

Art and Design: Knowledge and Skills Progression Map

By the end of EYFS, children will: EYFS Vocabulary: Expressive Arts and Design; Creating with Materials Red, Blue, Yellow, Green, Black, Grey, White, Colour, Pattern, transient, Natural, Shape, Texture, image, picture, painting, stroke, ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - ELG: Share their creations, explaining the process they have used. - ELG: Make use of props and materials when role playing characters in narratives and stories. - Expressive Arts and Design; Being Imaginative and Expressive - ELG: Invent, adapt and recount narratives and stories with peers and their teacher. ELG: Sing a range of well-known nursery rhymes and songs. ELG: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. -	Early Years							
Red, Blue, Yellow, Green, Black, Grey, White, Colour, Pattern, transient, Natural, Shape, Texture, image, picture, painting, stroke,ELG: Share their creations, explaining the process they have used.ELG: Make use of props and materials when role playing characters in narratives and stories.Expressive Arts and Design; Being Imaginative and ExpressiveELG: Invent, adapt and recount narratives and stories with peers and their teacher.ELG: Sing a range of well-known nursery rhymes and songs.ELG: Perform songs, rhymes, poems and stories with others, and – when		EYFS Vocabulary:						
ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.Shape, Texture, image, picture, painting, stroke,ELG: Share their creations, explaining the process they have usedELG: Make use of props and materials when role playing characters in narratives and stories Expressive Arts and Design; Being Imaginative and Expressive -ELG: Invent, adapt and recount narratives and stories with peers and their teacherELG: Sing a range of well-known nursery rhymes and songsELG: Perform songs, rhymes, poems and stories with others, and – when-	Expressive Arts and Design; Creating with Materials							
experimenting with colour, design, texture, form and function. ELG: Share their creations, explaining the process they have used. ELG: Make use of props and materials when role playing characters in narratives and stories. Expressive Arts and Design; Being Imaginative and Expressive ELG: Invent, adapt and recount narratives and stories with peers and their teacher. ELG: Sing a range of well-known nursery rhymes and songs. ELG: Perform songs, rhymes, poems and stories with others, and – when		Red, Blue, Yellow, Green, Black, Grey, White, Colour, Pattern, transient, Natural,						
ELG: Share their creations, explaining the process they have used. ELG: Make use of props and materials when role playing characters in narratives and stories. Expressive Arts and Design; Being Imaginative and Expressive ELG: Invent, adapt and recount narratives and stories with peers and their teacher. ELG: Sing a range of well-known nursery rhymes and songs. ELG: Perform songs, rhymes, poems and stories with others, and – when	ELG: Safely use and explore a variety of materials, tools and techniques,	Shape, Texture, image, picture, painting, stroke,						
ELG: Make use of props and materials when role playing characters in narratives and stories. Expressive Arts and Design; Being Imaginative and Expressive ELG: Invent, adapt and recount narratives and stories with peers and their teacher. ELG: Sing a range of well-known nursery rhymes and songs. ELG: Perform songs, rhymes, poems and stories with others, and – when	experimenting with colour, design, texture, form and function.							
ELG: Make use of props and materials when role playing characters in narratives and stories. Expressive Arts and Design; Being Imaginative and Expressive ELG: Invent, adapt and recount narratives and stories with peers and their teacher. ELG: Sing a range of well-known nursery rhymes and songs. ELG: Perform songs, rhymes, poems and stories with others, and – when		_						
narratives and stories. Expressive Arts and Design; Being Imaginative and Expressive ELG: Invent, adapt and recount narratives and stories with peers and their teacher. ELG: Sing a range of well-known nursery rhymes and songs. ELG: Perform songs, rhymes, poems and stories with others, and – when	ELG: Share their creations, explaining the process they have used.							
narratives and stories. Expressive Arts and Design; Being Imaginative and Expressive ELG: Invent, adapt and recount narratives and stories with peers and their teacher. ELG: Sing a range of well-known nursery rhymes and songs. ELG: Perform songs, rhymes, poems and stories with others, and – when								
Expressive Arts and Design; Being Imaginative and Expressive ELG: Invent, adapt and recount narratives and stories with peers and their teacher. ELG: Sing a range of well-known nursery rhymes and songs. ELG: Perform songs, rhymes, poems and stories with others, and – when								
ELG: Invent, adapt and recount narratives and stories with peers and their teacher. ELG: Sing a range of well-known nursery rhymes and songs. ELG: Perform songs, rhymes, poems and stories with others, and – when	narratives and stories.							
ELG: Invent, adapt and recount narratives and stories with peers and their teacher. ELG: Sing a range of well-known nursery rhymes and songs. ELG: Perform songs, rhymes, poems and stories with others, and – when	Expressive Arts and Design; Being Imaginative and Expressive							
teacher. ELG: Sing a range of well-known nursery rhymes and songs. ELG: Perform songs, rhymes, poems and stories with others, and – when								
teacher. ELG: Sing a range of well-known nursery rhymes and songs. ELG: Perform songs, rhymes, poems and stories with others, and – when	FLG: Invent, adapt and recount narratives and stories with peers and their							
ELG: Sing a range of well-known nursery rhymes and songs. ELG: Perform songs, rhymes, poems and stories with others, and – when								
ELG: Perform songs, rhymes, poems and stories with others, and – when								
ELG: Perform songs, rhymes, poems and stories with others, and – when	ELG: Sing a range of well-known nursery rhymes and songs.							
appropriate – try to move in time with music.	ELG: Perform songs, rhymes, poems and stories with others, and – when							
	appropriate – try to move in time with music.							

ACADEMY

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
·	Me and my Community	Once Upon a Time	Starry Night	Dangerous Dinosaurs	Sunshine and Sunflowers	Big Wide World
	Expressive Arts and	Expressive Arts and	Expressive Arts and	Expressive Arts and	Expressive Arts and	Expressive Arts and
Development	Design: Creating with	Design: Creating with	Design: Creating with	Design: Creating with	Design: Creating with	Design: Creating with
Matters links:	Materials	Materials	Materials	Materials	Materials	Materials
	Safely use and explore a	Share their creations,	Safely use and explore			
	variety of materials,	explaining the process	a variety of materials,			
	tools and techniques,	they have used.	tools and techniques,	tools and techniques,	tools and techniques,	tools and techniques,
	experimenting with		experimenting with	experimenting with	experimenting with	experimenting with
	colour, design, texture,	Explore and create	colour, design,	colour, design,	colour, design,	colour, design, texture,
	form and function.	using a wide range of	texture, form and	texture, form and	texture, form and	form and function.
		materials and	function.	function.	function.	
	Share their creations,	components, including				Share their creations,
	explaining the process	upcycled materials,	Explore and create	Share their creations,	Take part in	explaining the process
	they have used.	construction kits,	using a wide range of	explaining the process	imaginative, creative	they have used.
		textiles and	materials and	they have used.	and sensory play	
		ingredients.	components, including		activities.	Explore and create
			upcycled materials,	Take part in		using a wide range of
			construction kits,	imaginative, creative		materials and
			textiles and	and sensory play		components, including
			ingredients.	activities.		upcycled materials,
						construction kits,
			Take part in	Explore and create		textiles and
			imaginative, creative	using a wide range of		ingredients.
			and sensory play	materials and		
			activities.	components, including		
				upcycled materials,		
				construction kits,		
				textiles and		
				ingredients.		
	-Art can express my	-To share my work	-Mixing white paint to	-To share my work	-Art can be made	-Images can be
Substantive	ideas and feelings.	with others.	a colour makes a	with others.	using natural materials	created in different
Knowledge:	-When colours mix they	-Answer questions	lighter colour.	-The primary colours	and loose parts.	ways and express
0-	make new colours.	about own work.	-Mixing black paint to	are red, blue and	-Use primary and	different emotions.
		-Art can be made from	a colour make the	yellow	other colored paint	-Art can be made using
		a variety of materials.	colour darker.	-Paint can be applied	and a range of	natural materials and
		, , , , , , , , , , , , , , , , , , , ,		through a range of	methods of	loose parts.

				methods and applications.	application.	
Memorable Experiences:	Visit from Emergency vehicle (Fire Engine)	The Three Little Pigs	Exploring light and dark	Dinosaur Island	Sunflowers – Exploring Yellow	Animals around the world. Patterns and prints
	Friendship Rainbow					



Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Let's Explore	Marvelous Machines	Long Ago	Ready-steady Grow	Animal Safari	On the Beach
	Expressive Arts and	Expressive Arts and	Expressive Arts and	Expressive Arts and	Expressive Arts and	Expressive Arts and
Development	Design: Creating with	Design: Creating with	Design: Creating with	Design: Creating with	Design: Creating with	Design: Creating with
Matters links:	Materials	Materials	Materials	Materials	Materials	Materials
	Safely use and explore a	Safely use and explore				
	variety of materials,	a variety of materials,	a variety of materials,	a variety of materials,	a variety of materials,	a variety of materials,
	tools and techniques,	tools and techniques,	tools and techniques,	tools and techniques,	tools and techniques,	tools and techniques,
	experimenting with	experimenting with	experimenting with	experimenting with	experimenting with	experimenting with
	colour, design, texture, 🔎	colour, design,	colour, design,	colour, design,	colour, design,	colour, design, texture
	form and function.	texture, form and	texture, form and	texture, form and	texture, form and	form and function.
		function.	function.	function.	function.	
	Share their creations,					Share their creations,
	explaining the process	Share their creations,	Share their creations,	Share their creations,	Share their creations,	explaining the process
	they have used.	explaining the process	explaining the process	explaining the process	explaining the process	they have used.
		they have used.	they have used.	they have used.	they have used.	
	-Art can be made using	-Art can be made	-Mixing black and	-When two colours	-How to compare own	-An artist is a person
Substantive	natural materials and	using natural materials	white paint makes	mix together, they	artwork to the work of	who creates artwork,
Knowledge:	loose parts.	and loose parts.	grey.	make a new colour.	others.	including paintings an
	-When two colours mix			-An artist is a person	-Art can be made	sculptures.
	together, they make a			who creates artwork.	using natural materials	
	new colour.			-Images can be	and loose parts.	
	-An artist is a person			created in different	-Images can be	
	who creates artwork.			ways and using	created in different	
				different forms of	ways and using	
				application.	different forms of	
					application.	
	-Draw or paint a place	-Use natural materials	-Use primary and	-Use primary and	-Communicate their	-Explore artwork by
Disciplinary	from observation or	and loose parts to	other colored paint	other colored paint	ideas as they are	famous artists and
Knowledge:	imagination.	make 2-D and 3-D art.	and a range of	and a range of	creating artwork.	explore their likes and
	-Use natural materials		methods of	methods of	-Discuss similarities	dislikes.
	and loose parts to make		application.	application.	and differences in	
	2-D and 3-D art.			-Cut, tear, fold and	their own and others'	
	-Explore artwork by			stick a range of papers	work, linked to visual	

	famous artists and talk about their likes and dislikes. -Use primary and other colored paint and a range of methods of application.		and fabrics. -Communicate their ideas as they are creating artwork. -Explore artwork by famous artists and talk about their likes and dislikes. -Select appropriate tools and media to draw with.	elements such as: colour, scale, subject matter, composition and type. -Select appropriate tools and media to draw and create with.	
Memorable Experiences:		Helena Thompson visit		Wildlife Park	Beach visit
Artist Links:	Wassily Kandinsky				

SEATON ACADEMY

ge 1
KS1 Vocabulary:
colour wheel, hue, cool colour, primary colour, secondary colour, warm colour, print, block, collage, collagraphy, equipment, ink, method, pattern, print, symbol
texture, transient art, weather symbol, 3-D effect, artwork, cardboard layering, compare, composition, drawing, form, mural, painting, Pop Art, primary colour, sculpture, secondary colour, subject, texture, thumbnail sketch, background,
foreground, gallery, humanmade, natural, still life, subject matter, 3D, contemporary artist, exaggerated, shape, sketch, visual element, facial expressio figure drawing, monarch, object, portrait, pose
with colour, design, texture, form and function.

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Mix It!	Funny Faces	Rain and Sunrays		Street View	
	Develop a wide range	Use a range of	Develop a wide range		Use drawing, painting	
National	of art and design	materials creatively to	of art and design		and sculpture to	
Curriculum links:	techniques in using	design and make	techniques in using		develop and share	
	colours, pattern,	products.	colours, pattern,		their ideas,	
	texture, line, shape,		texture, line, shape,		experiences and	
	form and space		form and space		imagination.	
	Learn about the work		Use a range of		Develop a wide range	
	of a range of artists,		materials creatively to		of art and design	
	craft makers and		design and make		techniques in using	
	designers, describing		products.		colours, pattern,	
	the differences and				texture, line, shape,	
	similarities between				form and space	
	different practices and					
	disciplines, and making				Learn about the work	
	links to their own work.				of a range of artists,	
					craft makers and	
					designers, describing	
					the differences and	
					similarities between	
					different practices and	
					disciplines, and	
					making links to their	
					own work.	
					lise a range of	
					Use a range of	
					materials creatively to	
					design and make	
					products.	
	-The primary colours	-A portrait is a drawing,	-Transient art is art		-A sketch or drawing	
Substantive	are red, yellow and	photograph or painting	that can be moved,		of a place or space is	
Knowledge:	blue.	of a face.	changed and cleared		called a landscape.	
	-The secondary colours	-A collage is a picture	away.		-Art on a similar	
Ί know':	are purple, green and	or pattern made by	-Soft pencils make		theme can be similar	
	orange.	sticking paper onto	dark lines.		or different because of	

	-Art on a similar theme	another surface.	-Hard pencils make	the colours or style	
	can be similar or		light lines.	the artist uses.	
	different because of		-Different types of line	-James Rizzi was a	
	the colours or style the		include zig-zag, wavy,	significant American	
	artist uses.		curve, thick and thin.	artist and illustrator.	
	-A print is a shape or		-A texture is the feel	-Card and paper can	
	pattern made by		or appearance of a	be layered to create a	
	pressing paint or ink		surface.	3-D effect.	
	from one surface to		- A print is a shape or	-3-D art is not flat like	
	another.		pattern made by	2-D art.	
	-Colours can be mixed		pressing paint or ink	-Landscape art can	
	directly on a surface by		from one surface to	include things that are	
	pressing, folding and		another.	natural and thinks that	
	printmaking.		-A collagraph is a	are humanmade.	
			textured block that		
			can be used to make a		
			print.		
			-Colours can be mixed		
			directly on a surface		
			by pressing, folding		
			and printmaking.		
	-Identify and use paints	-Represent the human	-Make transient art	-Draw or paint a place	
Disciplinary	in the primary and	face using drawing,	and pattern work	from memory,	
Knowledge:	secondary colours.	painting, sculpture or	using a range or	imagination or	
	-Identify similarities	collage from	combination of	observation.	
	and differences	observation,	humanmade and	-Identify similarities	
	between two or more	imagination or memory	natural materials.	and differences	
	pieces of art.	with some attention to	-Use soft and hard	between two or more	
	-Make simple prints	facial features.	pencils to create	pieces of art.	
	and patterns using a	-Describe and explore	different types of line	-Describe and explore	
	range of liquids,	the work of a	and shape.	the work of a	
	including, ink and	significant artist.	-Identify and compare	significant artist.	
	paint.	-Use texturable	different textures.	-Manipulate paper	
	-Say what they like	materials including	-Design and make art	and card to create a	
	about their own and	paper and fabric to	to express ideas.	simple form by	
	others work, using	create a simple collage.	-Make simple prints	cutting, layering and	
	simple artistic		and patterns using a	overlapping.	
	vocabulary.		range of liquids,	-Communicate ideas	

		including, ink and paint. -Say what they like about their own and others work, using simple artistic vocabulary.	simply before creating artwork. -Draw or paint from observation, imagination or memory. -Say what they like about their own and others work, using simple artistic vocabulary.
Memorable Experiences:	Create a classroom gallery with children's work displayed alongside the work of real artists.		
Key Vocabulary:	colour wheel, hue, primary colour, secondary colour	block, collage, collagraphy, equipment, ink, method, pattern, print, symbol, texture, transient art, weather symbol	3-D effect, artwork, cardboard layering, compare, composition, drawing, form, mural, painting, Pop Art, primary colour, sculpture, secondary colour, subject, texture,
Artist Links:	Pablo Picasso	Amanda Snyder	James Rizzi

ACADEMY

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Mix It!	Still Life	Flower Head		Portraits and Poses	
	Develop a wide range of	Develop a wide range	Develop a wide range		Learn about the work	
National	art and design	of art and design	of art and design		of a range of artists,	
Curriculum links:	techniques in using	techniques in using	techniques in using		craft makers and	
	colours, pattern,	colours, pattern,	colours, pattern,		designers, describing	
	texture, line, shape,	texture, line, shape,	texture, line, shape,		the differences and	
	form and space	form and space	form and space		similarities between	
					different practices and	
	Learn about the work of	Learn about the work	Learn about the work		disciplines, and	
	a range of artists, craft	of a range of artists,	of a range of artists,		making links to their	
	makers and designers,	craft makers and	craft makers and		own work.	
	describing the	designers, describing	designers, describing			
	differences and	the differences and	the differences and		Use a range of	
	similarities between	similarities between	similarities between		materials creatively to	
	different practices and	different practices and	different practices and		design and make	
	disciplines, and making	disciplines, and	disciplines, and		products.	
	links to their own work.	making links to their	making links to their			
		own work.	own work.		Use drawing, painting	
	Use a range of materials				and sculpture to	
	creatively to design and	Use a range of	Use a range of		develop and share	
	make products.	materials creatively to	materials creatively to		their ideas,	
		design and make	design and make		experiences and	
		products.	products.		imagination.	
			Use drawing, painting			
			and sculpture to			
			develop and share			
			their ideas,			
			experiences and			
			imagination.			
	-The secondary colours	-A still life is a	-A quick sketch should		-Historical portraits	
Substantive	are purple, green and	composition made up	focus on capturing the		show the monarchs	
Knowledge:	orange.	of everyday or unusual	visual elements		power or personality,	
	-The secondary colours	objects.	including: colour,		rather than what they	
'I know'	are made by mixing	-Significant still life	shape, form, texture		looked like in real life.	
	equal amounts of the	artists include: Vincent	and pattern.		-Hans Holbein the	

	primary colours.	Van Gogh	-Contemporary artists	Younger was a
	-The colour wheel is a	Paul Cezanne	such as: Dale Chihuley,	significant portrait
	diagram that organizes	Claude Monet	Takashi Murakami and	artist of the Tudor
	primary and secondary	Henri Matisse	Yayoi Kusama all use	period.
	colours and shows their	-Differences in still life	flowers as inspiration	-A guick sketch should
	relationship.	art can include: style,	for their art work,	focus on capturing the
	-Similarities and	composition and use	although their styles	visual elements
	differences between	of colour.	are different.	including: colour,
	two pieces of art	-The secondary	-The seven visual	
	include materials used,		elements of art are:	shape, form, texture
	,	colours are purple,		and pattern.
	the subject matter and	green and orange.	colour, pattern,	-Sketches capture the
	the use of colour, shape	-A hue is a variation of	texture, line, shape,	overall shape and
	and line. -Soft materials can be	a colour.	form and space.	form of a figure and not the finer details.
		-A quick sketch should	-Shapes are created	
	used to create a block	focus on capturing the	using a line to create	-A drawing of a
	for printing.	visual elements	an enclosed 2D space.	portrait can be
		including: colour,	-Textures can be made	created using line
		shape, form, texture	using materials such	only. It is called a line
		and pattern.	as tissue paper, fabric	drawing.
		-Sketches capture the	and string.	-Photographs and
		overall shape and	-Colour can be used to	sketches can be used
		form of a figure and	make patterns.	to prepare for a
		not the finer details.	-Patterns can be dotty,	portrait.
		-Ideas and sketches	stripy or zig-zagged.	-A drawing or painting
		can help an artist to		of the artist's face is
		create a final detailed		called a self-portrait.
		piece of artwork.		Self portraits reflect
				the artists physical
				appearance but can
				also show their
				character, moods or
				interests.
	-Name and mix	-Analyse and evaluate	-Make simple sketches	-Explain why a piece of
isciplinary	secondary colours.	their own and others	to explore and	artwork is important.
nowledge:	-Describe similarities	work using artistic	develop ideas.	-Make simple sketches
-	and differences	vocabulary.	-Draw or paint	to explore and

betv	ween art work on a	-Explain why a piece of	features of	develop ideas.	
	mon theme.	artwork is important.	landscapes, or	-Represent the human	
	ss objects into a	-Describe similarities	seascape, from	form including face	
	leable material to	and differences	memory, imagination	and features from	
	e textures, patterns	between artwork on a	or observation with	observation,	
	imprints.	common theme.	some attention to	imagination or	
	alyse and evaluation	-Name and mix	detail.	memory.	
	r own and others	secondary colours.	-Describe similarities	-Use software and	
	k using artistic	-Select the best	and differences	identify its purpose.	
	abulary.	material and	between artwork on a	-Analyse and evaluate	
VULA	abulary.		common theme.	their own and others	
		technique to develop an idea.			
			-Create a range of	work using artistic	
		-Make simple sketches	forms, shapes and	vocabulary.	
		to explore and	textures using the	A	
		develop ideas.	properties of different		
			types of paper and		
			other material.		
			-Use pencil, ink and		
			charcoal to create		
			different patterns,		
			textures and lines and		
			explore shape, form		
			and space.		
			-Name and mix		
			secondary colours.		
			-Yayoi Kasuma is a		
			Japanese		
			contemporary artist		
			who makes large scale		
			sculptures of natural		
			forms.		
			-Draw, paint and		
			sculpt natural forms.		
			-Analyse and evaluate		
			their own and others		
			work using artistic		
			vocabulary.		

Memorable Experiences:		Gallery visit- exhibit artwork and information in the Library.	Exhibit sculptures		
Key Vocabulary:	Colour wheel, cool colour, hue, primary colour, print, secondary colour, warm colour	Background, composition, foreground, gallery, humanmade, natural, primary colour, sculpture, secondary colour, still life, subject matter, texture, thumbnail sketches	3D, colour, contemporary artist, exaggerated, form, line, pattern, primary colour, sculpture, secondary colour, shape, sketch, texture, visual element.	Background, facial expression, figure drawing, gallery, monarch, object, portrait, pose, thumbnail sketch	
Artist Links:		Vincent Van Gogh Paul Cezanne Claude Monet Henri Matisse	Yayoi Kasuma Dale Chihuley Takashi Murakami	Hans Holbein the Younger	

