



Art Curriculum and Progression Map 2025-26

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
YR	<p>Theme: Knowledge and understanding of Australia & Ourselves.</p> <p>Skills: To use pre-made colours and to wash a brush</p> <p>Knowledge: To know colours</p>	<p>Theme: Knowledge and understanding of the world-Festivals</p> <p>Skills: To observe the changes to colour when mixing</p> <p>Knowledge: To know how to make secondary colours</p>	<p>Art Competition</p> <p>Theme:</p> <p>Theme: Knowledge and understanding of the world- Superheroes</p> <p>Skills: To add paint with control and to mix</p> <p>Knowledge: To know that adding white/ black will change the tone</p>	<p>Theme: Knowledge and understanding of the world- Animals</p> <p>Skills: To use a range of tools and techniques</p> <p>Knowledge: To know different techniques creates texture</p>	<p>Theme: Knowledge and understanding of the world-Global Garden</p> <p>Skills: To produce portraits/ pictures with added detail</p> <p>Knowledge: To know that eyes and ears are central to the height of a face</p>	<p>Theme: Knowledge and understanding of the world-Journeys</p> <p>Skills: To independently select additional tools</p> <p>Knowledge: Dependent upon the above</p>
1	<p>Theme: Mark Making and Paul Klee (artist)</p> <p>Key Question: Are children able to use different techniques to complete a piece of art work?</p> <p>Skills: Painting, drawing, observing and discussing techniques.</p> <p>Knowledge: Experimenting with different media, applying knowledge to work</p>		<p>Art Competition</p> <p>Theme:</p> <p>Theme : Animals</p> <p>Key Question: Can children represent animals from around the world using different art mediums?</p> <p>Skills: designing, creating, using a range of materials, collage</p> <p>Knowledge: properties of materials, suitability within art, mixed media and collage, using art to reflect animals around the world</p>	<p>Theme: Andy Goldsworthy</p> <p>Key Question: Can the children compare their work to the work of Andy Goldsworthy?</p> <p>Skills: designing weaving, manipulating materials collage, building/sculpting and observing</p> <p>Knowledge: structures, bonding properties of materials, manipulating natural materials and investigating the work of Goldsworthy</p>		



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2	<p>Theme: Colour creations</p> <p>Key Question: Can children use their knowledge of colour to create artwork in the style of Kandinsky?</p> <p>Skills: colour mixing, the use of dark and light tones, primary colours</p> <p>Knowledge: understanding the colour wheel and Kandinsky's style of work.</p>		<p>Art Competition Theme:</p> <p>Theme: Sparks and Flames</p> <p>Key Ques: Can children make choices about appropriate materials to use in different art pieces?</p> <p>Skills: painting, texture, collage, 3D work, sculpture</p> <p>Knowledge: Understanding light and dark and shade, dioramas</p>		<p>Theme: Henri Rousseau</p> <p>Key Question: Can the children create a Rousseau-inspired painting using the skills and techniques they have learnt?</p> <p>Skills: colour mixing, painting, animal studies</p> <p>Knowledge: The work of Rousseau, the use of his imagination.</p>	
3	<p>Theme: Pointilism</p> <p>Key question: Can the children create art inspired by Seurat using the skills and techniques they have been taught?</p> <p>Skills: using pointillism, colour mixing, pattern making</p> <p>Knowledge: The work of Seurat, the use of his imagination</p>		<p>Art Competition Theme:</p>		<p>Theme: Indian Art</p> <p>Key Question: Can children create Rangoli themed art?</p> <p>Skills: using symmetry, Indian patterns, block printing</p> <p>Knowledge: understand the history and styles of Indian art work, rangoli patterns</p>	<p>Theme: Plants</p> <p>Key Question: Can children create art that represents plants in a variety of media?</p> <p>Skills: Sketching, using tints, shades and tones, cardboard printing using clay</p> <p>Knowledge: Understand how to create depth in artwork.</p>
4	<p>Theme: Investigating Pattern. Link to topic on Greece.</p>	<p>Theme: Tudor</p> <p>Key Ques: How big of a role did Art and Design play in Tudor times?</p>	<p>Art Competition Theme :</p>	<p>Theme: Viking Longboats</p> <p>Key Ques: Can children use their historical</p>		<p>Theme: Warhol and Pop Art</p>



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	<p>Key Ques: Can children design a pattern for a particular purpose? Skills: Painting, drawing, designing patterns for different purposes Knowledge: understanding pattern and how it is used, using symmetry and reflections in patterns</p>	<p>Skills: observation, comparing, discussing, figure and portrait drawing, clay cultures, designing Knowledge: Portraits as historical evidence of lives and possessions of rich Tudors, historical importance of the Tudor rose and coat of arms. Know the portrait artist – Hans Holbein</p>		<p>research to re-create a Viking longboat? Skills: Sketching/observational drawing, research and re produce patterns on shields Knowledge: Shape of longboats, design on shields, use of dragon heads and reasons for this.</p>		<p>Key Ques: Can children design and create their own Pop Art using items from current popular culture? Skills: Sketching/observational drawing, bottle line technique, sculpting, use of colour Knowledge: When / why the Pop Art movement began, features of a person, Andy Warhol's work</p>
<p>5</p>	<p>Theme: Great Artists William Grill Key Question: Can children use their knowledge of texture and tone to create artwork in the style of William Grill? Skills: Rubbing, shading, drawing, sketching Knowledge: Understanding how texture and tone build on illustration</p>		<p>Art Competition Theme: Theme: Charles Rennie Mackintosh Key question: Can children talk about important features of Mackintosh's work and produce their own work in response to his industrial revolution themed art and architecture? Skills: Painting and drawing based on careful observations Knowledge: What is artistic cultural identity? Where do artists get ideas for their art?</p>		<p>Theme: Keith Haring and Greek Pottery Key Question: Can children develop an understanding of movement through Haring's work? Can children form a piece of pottery based on Greek mythology? Skills: drawing, movement, photography, sculpting Knowledge: Importance of art as evidence of how the ancient Greeks lived, architectural styles and uses of pottery. How</p>	



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					movement is shown in a still image	
6	<p>Theme: Japanese Art. Hokusai</p> <p>Key Ques: How has art had an impact on Japanese culture?</p> <p>Skills: comparing, analysing, evaluating and exploring mediums land/seascape sketching, magma, calligraphy, origami</p> <p>Knowledge: History of art/design & architecture, Japanese folk art.</p>	<p>Theme: Georgia O’Keeffe - poppies</p> <p>Key Question: Can children observe and imitate artwork in the style of Georgia O’Keeffe?</p> <p>Skills: observational artwork</p>	<p>Art Competition Theme:</p> <p>Theme: WW2 Art – Propaganda posters</p> <p>Key Question: Can children understand why these posters were created and what significance they had during WW2?</p> <p>Skills: Discussion and debating historical artwork / posters</p>			



Art - Progression Map

Progression of knowledge and understanding through Art						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can produce creative and imaginative work when given clear instructions</p> <p>I can create a self-portrait to include key features</p> <p>I can experiment with new materials, tools and mediums</p> <p>I can mix colours and follow instructions about colour</p> <p>I can develop my spoken language and discuss what I like / do not like in art</p> <p>I can develop my mark making skills with increasing control</p>	<p>I can begin to produce creative and imaginative work with minimal instruction</p> <p>I can create an accurate self-portrait using increasing pencil control and detail</p> <p>I can begin to experiment with technique and texture</p> <p>I can mark make using various tools and I can explain my creations</p> <p>I can explore the work of others, and I can verbalise my thoughts</p> <p>I can begin to mix colours without instruction</p> <p>I can begin to recreate artwork in the style of a famous artist</p> <p>I can compare my work to the work of a famous artist</p>	<p>I can produce creative and imaginative work using my own ideas and select materials with increasing confidence</p> <p>I can create a detailed self-portrait looking at proportions of features</p> <p>I can explore and explain my knowledge of famous artists, designers and craft makers</p> <p>I can mix primary colours with confidence and explain the process</p> <p>I can select appropriate materials and techniques to create artwork</p> <p>I can use a variety of techniques including drawing, painting, collage and sculpture</p> <p>I can explore famous artists and recreate the style with increasing accuracy</p>	<p>I can produce creative and imaginative work independently</p> <p>I can create an accurate and detailed self-portrait</p> <p>I can use a timeline to describe key art movements</p> <p>I can develop previously learned techniques such as drawing, sculpture and collage with increasing confidence</p> <p>I can use a sketch book to develop my ideas and thoughts</p> <p>I can explore art from around the world and begin to confidently explain the process</p> <p>I can explain and demonstrate how to create depth in artwork.</p> <p>I can identify different styles of art and discuss my thoughts succinctly</p>	<p>I can produce creative and imaginative work using various techniques and tools</p> <p>I can create an accurate self-portrait selecting my preferred medium</p> <p>I can ask questions about art and artists and demonstrate my skills in a variety of ways</p> <p>I can identify some key moments in history and art movements</p> <p>I can use my sketching and observational drawing, along with research skills to create a model using appropriate materials</p> <p>I can critique the work of famous artists and discuss my thoughts with increasing confidence</p> <p>I am beginning to develop my own style through art</p>	<p>I can produce creative and imaginative work and can explain my style of art</p> <p>I can create an accurate self-portrait selecting my preferred medium and tools, developing my own style</p> <p>I can make connections and contrasts between key moments in history and art movements</p> <p>I can begin to understand the significance of key moments in history and how they have contributed to art, architecture and culture in the world</p> <p>I can create a piece of pottery using research, drawing, movement, photography and sculpting process</p>	<p>I can produce creative and imaginative work independently and I have secured my own style of art</p> <p>I can confidently use various mediums and techniques to produce my artwork</p> <p>I can create an accurate self-portrait selecting my preferred medium & tools, confidently applying my own style</p> <p>I can confidently explain key cultural moments in history and how they have shaped art movements</p> <p>I can explain how our history of art contributes to our creativity and culture</p> <p>I can express myself emotionally through my art</p> <p>I can observe, compare, analyse, evaluate and explore various mediums in art with confidence</p> <p>I can develop, describe and critique my own and others artwork</p>



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