



ART & DESIGN CURRICULUM

KS1 Progression

Knowledge | Skills | Vocabulary | Year 1 to Year 2

Purpose of this document

This document sets out how pupils' artistic knowledge, practical skills, subject vocabulary and creative behaviours develop through Key Stage 1 at Park Road Academy. It links directly to the three units taught in each year group in the Art and Design Long-Term Overview and shows the progression from Year 1 to Year 2 and readiness for Year 3. The selected units follow Park Road Academy's curriculum and are aligned with Kapow Primary's revised Art and Design scheme.

Key Stage 1 curriculum position

Key Stage 1 National Curriculum position

Pupils use a range of materials creatively to design and make products; use drawing, painting and sculpture to develop and share ideas, experiences and imagination; develop techniques in colour, pattern, texture, line, shape, form and space; and learn about artists, craft makers and designers. Park Road also introduces regular sketchbook use in KS1 so pupils can explore, practise, record, revisit and discuss ideas before this becomes a statutory expectation in KS2.

Progression principles

BUILD FROM EYFS	REVISIT & DEEPEN	MODEL, PRACTISE & APPLY	CHOOSE, EXPLAIN & IMPROVE
Earlier exploration becomes more controlled, intentional and connected to clear subject knowledge.	Line, shape, colour, texture, form and space recur so pupils remember and extend prior learning.	Teachers demonstrate techniques; pupils rehearse them and then apply them in purposeful outcomes.	Pupils select materials, explain decisions and revisit work in response to reflection and feedback.

Curriculum strands

Drawing	Painting & Mixed Media	Sculpture & 3D	Craft & Design	Generating Ideas	Artists, Reflection & Evaluation
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Key vocabulary is indicative rather than exhaustive. Teachers should revisit earlier language, model precise subject terms and expect pupils to use them when looking, making and reflecting.



Year 1 Art & Design Curriculum Map

Units, core learning and progression emphasis

How the map should be used

The three termly units provide a coherent sequence through drawing, painting and sculpture. Teachers should begin with prior EYFS experiences, teach the new knowledge and technique explicitly, then give pupils space to explore, apply, explain and refine.

Year 1

Term	Unit	Core learning	Progression emphasis	Links to strands
Autumn	Drawing: Exploring line & shape	Explore line using varied tools, control and pressure; respond to music and observation; connect lines to create shapes; recognise organic and geometric qualities; develop artist-inspired drawings using sketchbooks.	Moves from exploratory marks to intentional lines and shapes. Builds control, observation, composition, visual vocabulary and the confidence to select a suitable drawing material.	Drawing; Ideas; Artists; Evaluation
Spring	Painting: Learning about paint and brush control	Name and mix colours; use brushes of different sizes; make controlled strokes; print with paint; explore primary and secondary colours; apply learning to a decorated, artist-inspired outcome.	Develops care and control when loading, using and cleaning brushes. Pupils begin to mix colour purposefully, compare effects and make simple design choices.	Painting; Colour; Design; Evaluation
Summer	Sculpture and 3D: Paper play	Transform flat paper into 3D forms by rolling, folding, curling, scrunching, cutting and joining; draw and plan structures; create individual and collaborative sculptures; paint and decorate large forms.	Introduces form, structure, scale, stability and viewpoint. Pupils test joins, persevere with construction and explain how a two-dimensional material becomes three-dimensional.	Sculpture; Form; Ideas; Collaboration



Year 2 Art & Design Curriculum Map

Units, core learning and progression emphasis

Year 2 progression

Year 2 revisits the disciplines established in Year 1 with greater accuracy, independence and reflection. Pupils select materials more deliberately, use sketchbooks to test and refine ideas and explain how formal elements and techniques create particular effects.

Year 2

Term	Unit	Core learning	Progression emphasis	Links to strands
Autumn	Drawing: Understanding tone and texture	Compare drawing materials; observe and record texture; vary pressure to create tonal shading; practise sketching and refining; produce an observational drawing with purposeful detail and selected marks.	Extends line and shape into tone, texture and close observation. Pupils choose materials for an effect, improve accuracy and refine rather than accepting a first attempt.	Drawing; Tone; Texture; Ideas; Evaluation
Spring	Painting and mixed media: Colour mixing	Mix a range of secondary colours; identify and reproduce textured surfaces using painting tools; create painted papers; cut, arrange and layer collage; add detail to a mixed-media composition.	Moves from simple colour mixing to controlled variation, texture and layered media. Pupils organise a composition, adapt materials and explain the visual effect created.	Painting; Mixed media; Texture; Composition
Summer	Sculpture and 3D: Clay houses	Explore clay through rolling, pressing, pinching and joining; make a pinch pot; score and slip joins; impress and incise surface texture; design and create a relief house tile with architectural details.	Develops control of a malleable material and secure joining. Pupils plan before making, translate a design into clay and use relief and texture intentionally.	Sculpture; Clay; Design; Texture; Evaluation



KS1 Art & Design Progression at a Glance

Concise progression from Year 1 to Year 2 and readiness for Year 3

Progression focus

A concise overview of the key progression expected across Park Road Academy KS1. It reflects Kapow Primary's core areas of generating ideas, making skills, formal elements, knowledge of artists and evaluating, while recognising that learning is revisited through adult-guided teaching, sketchbook exploration and increasingly independent making.

Area	Year 1	Year 2	End of KS1 / Year 3 readiness	Key vocabulary
Drawing	Explores varied lines and shapes with improving control. Draws from observation, imagination and artist examples and begins to use a sketchbook to test ideas.	Selects drawing materials for purpose; records texture and tonal shading; observes closely and sketches, reviews and refines a drawing.	Creates intentional observational and imaginative drawings using varied line, shape, tone and texture; records and develops ideas in a sketchbook.	line, shape, organic, geometric, tone, texture, observe, refine
Painting & mixed media	Uses brushes and printing tools with growing control; names, selects and mixes colours; explores primary and secondary colours and simple painted pattern.	Mixes secondary colours more accurately; creates painted texture; cuts, arranges and layers collage; develops detail in a mixed-media composition.	Mixes and applies colour with control and combines paint, print or collage to communicate a simple idea, mood or purpose.	primary, secondary, mix, brush, print, texture, collage, layer
Sculpture & 3D	Rolls, folds, curls, cuts and joins paper to transform a flat material into stable 3D forms; considers scale, structure and different viewpoints.	Manipulates clay using pinching, rolling, pressing, scoring, slipping, impressing and incising; creates joined forms and relief detail from a design.	Chooses suitable shaping, joining and construction methods to create a purposeful, stable 3D outcome with intentional surface detail.	3D, form, structure, join, stable, clay, score, slip, relief
Craft & design	Applies pattern, print, colour and decoration within painting and paper sculpture; follows and adapts a simple idea while making.	Uses motif, texture, collage and surface design; creates and follows a simple design for a clay tile and modifies details during making.	Uses pattern, texture and selected materials to create a simple decorative or functional outcome and explains how choices suit the purpose.	design, pattern, motif, repeat, surface, material, purpose, detail
Generating ideas & creative process	Uses talk, observation and sketchbook exploration to try lines, colours, shapes and materials; makes simple plans and selects preferred ideas.	Collects visual references, makes material tests and labelled designs, compares alternatives and uses feedback to refine before and during making.	Uses a sketchbook to record observations, explore possibilities, plan an outcome, revisit ideas and make purposeful improvements.	sketchbook, idea, explore, test, plan, select, feedback, improve

Area	Year 1	Year 2	End of KS1 / Year 3 readiness	Key vocabulary
Artists, makers & evaluation	Looks closely at artists and artworks, identifies visible features and techniques, compares examples and describes a successful part of own work.	Uses subject vocabulary to discuss how artists and makers create effects; links examples to own choices and evaluates work against an idea or design.	Describes similarities and differences between artists, craft makers and designers, makes links to own work and identifies justified improvements.	artist, craft maker, designer, technique, compare, effect, evaluate
Formal elements & subject language	Recognises and uses line, shape, colour, pattern, texture, form and space during practical work and discussion.	Uses the same formal elements more precisely and adds tone, surface, relief and composition when explaining and making.	Selects and applies colour, line, shape, pattern, texture, tone, form and space intentionally and explains their effect.	colour, line, shape, pattern, texture, tone, form, space, composition

Implementation note: Progress is cumulative rather than a sequence of identical products. It is shown through richer observation, greater control, purposeful choices, increasingly precise vocabulary, sustained sketchbook use and more independent reflection.



Using the KS1 Progression Document

Planning, teaching, assessment and transition

Planning from the progression

1 START WITH PRIOR LEARNING Identify relevant EYFS experiences and knowledge from earlier KS1 units.	2 MODEL THE NEW STEP Demonstrate vocabulary, observation, technique and safe use before guided practice.	3 PLAN FOR APPLICATION Move from exploration and rehearsal to a purposeful, increasingly personal outcome.
4 ASSESS PROCESS Notice what pupils know, test, choose, explain, refine and remember, not only the final product.	5 BUILD LANGUAGE Model formal elements and technical terms through artist talk, making and reflection.	6 SUPPORT INDEPENDENCE Adapt tools and routines so pupils can participate, make decisions and solve practical problems.

What progression should look like in pupils' learning

KNOW MORE Recalls more connected knowledge of artists, materials, techniques and formal elements.	DO MORE Uses tools and materials with greater accuracy, control, care and fluency.	CHOOSE MORE Selects suitable media and methods for an increasingly clear idea or purpose.	EXPLAIN MORE Uses richer subject language to describe, compare and justify choices and effects.	IMPROVE MORE Revisits ideas, solves practical problems and acts on observation and feedback.
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Suggested evidence for assessment and subject leadership

PUPIL VOICE Can pupils explain what they noticed, learned, chose and changed?	SKETCHBOOKS & OUTCOMES Do exploration, practice, planning and outcomes show increasing control and independence?	TEACHING & INCLUSION Are techniques, vocabulary, artist knowledge and safe routines modelled, adapted and revisited?	TRANSITION Does evidence show pupils are ready to develop ideas, techniques and sketchbook use in Year 3?
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End-of-KS1 readiness for Year 3 Art and Design

DRAWING Uses line, shape, tone and texture intentionally; observes closely and refines drawings.	PAINTING & MIXED MEDIA Mixes colour and combines painted, printed and collaged media with growing control.	SCULPTURE & CONSTRUCTION Shapes, joins and constructs a purposeful 3D form using paper, card or clay.
DESIGN & PURPOSE Uses pattern, surface and selected materials to communicate a simple intention.	ARTISTS & LANGUAGE Compares artists, makers and designers and links techniques and effects to own work.	REFLECTION & INDEPENDENCE Uses a sketchbook, makes choices, solves problems and identifies a justified improvement.

This document should be read alongside the Art and Design Long-Term Overview, Kapow Primary unit planning and assessment, KS1 sketchbooks, examples of pupils' work and the whole-school Art and Design Curriculum Progression.