



ART & DESIGN CURRICULUM

KS2 Progression

Knowledge | Skills | Vocabulary | Year 3 to Year 6

Purpose of this document

This document sets out how pupils' artistic knowledge, practical skills, subject vocabulary and creative independence develop through Key Stage 2 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 makes clear how learning builds from Year 3 to Year 6 and prepares pupils for Key Stage 3. The selected units follow Park Road Academy's curriculum and are aligned with Kapow Primary's revised Art and Design scheme.

Key Stage 2 curriculum position

Key Stage 2 National Curriculum position

Pupils develop techniques, including control and use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft and design. They use sketchbooks to record observations and review ideas; improve their mastery of drawing, painting, sculpture and other techniques; and learn about great artists, architects and designers in history. Park Road's curriculum applies these expectations through drawing, painting, sculpture, craft, textiles, installation and photography.

Progression principles

BUILD FROM KS1	REVISIT & DEEPEN	DEVELOP INDEPENDENCE	ANALYSE, JUSTIFY & REFINE
Earlier knowledge of formal elements and materials is recalled before pupils meet greater technical and conceptual demand.	Drawing, painting, sculpture, craft, artist study and evaluation recur with increasing complexity and connection.	Pupils research, test, plan, solve problems and make increasingly personal and purposeful creative choices.	Pupils use precise language to interpret art, explain decisions, respond to feedback and improve outcomes.

Curriculum strands

Drawing	Painting & Mixed Media	Sculpture & 3D	Craft & Design	Generating Ideas & Sketchbooks	Artists, Context & Evaluation
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Key vocabulary is indicative rather than exhaustive. Teachers should revisit earlier terminology, model precise subject language and expect pupils to use it when researching, making, analysing and evaluating.



Year 3 Art & Design Curriculum Map

Units, core learning and progression emphasis

Year 3 progression

Year 3 begins the statutory KS2 expectation for purposeful sketchbook use. Pupils build from KS1 control and observation, using sketchbooks to investigate, test, plan, annotate and revisit ideas across drawing, craft and sculpture.

Year 3

Term	Unit	Core learning	Progression emphasis	Links to strands
Autumn	Drawing: Developing drawing skills	Draw from close observation and imagination; build images from geometric and organic shapes; explore shading, varied marks and texture; develop compositions; use digital tools to extend drawings; record tests and ideas in sketchbooks.	Moves from KS1 tone and texture into sustained observation, purposeful shading and more developed composition. Pupils select tools, combine techniques and move between paper and digital media.	Drawing; Sketchbooks; Digital media; Evaluation
Spring	Craft and design: Ancient Egyptian scrolls	Investigate Ancient Egyptian visual culture and purpose; respond through experimental drawing; write a simple design brief; make a papyrus-style surface; transfer and paint a scroll design; reinterpret learning through a contemporary zine.	Introduces a fuller design process and cultural context. Pupils research, generate alternatives, make a surface, apply drawing and painting accurately and consider audience and purpose.	Craft; Design; Culture; Mixed media; Ideas
Summer	Sculpture and 3D: Abstract shape and space	Transform 2D card shapes into 3D structures; explore joins, scale and stability; respond to abstract sculpture; identify positive and negative space; construct and arrange forms; develop surface decoration.	Extends KS1 construction into intentional abstract form. Pupils solve structural problems, work at different scales and use shape, space, viewpoint and surface to communicate visually.	Sculpture; Form; Space; Construction; Evaluation



Year 4 Art & Design Curriculum Map

Units, core learning and progression emphasis

Year 4 progression

Year 4 deepens technical control and visual decision-making. Pupils use tonal range, proportion, colour mixing, composition and repeat pattern with greater accuracy and begin to explain how these choices influence effect and meaning.

Year 4

Term	Unit	Core learning	Progression emphasis	Links to strands
Autumn	Drawing: Exploring Tone, Texture and Proportion	Use tone to make forms appear three-dimensional; combine lines and marks to represent texture; observe and compare proportion; investigate composition; apply tone, texture and proportion in a resolved drawing.	Develops more accurate observation and control. Pupils move beyond isolated techniques to combine formal elements within an effective composition and refine work against visual evidence.	Drawing; Tone; Texture; Proportion; Composition
Spring	Painting and mixed media: Light and dark	Mix tints and shades; use colour and tone to create form; compare and practise painting techniques; explore composition and still life; create a final painting with a personal style and clear light-dark relationships.	Extends KS1 colour mixing into systematic tonal control. Pupils select brushwork and paint handling deliberately, organise objects and use contrast to strengthen a composition.	Painting; Colour; Tone; Still life; Evaluation
Summer	Craft and design: Fabric of nature	Use rainforest imagery as a design starting point; develop images through different views; simplify natural forms into motifs; create and organise repeat patterns; explore textile and printing techniques; produce a fabric design.	Builds from Year 3 design briefs into more sustained design development. Pupils create mood and pattern through selection, simplification, repetition and evaluation of textile processes.	Craft; Textiles; Pattern; Motif; Design process



Year 5 Art & Design Curriculum Map

Units, core learning and progression emphasis

Year 5 progression

Year 5 places greater emphasis on expression, personal response and the viewer. Pupils communicate emotion, movement and identity, plan for space and scale and use feedback to develop more individual and resolved outcomes.

Year 5

Term	Unit	Core learning	Progression emphasis	Links to strands
Autumn	Drawing: Depth, Emotion and Movement	Investigate how artists use line, tone, focal point and balance to express emotion and movement; create gestural and compositional studies; show depth through marks and tone; design a print and create an effective printing plate.	Moves drawing beyond accurate representation towards expressive intention. Pupils compose deliberately, translate a drawing into print and justify how formal elements communicate feeling and depth.	Drawing; Expression; Composition; Printmaking; Evaluation
Spring	Sculpture and 3D: Interactive installation	Explore installation art and the role of site, space and scale; investigate how materials and sensory features shape experience; develop a concept; plan and construct an installation; test and evaluate viewer interaction.	Introduces conceptual and site-responsive work. Pupils plan for an audience, manage collaborative or large-scale making and refine the relationship between object, space and viewer.	Sculpture; Installation; Space; Scale; Audience
Summer	Painting and mixed media: portraits	Investigate self-portraits by diverse artists; use photographs, observation and personal sources; explore proportion, expression, colour, distortion and texture; combine drawing, paint and collage in an individual portrait.	Develops painting as a means of communicating identity rather than only likeness. Pupils select and combine media, draw on artist influence and make increasingly personal decisions.	Painting; Portraiture; Identity; Mixed media; Artists



Year 6 Art & Design Curriculum Map

Units, core learning and progression emphasis

Year 6 progression

Year 6 expects increasingly independent research, experimentation and refinement. Pupils communicate messages and memories, use sophisticated drawing and photographic processes and curate work for an audience before transition to KS3.

Year 6

Term	Unit	Core learning	Progression emphasis	Links to strands
Autumn	Drawing: Expressing ideas	Analyse street art and murals, including intention and impact; explore shading and texture; use one-point perspective; enlarge accurately with a grid; develop imagery, lettering and symbolism; create a resolved design expressing a message.	Combines technical accuracy with visual communication. Pupils formulate an intention, choose appropriate materials and use perspective, scale, proportion and symbolism to strengthen impact.	Drawing; Perspective; Scale; Message; Visual impact
Spring	Craft and design: Photo opportunity	Explore photography as an artistic medium through photomontage, macro photography and digital editing; compose images for a purpose; recreate paintings photographically; investigate photorealism and produce a considered self-portrait.	Extends craft and design into lens-based and digital media. Pupils control framing, viewpoint, focus, scale and editing, evaluate authenticity and make informed design decisions for an audience.	Photography; Craft; Composition; Digital media; Evaluation
Summer	Sculpture and 3D: Making memories	Explore self, identity and memory; investigate literal, abstract and relief approaches; develop a memory-box concept; select found and hand-made forms; construct a personal sculpture; curate and explain symbolic choices.	Brings together conceptual thinking, material selection and independent problem-solving. Pupils communicate personal meaning and consider how assemblage, display and curation shape interpretation.	Sculpture; Memory; Identity; Assemblage; Curation



KS2 Art & Design Progression at a Glance

Concise progression from Year 3 to Year 6 and readiness for Key Stage 3

Progression focus

A concise overview of the key progression expected across Park Road Academy KS2. It reflects Kapow Primary's core areas of generating ideas, making skills and formal elements, knowledge of artists, and evaluating and analysing. Progress is demonstrated through connected knowledge, increasingly skilful application, purposeful choice and growing creative independence.

Area & vocabulary thread	Year 3	Year 4	Year 5	Year 6 / end of KS2
Drawing line, shape, tone, texture, form, proportion, composition, perspective, scale	Observes closely; uses shape, shading and varied marks; develops imaginative and digital drawings; records and refines ideas in sketchbooks.	Combines tone, texture and proportion accurately; creates form and an effective composition; reviews against visual evidence.	Uses gesture, line, tone, balance and focal point to express emotion, movement and depth; translates drawing into print.	Uses perspective, scale, proportion, texture and symbolism accurately to communicate a clear viewpoint or message.
Painting & mixed media colour, tint, shade, contrast, brushwork, palette, portrait, layer	Applies colour and painted detail within mixed-media and constructed outcomes; chooses a palette and surface to suit context.	Mixes tints and shades systematically; uses brushwork and tonal contrast to create form; composes and refines a still life.	Combines drawing, paint, collage and photographic sources to communicate identity, character, mood and personal response.	Selects and combines colour and media independently across drawing, photography and sculpture to strengthen message and emphasis.
Sculpture & 3D form, structure, join, stability, positive/negative space, installation, assemblage, curate	Transforms 2D shapes into stable abstract structures; uses joins, scale, positive and negative space and surface decoration.	Applies understanding of form and relief through drawing, painting, textiles and constructed studies; considers light and viewpoint.	Plans site, scale and materials for an installation; considers sensory and interactive qualities and evaluates the viewer experience.	Creates a personal assemblage or memory sculpture using found and made forms; communicates symbolism and curates display.

Area & vocabulary thread	Year 3	Year 4	Year 5	Year 6 / end of KS2
Craft & design brief, motif, repeat, textile, print, photography, viewpoint, edit	Researches cultural context; writes a brief; makes a surface and transfers a designed scroll; reinterprets ideas in a contemporary format.	Develops natural imagery into motifs and repeat structures; selects textile or printing processes to create and evaluate a fabric design.	Uses printmaking, layout, layering and mixed media to develop expressive imagery and present work purposefully.	Creates photomontage, macro and digitally edited images; controls composition and adapts photographic techniques for purpose and audience.
Generating ideas & sketchbooks research, annotate, test, thumbnail, mood board, concept, prototype, intention	Uses sketchbooks to observe, experiment, annotate, plan and revisit ideas; combines historical, artist and material research.	Creates tonal, colour and pattern studies; develops mood boards and alternatives; makes reasoned changes after testing and feedback.	Develops sustained series around emotion, identity or space; plans prints and installations; prototypes and refines a concept.	Researches independently; formulates an intention; synthesises sources; scales, edits and solves problems to produce a resolved outcome.
Artists, context & evaluation artist, designer, culture, context, influence, intention, interpretation, critique	Explains how culture, time and purpose influence visual choices; compares historic and contemporary approaches; evaluates process and outcome.	Compares distinctive approaches to proportion, light and pattern; uses influence selectively and justifies compositional and material choices.	Interprets art about emotion, identity and space; explains how medium, site, scale and audience affect meaning; acts on critique.	Analyses context, intention and impact; credits influence; compares perspectives; curates work and evaluates independently using precise language.
Creative independence & safe practice select, control, adapt, solve, collaborate, feedback, refine, resolve	Follows safe routines and begins to select tools and processes for a task; persists with construction and adapts ideas as problems arise.	Handles tools and materials with increased fluency; compares alternatives and organises processes with reduced adult direction.	Manages more sustained, collaborative or large-scale work; selects media for intention and uses audience feedback to improve impact.	Works responsibly and increasingly independently from research to presentation; justifies choices, resolves technical problems and

Area & vocabulary thread	Year 3	Year 4	Year 5	Year 6 / end of KS2
				meets an intention.

Implementation note: Progress is cumulative rather than a sequence of identical products. It is shown through connected knowledge, sustained sketchbook development, greater technical control, purposeful choices, rich subject vocabulary and increasingly independent analysis and refinement.



Using the KS2 Progression Document

Planning, teaching, assessment and transition

Planning from the progression

1 START WITH PRIOR LEARNING Identify the earlier formal elements, artist knowledge, vocabulary and techniques pupils need for the new unit.	2 MODEL THE NEW STEP Demonstrate looking, making, safe practice and subject language before guided rehearsal and independent application.	3 PLAN FOR DEVELOPMENT Move through research, experimentation, recording, selection, making, reflection and purposeful refinement.
4 ASSESS PROCESS & KNOWLEDGE Notice what pupils remember, connect, test, choose, explain and improve, not only the appearance of the final outcome.	5 EXPECT ARTISTIC TALK Use artist discussion, annotation, peer critique and evaluation to make thinking visible and deepen vocabulary.	6 ENABLE INDEPENDENCE Adapt access without reducing ambition so all pupils can make decisions, solve problems and communicate an intention.

What progression should look like in pupils' learning

KNOW MORE Recalls and connects more knowledge of formal elements, techniques, artists and contexts.	DO MORE Uses a broader repertoire of materials and processes with greater control and fluency.	CHOOSE MORE Selects and combines media, composition and methods to match a clear intention.	CONNECT MORE Uses research and prior learning to develop increasingly personal and purposeful ideas.	EVALUATE MORE Analyses, justifies, critiques and refines work using precise evidence and vocabulary.
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Suggested evidence for assessment and subject leadership

PUPIL VOICE Can pupils explain prior learning, artist influence, technical choices, intention and improvements?	SKETCHBOOKS & OUTCOMES Do research, tests, annotation, development and final work show increasing control and independence?	TEACHING & INCLUSION Are knowledge, techniques, vocabulary and safe routines modelled, adapted, revisited and checked?	ASSESSMENT & TRANSITION Do judgements reflect both knowledge and making, with clear evidence of readiness for KS3?
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End-of-KS2 readiness for Key Stage 3 Art and Design

GENERATING IDEAS Uses a sketchbook independently to research, experiment, annotate, develop and refine a clear intention.	DRAWING Uses line, tone, texture, proportion, perspective and composition purposefully and with increasing accuracy.	PAINTING & MIXED MEDIA Selects, mixes and combines colour and media to communicate identity, mood, message or emphasis.
SCULPTURE & DESIGN Plans and constructs purposeful 3D, craft, textile, installation or photographic outcomes for a viewer.	ARTISTS & CONTEXT Analyses diverse artists, designers and visual cultures and explains how context, method and intention shape meaning.	REFLECTION & INDEPENDENCE Works safely, makes justified choices, solves technical problems, responds to critique and presents a resolved outcome.

This document should be read alongside the Art and Design Long-Term Overview, Kapow Primary unit planning and assessment, KS2 sketchbooks, examples of pupils' work and the whole-school Art and Design Curriculum Progression.