Art Curriculum Progression 2026-27

Cedar Park School
Be kind ★ Be inspired ★ Believe

Art Curriculum Progression 2026-27

Year Group	Purple = Substantive Knowledge Green = Implicit Knowledge / Skills
EYFS	• What Can We See? • How Can We Explore Colour? • How Can We Build Worlds? • How Can We Explore Materials & Marks? • How Can We Explore 3d Materials? • How Can We Use Our Bodies to Make Art? • How Can We Use Our Imaginations?

	Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
Year 1	Understand drawing is a physical activity. Spirals Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects. Playful Making Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. Spirals Use colour (pastels, chalks) intuitively to develop spiral drawings. Spirals Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen Spirals Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon. Simple Printmaking	Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration. Spirals Make a simple elastic band sketchbook. Personalise it. Spirals Use sketchbooks to: Test out printmaking ideas Simple Printmaking Develop experience of primary and secondary colours Spirals Simple Printmaking Practice observational drawing Spirals Simple Printmaking Explore mark making Spirals Simple Printmaking	Understand prints are made by transferring an image from one surface to another. Simple Printmaking Understand relief prints are made when we print from raised images (plates). Simple Printmaking Use hands and feet to make simple prints, using primary colours. Simple Printmaking Collect textured objects and make rubbings, and press them into plasticine to create plates/prints (relief printing) exploring how we ink up the plates and transfer the image. Simple Printmaking Explore concepts like “repeat” “pattern” “sequencing”. Simple Printmaking	Understand paint is a media which uses water and pigment. – free exploration time Understand we can use a variety of brushes, holding them in a variety of ways to make paint marks. - free exploration time Paint without a fixed image of what you are painting in mind. Free exploration time Respond to your painting, and try to “imagine” an image within. Free exploration time	Collage with painted papers exploring colour, shape and composition. Simple Printmaking	Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. Playful Making Understand the meaning of “Design through Making” Playful Making Use a combination of two or more materials to make sculpture. Playful Making Use construction methods to build. Playful Making Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy. Playful Making	Look at the work of artists who draw, sculptors, and painters, listening to the artists’ intention behind the work and the context in which it was made. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 1 Reflect upon the artists’ work, and share your response verbally (“I liked…”). Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed… This went well”). Some children may feel able to share their response about classmates’ work. All Pathways for Year 1

Art Curriculum Progression 2026-27

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Year 2	Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. Explore & Draw Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. Explore & Draw Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting & representing. Photograph. Explore & Draw Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen. Explore & Draw Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. Explore & Draw Create final collaged drawings (see column 5 "collage") which explore composition. Explore & Draw	Continue to build understanding that sketchbooks are places for personal experimentation. Understand that the way each persons' sketchbook looks is unique to them. All Pathways for Year 2 Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. Explore & Draw Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. Explore & Draw Work in sketchbooks to: Explore the qualities of different media. Explore & Draw Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. Explore & Draw Develop experience of primary and secondary colours Explore colour and colour mixing. Exploring Watercolour Make visual notes about artists studied. Explore & Draw Explore mark making Exploring Watercolour		Understand watercolour is a media which uses water and pigment. Exploring Watercolour Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks. Exploring Watercolour Explore watercolour in an intuitive way to build understanding of the properties of the medium. Exploring Watercolour Paint without a fixed image of what you are painting in mind. Exploring Watercolour Respond to your painting, and try to "imagine" an image within. Exploring Watercolour Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery. Exploring Watercolour	Understand that we can combine collage with other disciplines such as drawing, printmaking and making. Explore & Draw Use the observational drawings made (see column 1 "drawing"), cutting the separate drawings out and using them to create a new artwork, thinking carefully about composition. Work into the collage with further drawing made in response to the collaged sheet. Explore & Draw Collage with drawings to create invented forms. Combine with making if appropriate. Explore & Draw	Understand when we make sculpture by adding materials it is called Construction. Stick Transformation Project Use Design through Making philosophy to playfully construct towards a loose brief. Stick Transformation Project Transform found objects into sculpture, using imagination and construction techniques including cutting, tying, sticking. Think about shape (2d), form (3d), texture, colour and structure. Stick Transformation Project	Understand artists take their inspiration from around them, collecting and transforming. Understand that in art we can experiment and discover things for ourselves. Look at the work of a printmaker, an architect, and artists and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. Reflect upon the artists' work, and share your response verbally ("I liked…"). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed… This went well"). Talk about intention. Share responses to classmates work, appreciating similarities and differences. Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. All Pathways for Year 2
	Drawing	**Sketchbooks**	**Printmaking**	**Painting**	**Collage**	**Making**	**Purpose/Visual Literacy/Articulation**
Year 3	Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. Gestural Drawing with Charcoal Understand charcoal and earth pigment were our first drawing tools as humans. Gestural Drawing with Charcoal Know that Chiaroscuro means "light/dark" and we can use the	Continue to build understanding that sketchbooks are places for personal experimentation. Understand that the way each persons' sketchbook looks is unique to them. Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook.		Understand that we can create imagery using natural pigments and light. Telling Stories Understand that paint acts differently on different surfaces. Cloth, Thread, Paint Understand the concept of still life and landscape painting. Cloth, Thread, Paint		Understand that many makers use other artforms as inspiration, such as literature, film, drama or music. Telling Stories Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process). Telling Stories	To understand that visual artists look to other artforms for inspiration. Look at the work of an artist who uses gestural marks which convey movement, illustrators and makers who take inspiration from literature, painters who also use textiles and artists who animate their work.

Art Curriculum Progression 2026-27

	concept to explore tone in drawings. Gestural Drawing with Charcoal Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. Gestural Drawing with Charcoal Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama). Gestural Drawing with Charcoal Option to explore making gestural drawings with charcoal using the whole body (link to dance). Gestural Drawing with Charcoal Develop mark making skills by deconstructing the work of artists. Cloth, Thread, Paint	All Pathways for Year 3 Work in sketchbooks to: Explore the qualities of charcoal. Gestural Drawing with Charcoal Make visual notes using a variety of media using the "Show Me What You See" technique when looking at other artists work to help consolidate learning and make the experience your own. Gestural Drawing with Charcoal Working with Shape & Colour Telling Stories Cloth, Thread, Paint Develop mark making skills. Gestural Drawing with Charcoal Telling Stories Cloth, Thread, Paint		Use paint, mixing colours, to complete the sculpture inspired by literature (see column 6 "making"). Telling Stories Continue to develop colour mixing skills. Cloth, Thread, Paint Explore painting over different surfaces, e.g. cloth, and transfer drawing mark making skills into thread, using stitch to draw over the painted fabric. Cloth, Thread, Paint		An armature is an interior framework which support a sculpture. Telling Stories Use plasticene/modelling clay to model characters inspired by literature. Consider form, texture, character, structure. Telling Stories Make an armature to support the sculpture. Telling Stories	Understand artists often collaborate on projects, bringing different skills together. Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 3 Reflect upon the artists' work, and share your response verbally ("I liked… I didn't understand… it reminded me of…"). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed… This went well… I would have liked… next time I might…). Talk about intention. Share responses to classmates' work, appreciating similarities and differences. Listen to feedback about your own work and respond. All Pathways for Year 3
	Drawing	**Sketchbooks**	**Painting**	**Making**	**Purpose/Visual Literacy/Articulation**		
Year 4	Understand that artists and illustrators interpret narrative texts and create sequenced drawings. Storytelling Through Drawing Create owned narratives by arranging toys in staged scenes, using these as subject matter to explore creation of drawings using charcoal and chalk which convey drama and mood. Use light and portray light/shadow. Storytelling Through Drawing Interpret poetry or prose and create sequenced images in either an accordian or poetry comic format. Work in a variety of media according to intention, including handwriting pen, graphite or ink. Storytelling Through Drawing Use a variety of drawing media including charcoal, graphite, wax resist and watercolour to make observational and experimental drawings. To feel able to take creative risks in pursuit of creating drawings with energy and feeling. Storytelling Through Drawing Exploring Still Life	Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. All Pathways for Year 4 Use sketchbooks to: Practise drawing skills. Storytelling Through Drawing Exploring Still Life Sculpture & Structure Make visual notes to record ideas and processes discovered through looking at other artists. Storytelling Through Drawing Exploring Still Life Sculpture & Structure Test and experiment with materials. Storytelling Through Drawing Exploring Still Life Sculpture & Structure Brainstorm pattern, colour, line and shape. Exploring Still Life Sculpture & Structure	Understand that still life name given to the genre of painting (or making) a collection of objects/elements. Exploring Still Life That still life is a genre which artists have enjoyed for hundreds of years,, and which contemporary artists still explore today. Exploring Still Life To explore colour (and colour mixing), line, shape, pattern and composition in creating a still life. To consider lighting, surface, foreground and background. Exploring Still Life To use close observation and try different hues and tones to capture 3d form in 2 dimensions. (Option to use collage from painted sheets). Exploring Still Life Options to work in clay, making reliefs inspired by fruit still lives, or make 3d graphic still lives using ink and foamboard. Exploring Still Life	To understand that make sculpture can be challenging. To understand its takes a combination of skills, but that we can learn through practice. That it is ok to take creative risks and ok if things go wrong as well as right. Sculpture & Structure Develop our construction skills, creative thinking and resilience skills by making sculpture which combines lots of materials. Use tools to help us construct and take creative risks by experimenting to see what happens. Use Design through Making philosophy and reflect at all stages to inform future making. Sculpture & Structure To combine modelling with construction using mixed media and painting to create sculpture. Sculpture & Structure	Look at the work of illustrators and graphic artists, painters and sculptors. Understand the processes, intentions an outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning. Understand artists often collaborate on projects, bringing different skills together. Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 4 Reflect upon the artists' work, and share your response verbally ("I liked… I didn't understand… it reminded me of… It links to…"). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed… This	

Art Curriculum Progression 2026-27

		Reflect. Storytelling Through Drawing Exploring Still Life Sculpture & Structure				went well… I would have liked… next time I might… I was inspired by….). Talk about intention. Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmates' work, appreciating similarities and differences. Listen to feedback about your own work and respond. Document work using still image (photography) or by making a drawing of the work. If using photography, consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. All Pathways for Year 4
	Drawing	**Sketchbooks**	**Printmaking**	**Painting**	**Making**	**Purpose/Visual Literacy/Articulation**
Year 5	Understand that designers create fonts and work with Typography. Typography & Maps Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography. Typography & Maps Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire, and use creative skills to transform into letters. Typography & Maps Draw over maps/existing marks to explore how you can make mark making more visually powerful. Typography & Maps Combine drawing with making to create pictorial / 3 dimension maps which explore qualities of your personality or otherwise respond to a theme. Explore line weight, rhythm, grip, mark making and shape, and explore how 2d can become 3d through manipulation of paper. Typography & Maps Use charcoal, graphite, pencil, pastel to create drawings of atmospheric "sets" to help inform (though not design) set design (see column 6 "making"). Set Design	Use sketchbooks to: Explore mark making. Typography & Maps Mixed Media Landscapes Set Design Brainstorm ideas generated when reading poetry or prose. Set Design Make visual notes to capture, consolidate and reflect upon the artists studied. Typography & Maps Mixed Media landscapes Set Design Explore ideas relating to design (though do not use sketchbooks to design on paper), exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc. Set Design Experiment with different media and different marks to capture the energy of a landscape. Explore colour, and colour mixing, working intuitively to mix hues and tints, but able to articulate the processes involved. Mixed Media Landscapes		Understand that there is a tradition of artists working from land, sea or cityscapes. That artists use a variety of media to capture the energy of a place, and that artists often work outdoors to do this. Mixed Media Landscapes Explore how you can you paint (possibly combined with drawing) to capture your response to a place. Explore how the media you choose, combined with the marks you make and how you use your body will affect the end result. Think about colour, composition and mark making. Think about light and dark, movement and energy. Mixed Media Landscapes	Understand that set designers can design/make sets for theatres or for animations. Set Design Understand that designers often create scaled models to test and share ideas with others. Set Design Use Design through Making, inspired by a brief, to create a scale model "set" for a theatre production or an animation. Set Design Construct with a variety of media, using tools. Think about scale, foreground, background, lighting, texture, space, structure and intention. Set Design	Look at the work of designers, artists, animators, architects. Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 5 Reflect upon the artists' work, and share your response verbally ("I liked… I didn't understand… it reminded me of… It links to…"). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed… This went well… I would have liked… next time I might.. I was inspired by….). Talk about intention. Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve? All Pathways for Year 5

Art Curriculum Progression 2026-27

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Year 6	Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects. 2D to 3D making Understand that graphic designers use typography and image to create packaging which we aspire to use. 2D to 3D making Understand that there are technical processes we can use to help us see, draw and scale up our work. 2D to 3D making To explore the work of artists who use art as a way of drawing attention to global matters Using Art to Explore global issues Explore using negative and positive space to "see" and draw a simple element/object. 2D to 3D making Use the grid system to scale up the image above, transferring the image onto card. 2D to 2D Use collage to add tonal marks to the "flat image". 2D to 3D making	Use sketchbooks to: record and reflect how artists' work makes you feel. Exploring Identity Using Art to Explore global issues to make drawings, working from still images, videos and from life, demonstrating close looking and drawing. Use these drawings to inspire sculpture. Using Art to Explore global issues Practise seeing negative and positive shapes. 2D to 3D making Using Art to Explore global issues Using the grid method to scale up an image. 2D to 3D making Explore what your passions, hopes and fears might be. What makes you you? How can you find visual equivalents for the words in your head Exploring Identity Using Art to Explore global issues Explore colour: make colours, collect colours, experiment with how colours work together. All Y6 pathways Explore combinations and layering of media. Exploring Identity Develop Mark Making 2D to 3D making Exploring Identity Make visual notes to capture, consolidate and reflect upon the artists studied. 2D to 3D making Exploring Identity Using Art to Explore global issues	Understand that artists sometimes use their skills, vision and creativity to speak on behalf of communities they represent, to try to change the world for the better. Using Art to Explore global issues Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. Think about what you could create (possibly working collaboratively) to share your voice and passion with the world. Exploring Identity Using Art to Explore global issues	Understand that there is a relationship between 2d shape and pattern and 3d form and function. 2D to 3D making Explore how we can use layers (physical or digital) to explore and build portraits of ourselves which explore aspects of our background, experience, culture and personality. Exploring Identity Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore. Exploring Identity To explore painting and collaging using colour mixing and different surfaces and see how the materials respond to each other. All Pathways for Year 6	Understand that designers & makers sometimes work towards briefs, but always brings their own experience in the project to bear. Exploring Identity Understand that artists and designers add colour, texture, meaning and richness to our life. Exploring Identity Using Art to Explore global issues To make a sculpture of an animal, understanding that by working in 3d the sculpture will be seen from different viewpoints Using Art to Explore global issues To explore and experiment using "Design through Making", and discover how to transform and construct with different materials to make a sculpture. Using Art to Explore global issues	Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers. Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 6 Reflect upon the artists' work, and share your response verbally ("I liked… I didn't understand… it reminded me of… It links to…"). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed… This went well… I would have liked… next time I might.. I was inspired by….). Talk about intention. To see how sculpture can form part of a larger artwork, and how we can all find inspiration in each other's ideas. Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. All Pathways for Year 6