



## Progression Grid

### Art

2025-2026

Skill	Nursery	Reception	EYFS Statutory Framework
<p><b>Physical Development</b></p>	<ul style="list-style-type: none"> <li>Use large-muscle movements to eave flags and streamers, paint and make marks.</li> <li>Choose the right resources to carry out their own plan.</li> <li>Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>Use a comfortable grip with good control when holding pens and pencils.</li> </ul>	<ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>Develop overall body-strength, balance, coordination and agility.</li> </ul>	<p><b>Expressive Arts and Design</b></p> <p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>
<p><b>Expressive Arts and Design</b></p>	<ul style="list-style-type: none"> <li>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>Develop their own ideas and then decide which materials to use to express them.</li> <li>Join different materials and explore different textures.</li> <li>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> <li>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>Use drawing to represent ideas live movement or loud noises.</li> <li>Show different emotions in their drawings and paintings, like happiness, sadness, feat etc.</li> <li>Explore colour and colour mixing.</li> </ul>	<ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively, sharing ideas, resources and skills.</li> </ul>	
<p><b>ELG</b></p>	<ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> </ul>	<ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> </ul>	

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Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
<b>Generating Ideas</b>	<p>Develop a <b>sketchbook habit</b> and understand some of the activities which might take place in a sketchbook e.g: <b>drawing, cutting/sticking, collecting.</b></p> <p>Develop questions to ask when looking at artworks and /or <b>stimulus:</b>            -Describe what you can see.            -Describe what you like? Why?            -How does it make you feel?            -What would you like to ask the artist?</p> <p>Generate ideas through playful, hands-on, <b>exploration</b> of materials without being constricted towards a pre-defined <b>outcome.</b></p>	<p>Practice and develop <b>sketchbook</b> use, incorporating the following new activities: <b>drawing to discover, drawing to show you have seen, drawing to experiment, collecting, sticking, writing notes...</b></p> <p>Look at a variety of types of source material and understand the differences: including images on screen, images in books and websites, art work in galleries and objects in museums.</p> <p>Generate ideas through <b>exploration</b> of materials, building an understanding of what each material can do, how it can be constructed, being open during</p>	<p>Practice and develop <b>sketchbook</b> use, incorporating the following new activities: <b>exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around...</b></p> <p>Use digital media to identify and research artists, craftspeople, architects and designers.</p> <p>Discuss artist's <b>intention</b> and <b>reflect</b> upon your <b>response.</b></p> <p>Look at artforms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art form.</p> <p>Use growing knowledge of how <b>materials</b> and <b>medium</b></p>	<p>Continue to develop a <b>"sketchbook habit"</b>, using a sketchbook as a place to record individual response to the world.</p> <p>Develop questions to ask when looking at artworks and /or <b>stimulus:</b>            -Describe the artwork.            -What do you like/dislike? Why?            -Which other senses can you bring to this artwork?            -What is the artist saying to us in this artwork?            -How might it inspire you to make your own artwork?            -If you could take this art work home, where would you put it and why?            -Take part in small scale <b>crits</b> throughout so that</p>	<p>Continue to develop a <b>"sketchbook habit"</b>, using a sketchbook as a place to record individual response to the world.</p> <p>Develop a sense of <b>ownership</b> about the sketchbook, which means allowing every child to work at own pace, following own <b>exploration.</b></p> <p>Increasingly see the sketchbook as a place which raises questions which can be explored/answered outside the sketchbook, so that the link between sketchbook and <b>journey</b> and outcome becomes understood.</p> <p>Develop questions to ask when looking at artworks and /or stimulus:            -Describe the artwork.            -What do you like/dislike? Why?            -Which other senses might you bring to this artwork? How does it make you feel?            -What is the artist saying to us in this artwork?            -How might it inspire you to make your own artwork?            -Who or what else might you look at to help feed your creativity?</p> <p>Take part in small scale <b>crits</b> throughout so that brainstorming becomes part of the creative process</p>		

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	<p>Enjoy looking at artwork made by <b>artists, craftspeople, architects and designers</b>, and finding <b>elements</b> which inspire.</p>	<p>the <b>process</b> to unexpected ideas.</p>	<p>act, to help develop ideas.</p> <p>Continue to <b>generate ideas</b> through space for playful making.</p> <p>Develop questions to ask when looking at artworks and /or stimulus:          -Describe what you see          -What do you like/dislike? Why          -What is the artist saying to us in this artwork?          -How does it make you feel?          -How might it inspire you in making your own art?</p>	<p>brainstorming becomes part of the creative process.</p> <p>Explore how ideas <b>translate</b> and <b>develop</b> through different <b>medium</b> (i.e. a drawing in pencil or a drawing in charcoal).</p> <p>Use digital media to identify and research <b>artists, craftspeople, architects and designers</b>.</p>	<p>Use digital media to identify and research artists, craftspeople, architects and designers.</p> <p>Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects.</p> <p>Use camera phones (still and video) to help "see" and "collect" (digital sketchbook).</p>
<p><b>Evaluating</b></p>	<p>Enjoy listening to other people's views about artwork made by others.</p> <p>Feel able to express and share an <b>opinion</b> about the artwork.</p>	<p>Take photos of work made so that a <b>record</b> can be kept, to be added to a digital folder/presentation to capture progression.</p> <p>Use <b>documenting</b> the artwork as an</p>	<p>Think about why the work was made, as well as how.</p> <p>Talk to a peer or teacher about the artwork made and share what you have enjoyed during the <b>process</b>, and what you like about the end result.</p> <p>Make suggestions about other people's work, using things you have seen or experienced yourself.</p>		<p>Share how other artists/artwork <b>inspired</b> you and how your work fits into larger <b>context</b>.</p> <p>Present work in <b>retrospect</b>, i.e. to class, assembly or parents.</p> <p>Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression.</p>

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	<p>Talk to a peer or teacher about the artwork made and share what you have enjoyed during the <b>process</b>, and what you like about the end <b>result</b>.</p>	<p>opportunity for discussion about how to present work, and a chance for pupils to use digital media.</p>	<p>Share work to others in small groups, and listen to what they think about what you have made.</p> <p>Discuss problems which came up and how they were solved. Think about what you might try next time.</p> <p>Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression.</p>	<p>Use documenting the artwork as an opportunity for discussion about how to present work as an artist/maker/designer would to a client, and a chance for pupils to use digital media.</p> <p>Share your response to the artwork.</p> <p>Ask questions about <b>process, technique, idea or outcome</b>.</p> <p>Share work to others in small groups, and listen to what they think about what you have made.</p> <p>Make suggestions about other people's work, using things you have seen or experienced yourself.</p>		
<p><b>Drawing</b></p>	<p>Begin to explore a variety of drawing materials including <b>pencil, graphite, pen, chalk, soft pastel, wax and charcoal</b>.</p> <p>Explore <b>mark making</b> to start to build mark-making vocabulary.</p> <p>Undertake projects which explore <b>observational</b></p>	<p>Develop <b>mark-making</b> skills through experimentation with various drawing media: <b>pencil, graphite, chalk, soft pastel, wax and charcoal</b>.</p> <p>Explore a variety of drawing starting points (<b>stimuli</b>), including <b>close looking via observation from primary &amp; secondary</b></p>	<p>Practice <b>observational drawing</b> from the <b>figure</b>, exploring <b>careful looking, intention, seeing big shapes, drawing with gesture</b>, and <b>quick sketching</b>.</p> <p>Continue to familiarize with sketchbook / drawing exercises. Let children describe how to undertake the ones they know as means of recap/reminder and</p>	<p>Continue to familiarize with sketchbook / drawing exercises. Let children describe how to undertake the ones they know as means of recap/reminder and introduce new ones, which are practiced regularly.</p> <p>Use growing <b>technical skill</b> and</p>	<p>Continue with the key drawing exercises.</p> <p>Explore the relationship of <b>line, form and colour</b>.</p> <p>Follow a series of guided activities which each offer pupils an opportunity to make their own individual <b>creative response</b>.</p>	<p>Continue with the key drawing exercises</p> <p>Revisit <b>still life</b>. Develop drawing skills using <b>observational drawing</b></p> <p>Explore <b>drawing and mark making</b> on new surfaces, e.g. clay, linking to <b>genres</b> such as</p>

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	<p><b>drawing</b> (drawing what you see), to record what is seen, and also <b>experimental</b> drawing, to share what is felt.</p> <p>Become familiar with 2 or more drawing exercises repeated over time to build skill.</p>	<p><b>source material, drawing from memory and imagination.</b> These might include <b>figurative, still life and landscape.</b></p> <p>Use drawings as basis for <b>collage.</b></p>	<p>introduce new ones, which are practiced regularly.</p> <p>Make larger scale drawing from observation and imagination.</p>	<p>knowledge of different drawing materials, combined with increasing confidence in making a <b>creative response</b> to a wide range of stimuli, to explore more experimental drawing, following child's own interests/affinities.</p> <p><b>Layering of media, mixing of drawing media</b></p>	<p>Explore <b>scaling up</b> drawings, bringing in all <b>mark-making</b> skills previously learnt, and using technique to provide opportunity to transform original.</p>	<p><b>portraiture or landscape.</b></p> <p>Explore <b>geometric design/pattern / structure.</b></p> <p>Explore <b>sequential drawing</b> and <b>narrative</b> e.g. <b>manga</b> and <b>graphic novels</b>, possibly linking into develop into set design.</p>
<p><b>Painting and Collage</b></p>	<p>Recognise <b>primary colours</b> and use an experiential approach to simple <b>colour mixing</b> to discover secondary colours.</p> <p>Benefit from experiences learnt through drawing (<b>mark-making, observational drawing, experimental drawing</b>) and</p>	<p>Continue to mix colours experientially.</p> <p>Revisit <b>colour mixing</b> and understand relationships of <b>primary</b> and <b>secondary colours</b> and apply colour mixing skills to a project.</p> <p>Explore painting on different surfaces,</p>	<p>Apply and build upon <b>colour mixing</b> and <b>mark-making skills</b> previously learnt, thinking about how certain <b>colour ranges/combinations</b> affect the <b>outcome.</b></p> <p>Explore painting on new surfaces using colour as <b>decoration.</b></p>	<p>Combine artforms such as <b>collage, painting and printmaking</b> in <b>mixed media projects</b></p>	<p>Paint on new surfaces (e.g. <b>stone, fabric, walls, floors</b> and <b>work collaboratively</b> to produce images in new <b>contexts</b>)</p> <p>Explore <b>sculptural ideas</b> of <b>balance (physical and aesthetic)</b> and <b>creative risk taking</b> and <b>play.</b></p>	<p>Combine artforms such as <b>collage, painting</b> and <b>printmaking</b> in <b>mixed media projects.</b></p> <p>Paint on new surfaces (e.g. <b>stone, fabric, walls, floors</b> and work collaboratively to produce images in new contexts)</p>

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	<p>apply these skills to <b>painting</b> and <b>collage</b></p> <p>Enjoy discovering the <b>interplay</b> between materials for example <b>wax</b> and <b>watercolour</b></p>	<p>such as fabric and different scales</p> <p>Use new colour mixing knowledge and transfer it to other <b>media</b>, e.g. <b>soft pastel</b> and <b>plasticine</b>.</p>				
<b>3D Form</b>	<p>Explore, discover and invent ways for <b>2d</b> to transform into <b>3d</b> sculpture. This might be through creating drawings or <b>prints</b> on paper which are then folded, through <b>collage</b> which becomes <b>relief</b>, through 2d shapes which are cut out and <b>constructed</b> with.</p> <p>Explore modelling materials such as Modroc, clay and plasticine in an open-ended manner, to discover what they might do.</p>	<p>Cut simple shapes from card and use them to <b>construct</b> architectural forms.</p> <p>Use drawn, collaged and printed elements as surface decoration for the architectural <b>maquettes</b>.</p> <p>Use <b>digital media (film and still photos)</b> to create records of models made, including walk-through videos of the inside of the architectural spaces.</p>	<p>Make an <b>armature</b> from <b>paper</b> and <b>tape</b> and use as the basis to explore <b>modelling</b> with <b>Modroc</b> to make <b>sculpture</b></p> <p>Explore a simple clay technique such as making <b>slab pieces</b>, and decorate them <b>relief patterns</b> based upon observational drawing skills</p> <p>Explore how combinations of materials such as <b>wire, paper, fabric, string, card</b> can be transformed into <b>sculpture</b>, discovering how best to <b>manipulate</b> them (<b>cut, tear, bend, fold</b>) and</p>	<p>Work with a modelling material (clay or plasticine) to create quick <b>3d figurative sketches</b> from life or imagination.</p> <p>Combine with developing visual literacy skills so that the 3d sketches explore how we read and communicate emotion and idea</p> <p>Develop <b>visual literacy</b> skills and discover how context and intention can change the meaning of objects</p>	<p>Explore <b>architecture</b> of another time and / or culture, and make individual work in response to what is seen. Enable <b>evolution of ideas</b> through a combination of design through making and drawn inspiration.</p> <p>Develop visual literacy skills: explore how we <b>look at</b> and <b>respond to</b> things people have made, and then include this awareness when making sculpture.</p> <p>Enable sketchbook work above to <b>evolve</b> and <b>inform</b></p>	<p>Develop clay (and drawing) skills by creating <b>pinch pots</b> based upon still life observation</p> <p>Develop drawing and making skills and combine with narrative/character development and make <b>puppets</b>. Using tools to cut intricate shapes and use fastenings to create <b>moving parts</b>. Work collaboratively to perform, and use <b>digital media</b> to record.</p>

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			fasten them together ( <b>tie, bind, stick</b> ).	e.g. imagery within artwork  <b>Construct</b> with a variety of materials ( <b>wool, string, twigs, found objects, paper etc.</b> ) exploring how to bring different media together, both technically and visually	into a <b>sculpture</b> project.  Combine and <b>construct</b> with a variety of materials, including modelling and paint.	
<b>Print Making and Design</b>	Explore simple <b>printmaking</b> . For example using plasticine, found materials or quick print foam.  Search out <b>found objects</b> to be used as tools to press into <b>plasticine</b> to create texture and to understand notions of <b>positive</b> and <b>negative</b> . Use rollers or the backs of spoon to create pressure to make a <b>print</b> .	Explore simple <b>mono printing</b> techniques using <b>carbon paper</b> , using observational drawing skills and mark making skills explored through drawing and colour mixing skills.		Develop design through making skills and collaborative working skills through fashion design. Explore <b>paper and card manipulation skills</b> to build <b>3d forms</b> .  Extend into an exploration of fabric, <b>deconstructing</b> old clothes and <b>reconstructing elements</b> into new items.	Explore <b>relationship</b> between <b>sculpture</b> and <b>design</b> through a sketchbook project which takes film/literature/drama as its starting point and facilitates an open-ended <b>sculptural exploration</b> , with children working at their own pace and following their own journey.	Explore <b>set design</b> using mixed media and linking literature, drama, music and design.  Explore <b>transformation of materials</b> following own journey to produce an object which conveys personality of maker/designer.

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	Explore <b>pattern, line, shape</b> and <b>texture</b> .				
<b>Design and Animation</b>			<p>Building on <b>mark-making</b> and <b>observational skills</b>, make drawings of animals, people and vehicles Use <b>scissors</b> to <b>dissect</b> the and <b>reconstruct</b> them into drawings that move</p> <p>Use digital media to make <b>animations</b> from the drawings that move</p>		<p>Use <b>digital media</b> to identify and research artists, craftspeople, architects and designers.</p> <p>Use <b>camera</b> (still and video) to help "see" and "collect" (digital sketchbook).</p>
<b>Knowledge and Understanding</b>	<p>Each child should know:</p> <ul style="list-style-type: none"> <li>-How to recognise and describe some simple characteristics of different kinds of art, craft and design</li> <li>-The names of tools, techniques and formal elements (in <b>bold</b> above)</li> </ul>	<p>Each child should:</p> <ul style="list-style-type: none"> <li>-Know how to recognise and describe some simple characteristics of different kinds of art, craft and design</li> <li>-Know the names of tools, techniques and formal elements (in <b>bold</b> above)</li> <li>-Know that different forms of creative</li> </ul>	<p>Each child should:</p> <ul style="list-style-type: none"> <li>-Know the names of tools, techniques and formal elements (in <b>bold</b> above)</li> <li>-Know that different forms of creative works are made by artists, craftspeople, and designers from all cultures and times, for different purposes. Be able to know and describe the work of some artists,</li> </ul>	<p>Each child should:</p> <ul style="list-style-type: none"> <li>-Know the names of tools, techniques and formal elements (in <b>bold</b> above)</li> <li>-Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers from all cultures and times, for different purposes. Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities</li> </ul>	<p>As Y5 +</p> <p>Each child should be given the opportunity to:</p> <ul style="list-style-type: none"> <li>-Feel safe enough to take creative risks and follow their intuition (fed with skills knowledge)</li> <li>-Share their journey and outcomes with others. Feel celebrated and feel</li> </ul>

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	<p>Each child should be given the opportunity to:</p> <ul style="list-style-type: none"> <li>-Discover that art is subjective (we all have our own legitimate understanding)</li> <li>-Understand ideas can come through hands-on exploration</li> <li>-Begin to build knowledge of what different materials and techniques can offer the creative individual</li> <li>-Work at different scales, alone and in groups</li> </ul>	<p>works are made by artists, craftspeople, and designers from all cultures and times, for different purposes</p> <ul style="list-style-type: none"> <li>-Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary</li> </ul> <p>Each child should be given the opportunity to:</p> <ul style="list-style-type: none"> <li>-Discover that art is subjective (we all have our own legitimate understanding)</li> <li>-Begin to feel confident to express a preference</li> <li>-Experience the connection between brain, hand and eye</li> </ul>	<p>craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities</p> <ul style="list-style-type: none"> <li>-Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary</li> <li>-Be able to demonstrate how to safely use some of the tools and techniques they have chose to work with</li> </ul> <p>Each child should be given the opportunity to:</p> <ul style="list-style-type: none"> <li>-Feel safe enough to take creative risks and follow their intuition (fed with skills knowledge)</li> </ul>	<ul style="list-style-type: none"> <li>-Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary</li> <li>-Be able to demonstrate how to safely use some of the tools and techniques they have chose to work with</li> </ul> <p>Each child should be given the opportunity to:</p> <ul style="list-style-type: none"> <li>-Experience the connection between brain, hand and eye</li> <li>- Understand ideas can come through hands-on exploration</li> <li>-Develop their knowledge of what different materials and techniques can offer the creative individual</li> <li>-Work at different scales, alone and in groups</li> </ul>	<p>able to celebrate others</p>
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		<ul style="list-style-type: none"><li>-Understand ideas can come through hands-on exploration</li><li>-Begin to build knowledge of what different materials and techniques can offer the creative individual</li><li>-Work at different scales, alone and in groups</li></ul>	<ul style="list-style-type: none"><li>-Share their journey and outcomes with others. Feel celebrated and feel able to celebrate others</li></ul>		
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