



ART & DESIGN CURRICULUM

Whole-School Progression

Knowledge | Skills | Vocabulary | EYFS to Year 6

Purpose of this document

This progression document sets out how knowledge, practical skills, subject vocabulary and artistic decision-making build across Park Road Academy's Art and Design curriculum. It is organised by discipline and creative-process strand and explicitly references the units in the long-term overview, helping teachers identify prior learning, the new step and appropriate next steps.

Progression principles

SEQUENCED	CONNECTED	EXPERIMENTAL	PURPOSEFUL & INCLUSIVE
Tools, techniques and formal elements are revisited with increasing control, complexity and independence.	Drawing, painting, sculpture, craft, artist study and evaluation inform and enrich one another.	Pupils explore materials, test possibilities, take creative risks and learn through purposeful practice.	Pupils communicate ideas and personal responses through accessible, safe and meaningful experiences.

Curriculum strands

Drawing	Painting & Mixed Media	Sculpture & 3D	Craft & Design	Generating Ideas & Sketchbooks	Artists, Culture, Evaluation & Analysis
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Indicative vocabulary is not exhaustive. Teachers should revisit earlier terminology, model precise subject language and make links to the formal elements of colour, form, line, pattern, shape, texture and tone.



Drawing

Whole-school progression from EYFS to Year 6

Progression focus

How pupils progress from exploratory mark-making to increasingly controlled, expressive and purposeful drawing using observation, formal elements, perspective, scale and visual communication.

Year group	Curriculum unit(s)	Knowledge progression	Skills and application	Indicative vocabulary
Early Years Foundation Stage	Nursery and Reception themes through continuous provision	Know that marks, lines and shapes can represent experiences, objects and ideas. Recognise that different tools make different marks and that close looking helps artists notice detail.	Make large- and small-scale marks; use a comfortable grip; explore pencil, chalk, crayon and charcoal; draw from imagination and observation; add detail; revisit and talk about drawings.	mark, line, shape, thick, thin, straight, curved, detail, observe
Year 1	Drawing: Exploring line & shape	Understand that lines vary in direction, weight and character and can be combined to create shapes, patterns and recognisable images. Know that artists use line deliberately.	Explore continuous, broken, straight, curved and expressive lines; control drawing tools; combine lines and shapes; draw familiar objects; select and refine marks for an intended effect.	line, vertical, horizontal, diagonal, curved, wavy, shape, outline
Year 2	Drawing: Understanding tone and texture	Know that tone describes light and dark and that pressure changes tonal value. Understand that texture can be observed and represented through repeated marks and shading.	Use different grips and controlled pressure; explore shading and textural marks; make close observational studies; plan, sketch and refine an image using tone and texture.	tone, texture, shading, pressure, light, dark, pattern, observation
Year 3	Drawing: Developing drawing skills	Understand that drawings can be developed through observation, imagination and experimentation. Know that scale, composition, shading and texture influence how an image is read.	Use varied pencils and mark-making techniques; draw from close observation; explore hatching and cross-hatching; crop, frame and compose; revisit and refine ideas, including through digital processes where appropriate.	sketch, hatching, cross-hatching, form, scale, composition, refine, digital

Year group	Curriculum unit(s)	Knowledge progression	Skills and application	Indicative vocabulary
Year 4	Drawing: Exploring Tone, Texture and Proportion	Know that proportion describes size relationships and that a broad tonal range creates form and depth. Understand how texture and composition can direct attention.	Compare and measure relative sizes; create 3D pencil drawings; combine tonal shading and texture; plan an effective composition; review accuracy and refine details.	proportion, scale, tonal range, highlight, shadow, form, texture, composition
Year 5	Drawing: Depth, Emotion and Movement	Understand that line, mark, space and composition can communicate movement and emotion. Know that overlap, relative size and placement create depth and that drawings can be translated into print.	Make expressive and gestural studies; show foreground and background; use marks to suggest depth and feeling; develop a composition for printmaking; test, print and improve.	gesture, movement, emotion, depth, foreground, background, overlap, print
Year 6	Drawing: Expressing ideas	Know that drawing can communicate a message or viewpoint. Understand one-point perspective, scale and proportion, and how street artists use imagery, text and public space for impact.	Analyse street art; apply a horizon line and vanishing point; enlarge accurately using a grid; develop a brief; combine image, lettering and symbolism; justify choices and create a resolved outcome.	perspective, horizon line, vanishing point, scale, proportion, mural, graffiti, symbolism

Teaching note: Progression is cumulative. Pupils should continue to apply earlier knowledge, formal-element vocabulary and safe working habits while making increasingly independent choices about materials, techniques, purpose, audience and evaluation.

Progression focus

How pupils progress from sensory exploration of colour and materials to controlled mixing, surface effects, composition, portraiture and independent selection of media for meaning.

Year group	Curriculum unit(s)	Knowledge progression	Skills and application	Indicative vocabulary
Early Years Foundation Stage	Nursery and Reception themes through continuous provision	Know that colours can be named, selected and mixed and that paint and collage materials create different effects. Recognise that tools, movement and surface affect the marks made.	Explore finger paint, brushes, rollers, sponges and printing tools; mix colours; cover and leave spaces; cut, tear, layer and arrange materials; choose media and talk about effects.	colour, mix, paint, brush, print, collage, layer, texture, surface
Year 1	Painting: Learning about paint and brush control	Understand that brush size, pressure and movement change a painted mark. Know that primary colours can be mixed to make secondary colours and that paint can be printed as well as brushed.	Hold, load, wash and control a brush; make varied strokes; mix colours; paint shapes and areas with increasing accuracy; print with paint; select techniques for a simple design.	paint, brush, bristle, stroke, primary, secondary, mix, print
Year 2	Painting and mixed media: Colour mixing	Know how primary colours make secondary colours and how colour, texture and layered materials can create contrast and detail. Understand that mixed media combines more than one process.	Mix colours with increasing accuracy; create painted textures; cut, arrange and layer collage papers; develop detail; review and improve a mixed-media composition.	primary, secondary, colour wheel, hue, texture, collage, layer, contrast
Year 3	Applied through Ancient Egyptian scrolls and Abstract shape and space	Understand that artists select a palette and surface to suit a context and that colour and painted pattern can communicate style, culture and mood.	Mix and use a limited palette; apply flat colour and controlled detail; paint repeated motifs; decorate a sculptural surface; test how paint behaves on handmade or constructed materials.	palette, pigment, surface, pattern, motif, opacity, contrast, detail

Year group	Curriculum unit(s)	Knowledge progression	Skills and application	Indicative vocabulary
Year 4	Painting and mixed media: Light and dark	Know that adding white creates tints and adding black creates shades. Understand that tonal contrast, colour and composition can make painted forms appear three-dimensional.	Mix and organise tints and shades; match and adapt colours; use varied brush techniques; compose a still life; show light, shadow and form; refine through comparison and feedback.	tint, shade, tone, highlight, shadow, contrast, still life, composition
Year 5	Painting and mixed media: portraits	Understand that portraits can communicate identity, character and mood. Know that colour, distortion, texture and mixed media can change how a face or person is represented.	Develop ideas from photographs, poems and observation; explore facial proportion and expression; combine drawing, paint and collage; make and refine a personal mixed-media portrait.	portrait, self-portrait, identity, expression, proportion, mixed media, collage, composition
Year 6	Applied through Expressing ideas, Photo opportunity and Making memories	Know that artists select and combine media to strengthen message, mood and emphasis. Understand that painted, photographic and sculptural surfaces can be altered, layered and reinterpreted.	Make purposeful colour and media studies; combine paint with photography, collage or constructed surfaces; control transparent and opaque effects; edit and refine for visual impact.	media, visual impact, emphasis, contrast, surface, transparent, opaque, refine

Teaching note: Progression is cumulative. Pupils should continue to apply earlier knowledge, formal-element vocabulary and safe working habits while making increasingly independent choices about materials, techniques, purpose, audience and evaluation.

Progression focus

How pupils progress from manipulating and joining materials to understanding form, structure, relief, space, scale, installation, assemblage and the viewer's experience.

Year group	Curriculum unit(s)	Knowledge progression	Skills and application	Indicative vocabulary
Early Years Foundation Stage	Nursery and Reception themes through continuous provision	Know that three-dimensional objects have form and occupy space. Recognise that malleable and construction materials can be changed, joined and arranged in different ways.	Roll, pinch, squeeze, press, stack, fold and wrap; join with tabs, tape or simple fastenings; build and balance; create models and props; view and discuss work from different sides.	3D, form, model, roll, pinch, fold, join, build, balance
Year 1	Sculpture and 3D: Paper play	Know that paper can be folded, rolled, curled, cut and joined to make stable three-dimensional forms. Understand that sculpture is experienced from more than one viewpoint.	Explore paper-engineering techniques; make tabs and joins; combine repeated forms; consider balance and structure; arrange and present a finished paper sculpture.	sculpture, 3D, roll, fold, curl, tab, join, balance, structure
Year 2	Sculpture and 3D: Clay houses	Understand that clay changes through pressing, pinching, rolling and joining. Know that relief and impressed marks can add texture and architectural detail to a surface.	Make a pinch pot and slab; flatten and shape clay; score, slip and join securely; impress and incise texture; design and create a house tile with purposeful features.	clay, pinch pot, slab, tile, score, slip, impress, relief, ceramic
Year 3	Sculpture and 3D: Abstract shape and space	Know that two-dimensional shapes can be transformed into three-dimensional structures. Understand geometric and organic form, positive and negative space, stability and abstract composition.	Construct with card and paper using tabs, slots and joins; arrange shapes in space; build a stable abstract form; consider scale and viewpoint; develop surface decoration.	abstract, geometric, organic, form, structure, negative space, scale, surface

Year group	Curriculum unit(s)	Knowledge progression	Skills and application	Indicative vocabulary
Year 4	Applied through Light and dark and Fabric of nature	Understand that layering, folding and shaping materials can create low relief and form and that light and shadow reveal three-dimensional qualities.	Layer and shape paper, card and textiles; create relief and raised detail; select suitable joins; test stability; use shadow and viewpoint to evaluate and refine form.	relief, form, structure, layer, fold, join, stability, shadow
Year 5	Sculpture and 3D: Interactive installation	Know that installation art transforms a space and is planned around scale, site and the viewer's experience. Understand that interactive and sensory choices affect meaning.	Investigate installation artists; develop a concept; plan use of space and materials; construct at an appropriate scale; test audience interaction; gather feedback and refine the experience.	installation, site-specific, space, scale, interactive, sensory, viewer, concept
Year 6	Sculpture and 3D: Making memories	Understand that sculpture can express identity and preserve memories through literal, abstract, relief and assemblage approaches. Know that curation and display influence interpretation.	Explore self and memory; create abstract relief studies; select symbolic objects and materials; construct an assemblage or memory sculpture; curate, explain, reflect and refine independently.	memory, identity, literal, abstract, relief, assemblage, symbol, curate

Teaching note: Progression is cumulative. Pupils should continue to apply earlier knowledge, formal-element vocabulary and safe working habits while making increasingly independent choices about materials, techniques, purpose, audience and evaluation.



Craft & Design

Whole-school progression from EYFS to Year 6

Progression focus

How pupils progress from pattern, printing and material exploration to purposeful design informed by culture, textiles, image-making, photography and presentation.

Year group	Curriculum unit(s)	Knowledge progression	Skills and application	Indicative vocabulary
Early Years Foundation Stage	Nursery and Reception themes through continuous provision	Know that craft and design can serve a purpose, tell a story or decorate an object. Recognise repeated pattern and that materials can be selected and combined for different effects.	Print, collage, thread, weave, wrap and decorate; repeat shapes and colours; make story props, celebration objects, maps and displays; select materials and explain simple choices.	design, pattern, repeat, print, collage, weave, decorate, purpose
Year 1	Applied through Exploring line & shape, paint and Paper play	Understand that a designer makes choices about colour, shape, material and pattern for a purpose. Know that simple patterns can be created through repetition and arrangement.	Explore printing and collage; arrange repeated lines and shapes; decorate constructed forms; follow a simple design idea; explain what works and make a small improvement.	design, pattern, repeat, print, collage, material, purpose, decorate
Year 2	Applied through Colour mixing and Clay houses	Know that surface pattern, colour, texture and detail can enhance a crafted object. Understand that designs are planned, tested and adjusted before a final outcome.	Generate motifs; arrange and repeat pattern; combine paint, collage and impressed texture; make a labelled design; transfer selected details accurately to a final surface.	motif, pattern, surface, texture, design, decorate, detail, repeat
Year 3	Craft and design: Ancient Egyptian scrolls	Understand that art and craft reflect culture, beliefs, audience and purpose. Know characteristic colours, patterns, symbols and surfaces associated with Ancient Egyptian visual culture.	Observe and record motifs; design a purposeful scroll; make a papyrus-style surface; combine drawing and painting; follow a process accurately; adapt historical inspiration into a contemporary zine.	ancient, civilisation, papyrus, scroll, motif, symbol, pattern, audience

Year group	Curriculum unit(s)	Knowledge progression	Skills and application	Indicative vocabulary
Year 4	Craft and design: Fabric of nature	Know that textile designers simplify natural forms into motifs and organise them into repeating patterns. Understand the purpose of mood boards, colour palettes and different repeat structures.	Collect visual research; create a mood board; simplify an image into a motif; test repeat arrangements; transfer or print a pattern onto fabric; evaluate function and visual effect.	motif, repeat, pattern, mood board, textile, fabric, template, symmetry
Year 5	Applied through Drawing printmaking and mixed-media portraits	Understand that an image can be transferred, repeated, layered and presented in different formats. Know that printmaking and layout choices alter emphasis and meaning.	Develop a composition for print; transfer and ink a printing surface; make repeated impressions; layer print, drawing and collage; organise a purposeful presentation for an audience.	printmaking, printing plate, transfer, ink, edition, register, layer, layout
Year 6	Craft and design: Photo opportunity	Know that photography is an artistic and design medium and that framing, viewpoint, focus, scale and digital editing shape meaning. Understand photomontage, macro photography and photorealism.	Create a photomontage; capture purposeful macro images; compose and edit digital photographs; recreate a painting through photography; produce a considered photorealistic self-portrait.	photography, photomontage, macro, viewpoint, crop, focus, digital edit, photorealism

Teaching note: Progression is cumulative. Pupils should continue to apply earlier knowledge, formal-element vocabulary and safe working habits while making increasingly independent choices about materials, techniques, purpose, audience and evaluation.

Progression focus

How pupils progress from playful exploration and talk to sustained visual research, experimentation, recording, planning, problem-solving and increasingly independent creative intentions.

Year group	Curriculum unit(s)	Knowledge progression	Skills and application	Indicative vocabulary
Early Years Foundation Stage	All Nursery and Reception themes and continuous provision	Know that ideas can come from personal experiences, stories, celebrations, nature, objects and imagination. Understand that choices can be revisited and changed.	Explore freely; talk, gesture or draw to share an idea; collect and choose materials; return to work; make a change after looking or talking with an adult.	idea, imagine, choose, explore, try, change, explain, improve
Year 1	All Year 1 units	Know that a sketchbook is a place to explore, practise and keep ideas rather than only finished work. Understand that experimentation supports decision-making.	Try lines, shapes, colours, marks and paper techniques; record observations; add simple labels or oral annotations; select a preferred idea and make purposeful changes.	sketchbook, explore, experiment, observe, idea, select, practise, develop
Year 2	All Year 2 units	Understand that observation, material tests and comparison of alternatives help an artist or designer plan. Know that a first idea can be adapted.	Collect textures and visual references; test tone, colour and clay techniques; make initial sketches and designs; compare options; use feedback to adjust before making.	research, test, sample, sketch, design, compare, feedback, adapt
Year 3	All Year 3 units	Know that ideas can develop from close observation, imagination, artist research and historical or cultural context. Understand the value of multiple possibilities.	Annotate visual research; make thumbnails and material tests; combine references; record process; plan composition and construction; refine an idea as practical problems arise.	reference, annotation, thumbnail, composition, process, develop, refine, intention

Year group	Curriculum unit(s)	Knowledge progression	Skills and application	Indicative vocabulary
Year 4	All Year 4 units	Understand that composition, proportion, palette and pattern are planned through studies and design development. Know that artists use research selectively rather than copying.	Research artists and natural forms; create tonal, colour and pattern studies; build a mood board; compare alternatives; respond to feedback and document reasons for changes.	study, mood board, palette, proportion, composition, alternative, influence, refine
Year 5	All Year 5 units	Know that personal response, concept, audience and viewer experience shape an artwork. Understand that sustained development involves testing and revisiting ideas.	Use sketchbooks to explore emotion, movement, identity and space; develop a series of studies; plan prints and an installation; prototype; gather feedback; refine intention and outcome.	concept, personal response, audience, prototype, series, develop, feedback, intention
Year 6	All Year 6 units	Understand that artists independently research, select and synthesise ideas to communicate viewpoints, identity or memory. Know that intention may develop during making.	Undertake sustained visual research; formulate a brief or intention; compare sources and approaches; prototype, scale and edit; solve problems independently; justify a final resolution.	brief, intention, visual research, synthesise, prototype, scale, edit, resolution

Teaching note: *Progression is cumulative. Pupils should continue to apply earlier knowledge, formal-element vocabulary and safe working habits while making increasingly independent choices about materials, techniques, purpose, audience and evaluation.*

Progression focus

A whole-school thread showing how pupils encounter diverse artists, makers and designers; understand context and purpose; use subject language; and evaluate, justify and refine creative work.

Year group	Curriculum unit(s)	Knowledge progression	Skills and application	Indicative vocabulary
Early Years Foundation Stage	Artists, makers and designers encountered through all themes	Know that artists and designers make work in different ways and that art can be found in homes, books, celebrations and communities. Understand that people may respond differently.	Look closely; notice colour, line, shape and material; say what is liked or interesting; compare two works or objects; listen to others and describe own choices.	artist, designer, artwork, notice, same, different, like, choice
Year 1	Revisited across all Year 1 units	Understand that artists make choices about materials and techniques and that artworks may have different purposes. Know that similarity and difference can be described respectfully.	Identify visible techniques; use simple subject vocabulary; compare artworks; explain one choice in own work; identify a successful feature and a next step.	artist, technique, material, purpose, compare, describe, success, improve
Year 2	Revisited across all Year 2 units	Know that artists use colour, tone, texture and form to communicate mood, place or story. Understand that art and design can respond to buildings, objects and everyday experience.	Discuss effects using evidence; compare materials and outcomes; link an artwork to its context; evaluate own work against an idea or design; suggest and make an improvement.	effect, mood, context, evidence, compare, evaluate, design, improve
Year 3	Revisited across all Year 3 units	Understand that visual culture reflects time, place, belief and purpose and that contemporary artists can reinterpret historical ideas. Know that abstract art may communicate through shape, form and space.	Research context; compare historic and contemporary responses; infer reasons for choices; discuss abstract work; evaluate process and outcome; use feedback to refine.	culture, context, ancient, contemporary, abstract, interpretation, feedback, refine

Year group	Curriculum unit(s)	Knowledge progression	Skills and application	Indicative vocabulary
Year 4	Revisited across all Year 4 units	Know that artists and designers develop distinctive approaches through colour, light, proportion, pattern and source material. Understand that nature and sustainability can influence design decisions.	Compare approaches across artists and cultures; explain influence without copying; evaluate against clear criteria; justify material and compositional choices; record purposeful changes.	style, influence, source, criteria, justify, sustainability, composition, evaluate
Year 5	Revisited across all Year 5 units	Understand that art can express identity, emotion and movement and can transform a space or involve a viewer. Know that interpretation is shaped by medium, site, scale and audience.	Interpret and compare artworks; discuss how media and display affect meaning; gather audience feedback; evaluate impact; justify creative decisions and refine accordingly.	identity, interpretation, medium, site, scale, viewer, impact, critique
Year 6	Revisited across all Year 6 units	Know that art can communicate social, cultural and personal messages; photography can construct or edit reality; and sculpture can preserve identity and memory. Understand that display and attribution matter.	Analyse context, intention and impact; compare perspectives; question how images are made; credit influences; curate and present work; use precise vocabulary to critique and refine independently.	intention, impact, viewpoint, attribution, photomontage, identity, curate, critique

Teaching note: Progression is cumulative. Pupils should continue to apply earlier knowledge, formal-element vocabulary and safe working habits while making increasingly independent choices about materials, techniques, purpose, audience and evaluation.

Planning from the progression

1 START WITH PRIOR LEARNING Identify the earlier knowledge, formal elements, vocabulary and practical techniques pupils need before introducing the unit.	2 TEACH THE NEW STEP Make the progression statement explicit through artist study, modelling, explanation, guided practice and purposeful making.	3 MODEL PROCESS & SAFE PRACTICE Teach how to select, handle, use and care for tools and materials, including routines, adaptations and responsible use.
4 ASSESS KNOWLEDGE AND MAKING Use questioning, observation, sketchbooks, pupil explanation and outcomes rather than judging only the final product.	5 CHECK TRANSFER & CHOICE Provide opportunities to apply learning in a different material or context and explain why a method suits an intention.	6 BUILD SUBJECT LANGUAGE Revisit earlier vocabulary and introduce new terminology through accurate teacher modelling, discussion and critique.

What progression should look like in pupils' learning

KNOW MORE Pupils recall increasingly connected knowledge of formal elements, materials, processes, artists and cultural contexts.	DO MORE Pupils use a wider range of tools, media and techniques with greater accuracy, control, fluency and independence.	CHOOSE MORE Pupils select and combine suitable materials, processes and compositions to match a purpose, audience or intention.	EVALUATE MORE Pupils analyse, explain, justify and improve work using precise vocabulary, criteria, reflection and feedback.
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Suggested evidence for subject leadership

PUPIL VOICE Can pupils explain what they learned, how it connects to earlier learning, the choices they made and why the work matters?	SKETCHBOOKS & OUTCOMES Do exploration, annotation, practice, refinement and final work show increasing control, independence and personal response?	LESSON VISITS Are teachers modelling techniques and vocabulary, checking understanding, enabling choice and addressing misconceptions safely?	ASSESSMENT Do judgements reflect knowledge, creative process and practical application, with clear evidence of progression and next steps?
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This document should be read alongside the Art and Design Long-Term Overview, Kapow Primary unit planning, knowledge organisers, assessment materials, sketchbooks and examples of pupils' outcomes.