast – look at two or more art works and explain how they are different. Intention – the plan or purpose behind an art work. Critically – thinking carefully and thoughtfully about something, explaining how and why it could be improved	Dry brush Stippling Sgraffito Impasto Subtle tones
Collage and Mixed Media - Deborah Roberts/ and Dyan Reaveley	
Disciplinary Knowledge	Substantive Knowledge
Knowledge of Artist styles - Know how to compare and describe different art approaches. Know how to explain how artistic choices influence effect, mood, meaning, or message.	Know that a range of collage art works by both established and emerging artist such as Deborah Roberts and Dyan Reaveley, plus others can be explored.



Know how to combine media for specific visual effects. Know how to investigate and exploit the potential of new and unfamiliar materials.	Know that a wider range of materials, such as paper, card, fabric, photographs and three-dimensional objects can be experimented with and materials can be cut or torn into more complex shapes.
Know how to combine media for specific visual effects.	Know that more detailed compositions can be created by layering materials and overlapping elements.
Know how to begin to make creative decisions based on exploration.	Know that different materials and techniques can be selected, combined and layered to create an interesting composition making deliberate choices about colour, texture and layout.
Disciplinary Vocabulary	Substantive Vocabulary
Annotate – add short notes, labels or comments to a drawing or piece of work. Refine – improve something by making small changes or adjustments. Develop – to build on an idea and make it better or more detailed over time. Contrast – look at two or more art works and explain how they are different. Intention – the plan or purpose behind an art work. Influence – the way an artist, idea, style, or experience effects how an art work is made.	Collage Mixed media Layering Over-lapping



Year 6	
Sculpture – Yinka Shonibare	
Disciplinary Knowledge	Substantive Knowledge
Knowledge of artists - Know how to take account of historical, cultural, and social influences, and use this understanding to inform personal creative work.	Know that Yinka Shonibare makes sculptures of 3D forms and figures that show stories, history and identity.
Know how to explore ideas independently and purposefully, connecting research, observation, and imagination.	Know that studying other artists work can inform the development of original sculptures and that projects need to be planned before making.
Know how to record ideas comprehensively using sketchbooks, notes, diagrams, and prototypes.	
Know how to use 3D materials to create complex well-engineered structures.	Know that different materials are suited to different aspects of sculpture, for example wire for stability and fabric for pattern and texture.
Know how to combine multiple techniques with clear creative intent.	Know that sculptures can be made creatively using mixed materials, including wire, mod-rock, textiles and fabric taking inspiration from Yinka Shonibare.
Know how to use evaluation to refine and improve personal work.	Know that sculptures can be refined and adapted during the creative process to improve structure, stability and visual impact.
Disciplinary Vocabulary	Substantive Vocabulary
Prototype – first version or model of an idea or design that you can test and improve. Structure – the way something is built or arranged to make it strong, stable or organised. Intent – purpose, aim or goal behind an art work. Impact – a strong effect or impression that an art work has on the viewer. Critique - give a detailed thoughtful evaluation of art work explaining what works well and what can be improved.	Sculpture Mod-rock Form Figure Stability Wire
Collage and mixed media – Kurt Schwitters	
Disciplinary Vocabulary	Substantive Vocabulary
Knowledge of artists - Know how to analyse, interpret, and evaluate the work, ideas, and practices of significant artists, craftspeople, designers, and architects.	Know that Kurt Schwitters created abstract collage artworks by combining found everyday materials such as newspapers, tickets, packaging, card and paper with drawing and paint.
Know how to use exploration to inform and enhance personal, innovative outcomes.	Know that artists can combine a wide range of media including paint, drawing, printed materials, recycled papers and found objects to create expressive mixed media artwork.
Know how to plan, trial and refine techniques independently before final outcomes.	Know that cutting, tearing, layering, overlapping, arranging and rearranging materials allows artists to refine composition, texture and balance before creating a final piece.
Know how to combine multiple techniques with clear creative intent.	Know that careful choices about materials, texture, colour, composition and the placement of found objects can communicate ideas and create visual impact.
Know how to analyse and evaluate independently and in depth. Know how to communicate ideas and critique clearly using precise art vocabulary.	Know how to communicate ideas and critique clearly using precise art vocabulary. Know that artists continually evaluate, adapt and refine their work throughout the creative process to improve composition, meaning and overall effectiveness.
Disciplinary Vocabulary	Substantive Vocabulary
Prototype – first version or model of an idea or design that you can test and improve. Structure – the way something is built or arranged to make it strong, stable or organised. Intent – purpose, aim or goal behind an art work. Impact – a strong effect or impression that an art work has on the viewer. Critique - give a detailed thoughtful evaluation of art work explaining what works well and what can be improved.	Collage Mixed media Composition Found materials Recycled materials Layering Texture Abstract Balance



Printing – Andy Warhol	
Disciplinary Knowledge	Substantive Knowledge
Knowledge of artists - Know how to analyse, interpret, and evaluate the work, ideas, and practices of significant artists, craftspeople, designers, and architects.	Know that Andy Warhol used repetition, bold colour and print making techniques to communicate ideas about popular culture and identity.
Know how to develop concepts over time, refining ideas through experimentation, evaluation, and iteration.	Know that observing and analysing the work of Andy Warhol can inspire ideas for personal art work.
Know how to develop and refine ideas through detailed sketches, annotations and design plans before creating a final artwork.	Know that a polystyrene printing design must be carefully planned by considering composition, scale, placement, repeated patterns and the effects of carved marks before transferring the design onto the printing block.
Know how to independently refine their technical and craft skills in order to improve their mastery of materials and techniques.	Know that a polystyrene tile can be created by transferring and engraving a design into the surface, and that the depth, direction and detail of the carved marks will affect the quality and appearance of the final print.
Disciplinary Vocabulary	Substantive Vocabulary
Prototype – first version or model of an idea or design that you can test and improve. Structure – the way something is built or arranged to make it strong, stable or organised. Intent – purpose, aim or goal behind an art work. Impact – a strong effect or impression that an art work has on the viewer. Critique - give a detailed thoughtful evaluation of art work explaining what works well and what can be improved.	Pop Art Popular culture Consumerism Identity Relief printing Printing block Engrave Composition Scale Registration Edition Repetition Bold contrast