

Together, We Flourish

Kindness • Respect • Perseverance • Curiosity • Hope • Community



Art Progression Map

Substantive knowledge: the artistic content pupils know and remember: artists, creative practitioners, movements, visual elements, media, techniques, vocabulary, subject matter and recurring concepts such as line, form, colour, pattern, texture, composition and perspective.

Disciplinary knowledge: the knowledge of how artists work: observing, exploring, experimenting, selecting media, developing ideas, applying techniques, refining, evaluating, curating, presenting work and responding to the work of others.

Artists and media: this map includes artists and creative practitioners studied in each year group, as well as the main artistic mediums and materials pupils use. This gives leaders and teachers a clearer view of representation, breadth, recurrence and progression in practical techniques.

	What It Means:
Line and Mark Making	How marks vary by pressure, speed, tool and surface; how line can describe shape, movement, direction and emotion.
Shape and Form	How flat shapes and three-dimensional forms are constructed, joined, modelled, carved, folded, built and arranged.
Colour, Tone and Light	How colours are named, mixed, matched and used expressively; how tone, tint, shade, light and shadow create mood, depth and form.
Pattern and Texture	How repeated marks, surfaces, layers and materials create visual and tactile interest, including natural, printed, painted and sculptural textures.
Composition, Space and Perspective	How artists arrange, frame and position elements; how perspective, scale, viewpoint and foreground/background influence meaning.
Materials, Media and Techniques	How different media behave, including pencil, ink, paint, clay, modroc, wire, printmaking materials, textiles, collage, photography and digital tools.
Artists, Makers and Context	How pupils learn from a diverse range of artists, designers, makers, photographers, sculptors, architects and craftspeople across time and place.
Evaluation, Display and Audience	How artists review, refine, curate and present their work, and how audiences respond to art in different contexts and settings.

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	Substantive knowledge progression	Disciplinary knowledge progression
Year 1	Pupils build an early vocabulary of the visual elements: line, shape, colour, texture, pattern and simple form. They know that primary colours can be mixed to make secondary colours and that different tools make different marks. Through sea creatures, dinosaurs and food, they meet collage, painting, printing, clay, papier-mache and junk modelling. They begin to know that art can represent real objects, imagined creatures and playful ideas, and that artists use food, nature, movement and objects as subjects.	Pupils explore materials through guided experimentation, noticing what tools and media can do. They observe simple objects and images, use their senses to describe what they see and feel, and practise basic cutting, joining, rolling, pressing, printing and painting. They make choices about colour, shape and material, talk about what they like in their own and others' work, and begin to understand that art can be displayed and responded to by an audience.
<p>Values links: Curiosity is developed through open-ended exploration of colour, mark-making and materials. Perseverance is built through practising cutting, joining, printing and clay handling. Respect and Kindness are encouraged when pupils value different outcomes and respond positively to others' work. Community is strengthened through shared displays, collaborative making and links to the natural world and everyday life.</p>		

	Artists and creative practitioners studied	Artistic media, materials and processes used
Autumn: Into the Deep	Mario Schifano; Utagawa Kuniyoshi; Ito Jakuchu; Hiroshi Yoshida; Odilon Redon; Alma Woodsey Thomas; Elaine de Kooning; Marianne North; Alexander Calder; Mirdidingkingathi Juwamda Sally Gabori; John Chamberlain; David Hammons; Sayaka Ganz; Endre Bartos; Lee Bontecou; Ohara Koson.	Ready-mix/acrylic paint; primary and secondary colour mixing; finger, hand and object mark-making; found-object printing with corks, lids, cotton buds, cardboard tubes and bubble wrap; recycled plastic-bottle junk modelling; tissue paper; air-drying clay; simple digital/photographic viewing for display.
Spring: Stomp, Swim and Soar	Mary Anning; Martin Geoffrey; Hans Haacke; Isamu Noguchi; Lino Tagliapietra; Paul Thek; Charles R. Knight; Katharina Fritsch; Mark Dion; Yayoi Kusama; Louise Bourgeois.	Clay rolling, coiling, modelling and joining; texture impressions; papier-mache and recycled materials; ready-mix/acrylic paint; complementary colour choices; pattern decoration; photography and simple site/display work.
Summer: What's for Dinner?	Paul Cezanne; Rirkrit Tiravanija; Pieter Claesz; Andy Warhol; Roy Lichtenstein; Caravaggio; Kurt Schwitters; Eduardo Paolozzi; Marc Chagall; Giuseppe Arcimboldo; Frida Kahlo; Henri Matisse; Wayne Thiebaud; William Scott; Camille Pissarro; Daniel Spoerri; Rene Magritte; Claes Oldenburg.	Collage papers and recycled images; sketching pencils; sensory observation of fruit and vegetables; ready-mix paint; painted-paper collage; foam/card block printing; printing ink or paint; clay pinch pots; clay food sculpture and texture tools.

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	Substantive knowledge progression	Disciplinary knowledge progression
Year 2	Pupils extend knowledge of line, shape, colour, texture, tone and pattern through nature, portraiture and movement. They know that portraits can show identity, emotion and proportion; that natural materials can create marks, textures and colours; and that movement can be represented through action lines, gesture, repeated frames, charcoal marks and kinetic sculpture. They develop knowledge of colour matching, complementary colour, tonal change and expressive mark-making.	Pupils observe more closely and use sketchbooks or practice papers to test ideas before making final pieces. They compare how artists represent faces, natural forms and motion, then adapt techniques such as monoprinting, colour transfer, chalk drawing, charcoal smudging, flipbook sequencing and mobile construction. They begin to select tools for a purpose, explain simple artistic decisions and consider how their choices affect the viewer.
<p>Values links: Respect and Kindness are central when exploring portraits, self-portraits and the uniqueness of faces. Hope and Community link strongly to Our Eco Canvas, where pupils consider ecosystems and care for living things. Curiosity is nurtured through looking closely at natural patterns and movement. Perseverance is developed through layering, practising and refining new techniques.</p>		

	Artists and creative practitioners studied	Artistic media, materials and processes used
Autumn: Our Eco Canvas	Constantin Flondor; Maria Primachenko; Richard Long; Shitao; Nils-Udo; Bada Shanren; Victor Pasmore; Alexander Calder; Hans Hofmann; Maria Sibylla Merian; Fernand Leger; Henri Matisse; Lee Krasner; Vincent van Gogh; M.C. Escher.	Natural materials; outdoor and classroom mark-making; inks or ready-mix paints; sticks, leaves and seed pods; pencils HB/2B; soft pastels; charcoal; printing ink and monoprinting; tonal paint; colour matching; oil pastels and mixed-media collage.
Spring: Familiar Faces	Berthe Morisot; Rembrandt; Leonardo da Vinci; Lois Mailou Jones; Andy Warhol; Judith Leyster; Marlene Dumas; Gwen John; Salvador Dali; Yayoi Kusama; Sonia Delaunay; Bridget Riley; Pablo Picasso; Romero Britto; Alex Katz; Joan Miro.	Pencil, chalk and charcoal portrait studies; tonal drawing; colour wheel and complementary colours; watercolour and wax crayon; large and fine paintbrushes; primary colour painting; tissue paper colour transfer; collage and felt-tip detail.
Summer: A World in Motion	Josef Sima; Edward Ruscha; Julian Opie; Kenny Scharf; Roy Lichtenstein; Keith Haring; Roni Horn; Nancy Graves; Bruno Munari; Laszlo Moholy-Nagy; Georgia O'Keeffe; Andy Goldsworthy; Piet Mondrian; J.M.W. Turner; Lee Krasner; Joan Mitchell; Kazuo Shiraga; Bridget Riley; Eadweard Muybridge; Alexander Calder.	Drawing and collage; coloured paper and tissue; cartoon action lines; aerial-view mixed media; watercolour; action painting with brushes and alternative tools; charcoal; photography; flipbook making; card, sticks and string for kinetic sculpture/mobile.

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	Substantive knowledge progression	Disciplinary knowledge progression
Year 3	Pupils secure broader knowledge of drawing, painting, printing, sculpture and mixed media. They learn how perspective can create distance, how light and shadow affect appearance, and how texture and tone can make drawings and sculptures more convincing. They explore woodland scenes, observational animal studies, myths, fantasy creatures, architecture and surreal dreamscapes. They know that artists combine imagination, observation and cultural stories to create character, mood, atmosphere and composition.	Pupils increasingly work like artists by gathering visual information from photographs, video stills, natural objects, artist examples and first-hand observation. They plan through sketches, photomontage, spinners and design choices, then translate ideas across media from 2D to 3D. They experiment with watercolour, monoprint, collagraph, clay, modroc, collage, paper cutting and stop-motion, recording and explaining which techniques were effective and why.
Values links: Curiosity is promoted through woodland enquiry, mythic storytelling and surreal composition. Perseverance is needed when managing multi-step processes such as tunnel books, clay relief, stop-motion and printmaking. Respect is developed through careful discussion of artists, stories and cultures. Community is supported through collaborative sculpture and shared set or display design.		

	Artists and creative practitioners studied	Artistic media, materials and processes used
Autumn: Woodland Gallery	Vincent van Gogh; Andy Goldsworthy; Agnes Denes; Paul Werner; Piet Mondrian; Fernand Leger; Jackson Pollock; Herman de Vries; Rosa Bonheur; Richard Spare; Beatrix Potter; Franz Marc; Kit Williams; Qi Baishi; Ohara Koson; Charles Tunnicliffe; Edgar Degas; Edvard Munch.	Pen drawing and perspective; tunnel-book construction; watercolour techniques, wet-on-wet and splatter; observational drawing and painting; photography; natural-material printing; monoprinting; pencil tone and texture; paper cutting; mixed-media collage; 3D set design.
Spring: Monsters, Myths and Legends	Martiros Sarian; Noma Bar; Edmund Dulac; Gustave Dore; Utagawa Kuniyoshi; Pierre Denys de Montfort; Wassily Kandinsky; J.M.W. Turner; Marina Pallares; Eugene Viollet-le-Duc; Sophie Ryder; Maria Primachenko; Nick Park; Peter Lord; David Sproxton; Odilon Redon; Viktor Vasnetsov.	Charcoal drawing; tone and texture; wire, newspaper and modroc sculpture; papier-mache alternatives; natural-material print textures; watercolour; clay relief, tiles and textured eggs; clay sculpture; modelling clay; stop-motion animation or GIF making.
Summer: Fantasy Dreamscapes	Vasily Surikov; M.C. Escher; Leonardo da Vinci; Helen Frankenthaler; Vincent van Gogh; Edgar Degas; Rene Magritte; Salvador Dali; Remedios Varo; Barbara Hepworth; Andre Masson; Max Ernst; Leonora Carrington; Dorothea Tanning; Henri Rousseau; Frank Stella; Kurt Schwitters; Julie Mehretu; Joseph Cornell.	Fineliner drawing; cross-hatching; photomontage; surreal composition; watercolour and ink; colour mixing; monoprinting; collagraph printing; collage; mixed media; torn and cut print textures.

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	Substantive knowledge progression	Disciplinary knowledge progression
Year 4	Pupils deepen knowledge of movement, emotion, portraiture and water. They know that artists can show dynamic movement through gesture, line, brushwork, wire, modroc and clay; that portraits can express emotion through facial features, monochromatic tone, colour and brushstroke; and that water can be represented through wash, resist, reflection, collage and digital/moving-image techniques. They build secure vocabulary around complementary colour, monochrome, tint, shade, tone, composition, form and gesture.	Pupils refine observational practice by drawing figures, faces, eyes, expressions, water and reflections with increasing control. They make deliberate technical choices, such as selecting charcoal for drama, ink for line, acrylic for expressive painting, wire/modroc for movement, or watercolour for fluidity. They use artist studies to inform mood and method, photograph work thoughtfully, and evaluate how materials, composition and display alter the meaning of a piece.
<p>Values links: Respect and Kindness are important when exploring emotion, identity and personal expression in portraits. Perseverance is developed through challenging technical work such as wire armatures, modroc, clay figures, colour mixing and reflective water studies. Curiosity drives experimentation with movement and water. Community is seen when pupils photograph, present and discuss shared work thoughtfully.</p>		

	Artists and creative practitioners studied	Artistic media, materials and processes used
Autumn: Dynamic Figures	Leonardo da Vinci; Rembrandt; Michelangelo; Liang Kai; Kano Yasunobu; Katsushika Hokusai; Franz Marc; Paul Cezanne; Ben Enwonwu; Amedeo Modigliani; Alberto Giacometti; Myron; Auguste Rodin; Caravaggio; Umberto Boccioni; Philip Jackson.	Brush and ink gesture drawing; observational figure drawing; acrylic figure painting; complementary colour mixing; armature wire; pliers and safe tool use; modroc; clay figure sculpture; charcoal, white pastel and photography for display and evaluation.
Spring: Mirror Gazing	Francisco Goya; Leonardo da Vinci; William Hoare; Amedeo Modigliani; Ibrahim Salahi; Kathe Kollwitz; John Singer Sargent; Grant Wood; Frans Hals; Gustav Klimt; Alexander Calder; Yves Klein; Amrita Sher-Gil; Pablo Picasso; Andy Warhol; Lucian Freud; Irma Stern; Njideka Akunyili Crosby.	Charcoal eye studies; ballpoint continuous-line drawings; ink and wash; monochromatic painting; watercolour; acrylic portrait painting; tint, shade and tone; colour mixing for skin tones; expressive brushwork.
Summer: Making Waves	Walasse Ting; Lee Krasner; Alice Baber; Marcia Hafif; Eugen von Ransonnet-Ville; Agim Sulaj; John William Waterhouse; John Constable; Vincent van Gogh; Helen Frankenthaler; Katsushika Hokusai; Yayoi Kusama; Georges Seurat; Barbara Hepworth; Do Ho Suh; Claude Monet; David Hockney; Roy Lichtenstein.	Watercolour wash and wax resist; lifting-out and bubble printing; observational water-drop drawing; tonal drawing; mark-making; collage; textured papers; water reflections; oil pastel, paint and digital moving image/GIF techniques.

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	Substantive knowledge progression	Disciplinary knowledge progression
Year 5	Pupils broaden knowledge of art as a way to investigate nature, identity and built environments. They know how artists use colour palettes, climate, place and natural materials to shape visual choices; how portraiture and photography can communicate identity; and how perspective creates believable architectural space. They extend understanding of tertiary colour, natural dyes, fabric printing, textiles, one-point and two-point perspective, hatching, cross-hatching, tint blending, interior views and 3D architectural form.	Pupils work with greater independence, making informed choices about media, palette, composition and technique. They use sketchbooks, photography and artist research to develop ideas over time, refine drawings through proportion and perspective, and combine painting, drawing, textile, photography, collage and construction processes. They evaluate how identity, place, viewpoint and material choices communicate meaning to an audience.
<p>Values links: Curiosity is strengthened through investigation of natural colour, identity and architectural viewpoints. Respect is central to discussing personal identity and the ways artists represent themselves and others. Hope links to environmental awareness in Nature's Palette and thoughtful design. Perseverance is built through technical perspective, colour mixing, textile processes and multi-stage mixed-media outcomes.</p>		

	Artists and creative practitioners studied	Artistic media, materials and processes used
Autumn: Nature's Palette	Paul Klee; Mark Rothko; Alma Woodsey Thomas; Henri Rousseau; Moon Pil Shin; Claude Monet; Georgia O'Keeffe; J.M.W. Turner; Arkhyp Kuindzhi; Paul Jenkins; John Constable; Olafur Eliasson; Stanley Whitney; Emily Kame Kngwarreye; Paul Cezanne; Pablo Picasso; Georges Braque; Ustad Mansur; George Stubbs; Eugene Delacroix.	Acrylic, ready-mix and watercolour paint; tertiary colour mixing; colour palettes from nature and climate; natural dyes; ink; oil pastel; charcoal; fabric printing/textiles; collage papers; expressive mark-making and mixed-media landscape studies.
Spring: This Is Me	Frida Kahlo; Vsevolod Maksymovych; Christopher Wood; James Ensor; Lalla Essaydi; Philippe Halsman; Johannes Vermeer; Felix Nadar; Dora Maar; Rembrandt; Louise Elisabeth Vigee Le Brun; Njideka Akunyili Crosby; Julian Opie; Jean-Auguste-Dominique Ingres; Rene Magritte; Salvador Dali; M.C. Escher; Vincent van Gogh; Amrita Sher-Gil; Diego Velazquez; Edvard Munch; Cy Twombly; Lee Krasner; Elaine de Kooning.	Identity painting; photography and photographic self-portrait; advanced facial proportion drawing; pencil and tonal work; colour and emotion; painting, mark-making and mixed-media portraiture.
Summer: Through the Window	Filippo Brunelleschi; Canaletto; Georgia O'Keeffe; Ralston Crawford; Gustave Caillebotte; William Hawkins; Edward Ruscha; Howard Hodgkin; Joan Mitchell; Hedda Sterne; Paul Klee; Maria Helena Vieira da Silva; Vincent van Gogh; Robert Delaunay; Winifred Nicholson; Eric Ravilious; Zaha Hadid; Antoni Gaudi; Michelangelo.	One-point and two-point perspective; pencil and ruler work; fineliner hatching and cross-hatching; watercolour; acrylic paint and tint blending; charcoal; oil pastel blending and layering; recycled-cardboard architectural sculpture; pen and paint.

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	Substantive knowledge progression	Disciplinary knowledge progression
Year 6	Pupils consolidate and extend substantive knowledge across advanced drawing, sculpture, photography, printmaking, installation, fashion and mixed media. They know how line, tone, contour, form, texture, lighting and composition create atmosphere and meaning. They learn specialist processes such as lino printing, masks and stencils, wire sculpture, relief sculpture, photomontage, collagraph, embroidery and fashion design. They understand that art can be personal, conceptual, environmental, cultural and designed for a public audience or exhibition.	Pupils increasingly act as independent artists: researching, selecting, testing, adapting and justifying techniques in relation to intention. They plan and manage extended projects, use tools safely and precisely, photograph and curate work, and evaluate how scale, context, viewpoint, lighting, motif, pattern and audience affect interpretation. They combine influences from artist studies with their own ideas to produce ambitious, personal and considered final outcomes.
<p>Values links: Perseverance is developed through demanding processes such as lino cutting, wire sculpture, clay relief, photomontage and textile/fashion work. Curiosity drives exploration of unknown worlds, flight, identity and pose. Respect and Kindness are essential when responding to personal, cultural and identity-based artwork. Hope and Community are shown through sustainable design, exhibition, shared critique and art made for an audience.</p>		

	Artists and creative practitioners studied	Artistic media, materials and processes used
Autumn: Into the Unknown	R. Baker; Ernst Haeckel; Tsunemasa Iwasaki; Damien Hirst; Jason deCaires Taylor; Zahrah Al-Ghamdi; Lucien Rudaux; Anish Kapoor; Tony Cragg; H.R. Giger; Gustave Dore; Nicola Salvi; Bruno Catalano; Yue Minjun; Salvador Dali; Gustav Klimt; Andre Masson; M.C. Escher; Rene Magritte; Eduardo Paolozzi; Max Ernst.	Tonal pencil drawing; contour and shading; clay sculpture using carving, imprinting and found-object texture; relief sculpture; photography, composition and lighting; cardboard sculpture; charcoal and chalk pastel; collage and photomontage with layered painting and drawing.
Spring: Take Flight	Agim Sulaj; Leonardo da Vinci; Wassily Kandinsky; Rene Magritte; Pablo Picasso; Richard Spare; Maria Primachenko; Arshile Gorky; Henri Matisse; M.C. Escher; John Muafangejo; Marina Pallares; Edward Burne-Jones; Alice Baber; Kit Williams; Jacek Yerka; Kishio Suga; Richard Tuttle; Barbara Hepworth.	Pen and ink; watercolour; observational feather and bird drawing; stencils, masks and monoprinting; block printing; pattern making; digital pattern work; lino cutting and lino printing; two-colour prints; wire sculpture; installation and optional digital GIF/drawing.
Summer: Strike a Pose	Pablo Picasso; Sonia Delaunay; L.S. Lowry; Alexander Archipenko; Theo van Doesburg; Mary Cassatt; Andy Warhol; Jean-Leon Gerome; Gustav Klimt; Alexander McQueen; Sue and Pete Hill; Iris van Herpen; Miriam Schapiro; Rene Magritte; Yves Tanguy; Eileen Agar; Njideka Akunyili Crosby; Toulouse-Lautrec; Alphonse Mucha; Alex Katz.	Figure drawing, proportion and scale; wire; charcoal, pencil and pen; texture studies; markers, watercolour and coloured pencils; resist dyeing; fabric, stitch and embroidery; photomontage; collage; collagraph; monoprinting; digital photography; fashion collection and poster design.