Autumn 1 Art Progression

Knowledge and skills build through exploration, research, making and evaluation. Year 1, Year 2 and Year 3 refer to rolling programme cycles, not pupil year groups. Teaching revisits prior learning and increases control, reasoning and independence from each pupil's starting point.

Half term and themes	KS2	KS3	Vocabulary progression
Autumn 1 **KS2 Two year cycle** Year 1 Famous Artists Year 2 Famous Artists **KS3 Three year cycle** Year 1 The Elements of Art Year 2 Overview of Craft Year 3 Abstract Art	**Year 1 Famous Artists** **K:** Recognise optical illusion, street art, mosaic and Post-Impressionist styles; describe a feature of each and identify similarities and differences. **S:** Compare two artworks; explore each style through practical work; create a personal response inspired by a chosen artist. **Year 2 Famous Artists** **K:** Recognise Pop Art, Pointillism, Surrealism and Modern Art; explain how artists use colour, dots and unexpected imagery. **S:** Compare examples using visual evidence; experiment with each approach; select and adapt a favourite style in an original response.	**Year 1 The Elements of Art** **K:** Explain the seven elements: line, shape, space, value or tone, form, texture and colour; describe how their arrangement shapes composition. **S:** Apply varied lines and tonal values; use colour relationships in collage; construct paper forms; explore texture and block-print a repeated pattern. **Year 2 Overview of Craft** **K:** Explain craft as skilled making; recognise how weaving, adornment, pottery, quilting and puppetry communicate cultural or personal meanings. **S:** Research craftspeople; test weaving and clay pinch techniques; design a narrative quilt square, adornment or puppet; explain material choices. **Year 3 Abstract Art** **K:** Explain how abstraction communicates feelings through colour, line and shape; know how printing and embroidery translate ideas across materials. **S:** Respond to abstract artists; invent mark-making tools; create paper-cut prints; plan and stitch a paper-and-felt panel; justify expressive choices.	**KS2 Year 1** artist, style, illusion, mosaic, colour, compare **KS2 Year 2** Pop Art, Pointillism, Surrealism, Modern Art, inspiration, response **KS3 Year 1** line, shape, space, value, form, composition **KS3 Year 2** craft, weaving, adornment, pinch pot, quilting, craftsmanship **KS3 Year 3** abstract, composition, print, textile, embroidery, expression

Autumn 2 Art Progression

Half term and themes	KS2	KS3	Vocabulary progression
Autumn 2 **KS2 Two year cycle** Year 1 Mark Making Year 2 Reflections on Water **KS3 Three year cycle** Year 1 Hidden Worlds Year 2 The Importance of Nature in Art Year 3 Lettering and Graphic Design	**Year 1 Mark Making** **K:** Know that tools, pressure and movement create different lines, patterns and textures; recognise expressive marks in artists' work. **S:** Experiment with ink, water and charcoal; control and vary marks; repeat shapes and construct a simple drawing tool or machine. **Year 2 Reflections on Water** **K:** Know how watercolour, collage and wax resist can represent water; explain how colour and texture affect its appearance. **S:** Mix water colours; develop brush control; make textured papers; combine drawn and painted studies in a collaborative mixed media outcome.	**Year 1 Hidden Worlds** **K:** Explain how microorganisms can inspire abstract imagery; understand how tone, layered surfaces and mixed media create depth and texture. **S:** Record observed forms in pencil, charcoal and watercolour; create fabric and printed-paper collages; select and combine experiments into a considered composition. **Year 2 The Importance of Nature in Art** **K:** Explain how natural forms influence art, artefacts and architecture; recognise how reuse and environmental messages shape artists' choices. **S:** Develop an animal relief and patterned clay tile; design nature-inspired architecture; transform discarded plastic; explain the environmental meaning of material choices. **Year 3 Lettering and Graphic Design** **K:** Explain how letterform, layout and typographic choices communicate meaning; recognise the relationship between words and images in concrete poetry. **S:** Research designers; practise calligraphic strokes; test and refine letterforms; compose a concrete poem and typography expressing a chosen theme or emotion.	**KS2 Year 1** line, mark, pressure, texture, pattern, charcoal **KS2 Year 2** watercolour, reflection, resist, collage, texture, collaboration **KS3 Year 1** microorganism, tone, mixed media, collage, monoprint, composition **KS3 Year 2** relief, natural form, ceramic, architecture, recycle, environmental art **KS3 Year 3** typography, letterform, calligraphy, layout, concrete poem, communication

Spring 1 Art Progression

Half term and themes	KS2	KS3	Vocabulary progression
Spring 1 **KS2 Two year cycle** Year 1 The Seasons Year 2 Paradise Island **KS3 Three year cycle** Year 1 Sculpture Make a Mask Year 2 Social Action Year 3 Connections Home Space and Family	**Year 1 The Seasons** **K:** Identify primary and secondary colours; know how mixing creates seasonal colours; recognise warm and cool colour choices. **S:** Mix greens, oranges and purples; vary brush application; select warm and cool colours to create and discuss seasonal paintings. **Year 2 Paradise Island** **K:** Explain how artists use imagination and memory; know that a supporting base and layered papier-mâché create a three-dimensional structure. **S:** Draw an imagined island; develop a design from artist research; construct a recycled base; layer, decorate and review a papier-mâché island.	**Year 1 Sculpture Make a Mask** **K:** Explain cultural and contemporary uses of masks; know how card construction, Modroc and surface decoration create form and visual impact. **S:** Research and compare sources; develop a mood board and annotated design; construct a stable mask form; shape, decorate and refine its features. **Year 2 Social Action** **K:** Explain how artists use stencil, repetition, collaboration and public imagery to raise awareness, challenge exclusion and communicate community aspirations. **S:** Analyse a message and intended audience; design stencil or street-art responses; contribute to collaborative work; justify how visual choices communicate a social issue. **Year 3 Connections Home Space and Family** **K:** Explain how artists represent diverse families, roots, displacement and belonging; recognise how symbols and three-dimensional forms communicate connections. **S:** Develop ideas for family or community imagery; design a mural, imagined room or clay crest; use research to explain symbolism and refine a personal response.	**KS2 Year 1** primary, secondary, mixing, warm, cool, brushstroke **KS2 Year 2** imagination, design, sculpture, structure, papier-mâché, layer **KS3 Year 1** sculpture, form, construction, Modroc, surface, mood board **KS3 Year 2** social action, stencil, repetition, audience, exclusion, community **KS3 Year 3** identity, belonging, symbolism, mural, heritage, empathy

Spring 2 Art Progression

Half term and themes	KS2	KS3	Vocabulary progression
Spring 2 **KS2 Two year cycle** Year 1 Moon and Space Year 2 Create a Flower Garden **KS3 Three year cycle** Year 1 Local Landscape Year 2 Ceramics Cake Culture Year 3 New Pop Art Sculpture and Mixed Media	**Year 1 Moon and Space** **K:** Know how light and dark tones suggest a curved surface; explain that printing and marbling produce different visual effects. **S:** Shade a moon; blend chalk pastels; test marbling and printing; cut and arrange shapes; evaluate a space-inspired composition. **Year 2 Create a Flower Garden** **K:** Recognise line, shape, texture and tone in flowers; know that motifs can be repeated and colours can be matched through mixing. **S:** Observe and draw flowers; impress texture into clay tiles; make a reduction drawing; mix colours; print motifs and select work for display.	**Year 1 Local Landscape** **K:** Explain how local artists interpret place; understand how colour, tints, shades and composition influence a landscape painting. **S:** Photograph local scenes; analyse visual elements and a local artist's approach; record experiments in a sketchbook; plan and refine a personal landscape painting. **Year 2 Ceramics Cake Culture** **K:** Explain the cultural symbolism of celebration cakes; know how pinch, coil, joining and surface techniques create clay forms. **S:** Draw cakes using tonal charcoal; develop an annotated design; test clay techniques; build, join, texture and decorate a cake-inspired form; evaluate the result. **Year 3 New Pop Art Sculpture and Mixed Media** **K:** Explain how Pop Artists from the 1960s onwards use everyday and popular imagery; understand how a contemporary theme can guide a conceptual response. **S:** Research and compare Pop Art; explore sculpture and mixed media; develop a contemporary theme; select materials and refine an outcome that communicates a clear idea.	**KS2 Year 1** tone, shading, pastel, marbling, monoprint, composition **KS2 Year 2** observation, shape, texture, tone, motif, curate **KS3 Year 1** landscape, tint, shade, composition, brushwork, interpretation **KS3 Year 2** ceramics, coil, pinch, join, texture, symbolism **KS3 Year 3** Pop Art, popular culture, contemporary, concept, sculpture, mixed media

Summer 1 Art Progression

Half term and themes	KS2	KS3	Vocabulary progression
Summer 1 **KS2 Two year cycle** Year 1 The Rainforest Year 2 Photography and Painting **KS3 Three year cycle** Year 1 Me in a Box Year 2 Art for Life Expression and Belonging Year 3 Urban Life Drawing and Design	**Year 1 The Rainforest** **K:** Explain how rainforest subjects inspire artists; know that frottage records surface texture and observation helps describe natural forms. **S:** Collect leaf rubbings; build a collage; sketch leaves from observation; mix shades and apply painting techniques to a planned rainforest scene. **Year 2 Photography and Painting** **K:** Recognise how facial features, colour, light and tone communicate emotion; know that photographs can provide source material for portraits. **S:** Photograph expressions; draw and discuss facial features; use tone, colour and expressive details to develop an emotional painted portrait.	**Year 1 Me in a Box** **K:** Explain how assemblage, objects and poetry can represent inner and outer identity; understand how selection and arrangement create personal meaning. **S:** Develop a concrete self-portrait poem and monoprint; select meaningful objects; plan and join an assemblage; evaluate and refine arrangement and surface design. **Year 2 Art for Life Expression and Belonging** **K:** Explain how line, symbols, memories and materials can express emotion and identity; describe how collaborative making can support connection and wellbeing. **S:** Explore expressive drawing and assemblage; select imagery with personal meaning; contribute to shared work inspired by food, memory or sound; reflect on choices and connections. **Year 3 Urban Life Drawing and Design** **K:** Explain how urban design responds to people, wildlife and sustainability; understand how observational research and annotation inform design decisions. **S:** Record cityscapes; identify a local design problem; generate and refine plans for play, wildlife or transport; annotate proposals and justify decisions against users' needs.	**KS2 Year 1** frottage, collage, observation, shade, texture, composition **KS2 Year 2** portrait, expression, emotion, photograph, tone, feature **KS3 Year 1** assemblage, identity, concrete poem, monoprint, arrangement, refinement **KS3 Year 2** expression, wellbeing, symbol, identity, belonging, collaboration **KS3 Year 3** urban, cityscape, annotation, design brief, sustainability, function

Summer 2 Art Progression

Half term and themes	KS2	KS3	Vocabulary progression
Summer 2 **KS2 Two year cycle** Year 1 Perfect Patterns Year 2 Our Spaces **KS3 Three year cycle** Year 1 Individual or Group Project Year 2 Individual or Group Project Year 3 Individual or Group Project	**Year 1 Perfect Patterns** **K:** Recognise pattern in nature and art; explain how repetition, symmetry and rotation organise motifs. **S:** Record natural patterns in a sketchbook; use a grid; rotate and repeat shapes; design a motif and print a repeating pattern. **Year 2 Our Spaces** **K:** Identify lines and shapes in buildings; describe features of sustainable homes; know that drawings, models and prints communicate architectural ideas. **S:** Draw an imagined building and an observed building in charcoal; design and construct a recycled eco-home; make an architectural monoprint.	**Year 1 Individual or Group Project** **K:** Explain how artist research, experimentation, planning and evaluation connect; recognise how a chosen medium and display affect an artwork's meaning. **S:** Use a supported brief; research an artist; record ideas in a sketchbook or mood board; test materials; construct, refine, display and evaluate a final outcome. **Year 2 Individual or Group Project** **K:** Explain how material properties and artistic references inform a project; identify the roles, resources and decisions needed for individual or shared work. **S:** Develop a brief with increasing independence; compare trials; select and justify techniques; manage an agreed role; adapt work after feedback; explain links to research. **Year 3 Individual or Group Project** **K:** Explain how research, context, audience and technical decisions support an artistic intention; evaluate whether a final outcome fulfils a brief. **S:** Lead an individual project or agreed group contribution; synthesise research; document and justify decisions; resolve technical problems; curate a display and critically review progress.	**KS2 Year 1** pattern, repeat, symmetry, rotation, motif, grid **KS2 Year 2** architecture, line, shape, sustainable, model, monoprint **KS3 Year 1** research, mood board, experiment, develop, refine, evaluate **KS3 Year 2** brief, intention, material, collaboration, feedback, justification **KS3 Year 3** context, audience, intention, synthesis, curation, critical reflection