



Barnburgh Primary Academy

Art & Design

Progression Document





INTENT

'Art is not what you see, but what you make others see.'

Edgar Degas

At Barnburgh Primary School, we aim to enable pupils to become creative and reflective learners who are able to express themselves fluently and confidently in a variety of different ways. Art will contribute towards this, enabling pupils to respond thoughtfully to different learning and stimuli. We believe a high-quality Art and Design curriculum should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of Art and Design. They should know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms and the impact of these.

Our Core Values provide the platform on which we have built our curriculum offer at Barnburgh Primary School. Our Art and Design curriculum is underpinned by our Core Values in the following ways;

COURAGE

We teach our children to show courage in art by creating a safe, supportive environment where mistakes are seen as part of the creative process, not failures. By encouraging experimentation with new materials, ideas, and techniques, we help them take risks and express themselves freely without fear of judgment.

PERSEVERANCE

We teach our children perseverance in art by guiding them to keep working through challenges, such as when a piece doesn't turn out as expected. Through encouragement and reflection, they learn that improvement comes with practice and that each attempt brings them closer to their creative goals.

AMBITION

We teach our children ambition in art by inspiring them to set bold, creative goals and challenge themselves with new techniques or complex ideas. By celebrating originality and encouraging them to push beyond their comfort zones, we help them believe in their potential and strive for artistic growth.

RESPECT

We teach our children respect in art by encouraging them to value their own work and the work of others, recognizing that each piece reflects personal expression and effort. They learn to care for shared materials and equipment, understanding that respectful use helps everyone create. Through thoughtful feedback and appreciation of diverse styles and cultures, they develop kindness and consideration for all artistic voices.

INDEPENDENCE

We teach our children independence in art by giving them the freedom to make their own creative choices, from planning ideas to selecting materials and techniques. By encouraging problem-solving and trusting their instincts, they build confidence in their abilities and learn to take ownership of their artistic process.



Implementation

HOW WE TEACH DRAWING, PAINTING & SCULPTURE IN EYFS

In EYFS, we introduce children to the **foundations of art** by providing a rich balance of **child-led exploration** through **continuous provision** and **adult-led, direct teaching sessions**. These experiences are carefully designed to nurture creativity, develop fine motor skills, build confidence, and encourage children to express their ideas, feelings, and observations.

DRAWING	PAINTING	SCULPTURE
<p>Throughout the year, children:</p> <ul style="list-style-type: none"> • Explore a variety of mark-making tools such as pencils, crayons, chalk, charcoal, and pastels. • Learn to control their marks, experimenting with lines, shapes, and patterns. • Represent people, objects, and stories from their imagination or real life. <p>In continuous provision:</p> <ul style="list-style-type: none"> • A well-resourced mark-making area is always available with varied tools and materials. • Clipboards, whiteboards, and chalkboards are offered indoors and outdoors. • Children are encouraged to draw maps, story characters, signs, and observations. <p>In direct teaching:</p> <ul style="list-style-type: none"> • Adults model how to draw simple shapes and figures. • Children explore observational drawing (e.g. drawing seasonal objects or self-portraits). • Vocabulary such as "line", "curve", "zig-zag", and "outline" is introduced and used. 	<p>Throughout the year, children:</p> <ul style="list-style-type: none"> • Explore colour freely, mixing their own and learning how colours change. • Use tools such as brushes, sponges, rollers—and even their hands or feet! • Begin to paint with purpose, representing people, places, and stories. <p>In continuous provision:</p> <ul style="list-style-type: none"> • An easel or tabletop painting station is available daily with a rotating palette of colours. • Children can access a range of brushes and other painting tools independently. • Outdoor painting opportunities include water painting, large-scale floor murals, or fence painting. <p>In direct teaching:</p> <ul style="list-style-type: none"> • Children are introduced to specific artists to inspire different techniques and styles. • For example, they may explore Jackson Pollock to understand expressive, abstract painting. They learn to: <ul style="list-style-type: none"> ○ Drip, splatter, and flick paint in a controlled way. ○ Talk about how art can express movement or feelings. ○ Describe the colours and patterns they create. • Children also practise mixing colours, painting shapes, and creating backgrounds. 	<p>Throughout the year, children:</p> <ul style="list-style-type: none"> • Manipulate materials to build, model, and shape. • Use their hands and tools to pinch, roll, cut, and join materials. • Create 3D representations of objects, animals, or imaginative ideas. <p>In continuous provision:</p> <ul style="list-style-type: none"> • Children access playdough, clay, and malleable materials regularly. • Loose parts (e.g. cardboard, tubes, buttons, sticks) are available for junk modelling. • Natural materials are offered outdoors for transient art and construction. <p>In direct teaching:</p> <ul style="list-style-type: none"> • Children are shown how to join materials using tape, glue, or other tools. • They create their own nature-inspired sculptures. • They reflect on their creations, describing shapes, materials, and intention.

HOW WE TEACH DRAWING TO YEARS 1 TO 6

Week 1:	Week 2:	Week 3:	Week 4:	Week 5:	Week 6:
<p>Artist Study – Explore and Respond <i>Focus:</i> Observation, visual language, discussion, and inspiration. Children are introduced to a famous artist. They explore the artist's work, discussing line, shape, colour, form, texture, space and tone</p> <p>Sketchbook use:</p> <ul style="list-style-type: none"> Stick in or draw a copy of one of the artist's works Draw a small section or re-interpret in their own style Record thoughts: What do they like? What do they notice? How does the artwork make them feel? 	<p>Learning the Artist's Techniques <i>Focus:</i> Skill-building and experimentation. Children learn and practise the artist's drawing techniques. This may include:</p> <ul style="list-style-type: none"> Using different types of lines (zigzag, smooth, broken, expressive) Practising shading and texture (hatching, smudging, crosshatching) Exploring drawing materials such as pencils, charcoal, chalk, or pens <p>Sketchbook use:</p> <ul style="list-style-type: none"> Create a "line and texture" page exploring different marks Try the artist's techniques and label them Include short teacher-scribed or child-dictated notes: "I used soft pencil to smudge..." 	<p>Applying Techniques to Own Drawing <i>Focus:</i> Creativity, planning, and idea generation. Children plan their own artwork using the artist's techniques. They begin to develop an idea for a personal drawing based on observation, imagination, or a theme.</p> <p>Sketchbook use:</p> <ul style="list-style-type: none"> Make quick thumbnail sketches of different ideas Choose a favourite and begin a more detailed plan Experiment with composition, layout, and materials Add notes or colour tests: "I might use chalk for the sky." 	<p>Developing the Drawing <i>Focus:</i> Starting the final artwork and applying learned techniques. Children begin their final drawing based on their plan. They think about the layout, proportion, and details. Teachers support with prompts to revisit skills from previous weeks.</p> <p>Sketchbook use:</p> <ul style="list-style-type: none"> Refer back to their plan and technique pages Record challenges and changes as they begin their final piece Make mini studies (e.g. how to draw a specific shape or feature) to support their final work 	<p>Completing and Enhancing the Drawing <i>Focus:</i> Finishing touches, refining detail, personal expression. Children complete their drawing, using techniques and adding enhancements such as:</p> <ul style="list-style-type: none"> Texture or pattern Coloured details Layering media (e.g. pencil and pastel) <p>Sketchbook use:</p> <ul style="list-style-type: none"> Reflect on the process: "What worked well?" Compare early sketches with final piece Record choices made: "I used darker lines to show shadow." 	<p>Evaluation and Sharing <i>Focus:</i> Self-reflection, feedback, and celebration. Children review their own work and others', discuss what they have learned, and celebrate progress. A class gallery or sharing circle supports confidence and appreciation of different styles.</p> <p>Sketchbook use:</p> <ul style="list-style-type: none"> Complete a simple evaluation page: <ul style="list-style-type: none"> "I am proud of..." "Next time I would..." Sketch a favourite part of their drawing Optional: Teacher or peer feedback added into sketchbook

HOW WE TEACH PAINTING TO YEARS 1 TO 6

Week 1:	Week 2:	Week 3:	Week 4:	Week 5:	Week 6:
<p>Artist Study – Looking and Responding <i>Focus:</i> Observation, discussion, art appreciation, inspiration. Children continue learning about the artist they studied for the drawing unit. They explore the artist's work and discuss colours, shapes, brushstrokes, and mood.</p> <p>Sketchbook use:</p> <ul style="list-style-type: none"> Stick in or draw part of a painting they like Try recreating a small section or colour pattern using pencils or crayons Record simple responses (written or scribed): "This painting looks bright/happy." "I see circles and swirls." Begin building vocabulary: colour names, light/dark, mood words 	<p>Learning the Artist's Painting Techniques <i>Focus:</i> Skill-building and experimentation. Children explore the painting techniques used by the artist. For example:</p> <ul style="list-style-type: none"> Brush control (thick/thin strokes, dabbing, swirling) Mixing primary colours to create secondary colours Experimenting with layering or texture (e.g. sponging, dotting, splattering) <p>Sketchbook use:</p> <ul style="list-style-type: none"> Create a technique page: try different brushstrokes and label them Mix colours and create a colour strip or patch test (with paint or crayons as a base) Add notes or observations: "Red and yellow made orange." Explore and name textures created by different tools 	<p>Planning a Painting – Using Techniques in Own Work <i>Focus:</i> Planning, creativity, idea generation. Children begin planning their own painting inspired by the artist's style but based on a subject of their choice (e.g. a flower, landscape, feeling, or memory).</p> <p>Sketchbook use:</p> <ul style="list-style-type: none"> Sketch a basic plan or idea for the painting Test out colours they might use Explore patterns or shapes to include in the final work Add notes: "I will use blue for the background," "I want my painting to feel calm." 	<p>Starting the Painting <i>Focus:</i> Composition, brushwork, and applying learned techniques. Children begin their final painting based on their plan. They consider:</p> <ul style="list-style-type: none"> Background vs foreground Colour choices Brush control and layout <p>Sketchbook use:</p> <ul style="list-style-type: none"> Refer back to their plan Add a mini study if they're stuck on a part (e.g. how to paint a tree or flower) Reflect: "What's going well so far?" Add reminders of techniques they want to use 	<p>Week 5: Completing the Painting and Adding Details <i>Focus:</i> Refinement, personal expression, and detail. Children finish their paintings, adding details such as:</p> <ul style="list-style-type: none"> Texture (e.g. using dry brush or layering colour) Extra elements (e.g. outlines, background features) Final touches to make the piece feel "complete" <p>Sketchbook use:</p> <ul style="list-style-type: none"> Make notes on what they added or changed Compare the finished piece to their plan Draw a small section of their painting and label what they used (e.g. "I used a sponge for this part") 	<p>Week 6: Evaluating and Sharing the Work <i>Focus:</i> Reflection, communication, confidence, and celebration. Children reflect on their artwork and the journey they've taken. They talk about what they're proud of and what they learned. A mini gallery or sharing circle helps build confidence and appreciation for each other's work.</p> <p>Sketchbook use:</p> <ul style="list-style-type: none"> Complete a reflection page: <ul style="list-style-type: none"> "I am proud of..." "Next time I would..." Draw or describe their favourite part of the painting Optional: Stick in a photo of the final piece with a short comment Peer or teacher feedback could be added into the sketchbook too

HOW WE TEACH SCULPTURE TO YEARS 1, 2, 4, 5 AND 6

Week 1:	Week 2:	Week 3:	Week 4:	Week 5:	Week 6:
<p>Artist Study – Looking and Responding Focus: Exploring sculpture as a 3D art form and responding to the work of a sculptor. Children are introduced to a sculptor such as Barbara Hepworth, Alexander Calder or Aurora Robson. They explore different sculptures, discuss shapes, materials, texture, and how the sculpture makes them feel or what it reminds them of.</p> <p>Sketchbook use:</p> <ul style="list-style-type: none"> Stick in or draw part of a sculpture they like Sketch the overall shape or form of a sculpture Write or dictate simple responses: "It has holes and curves," "It looks heavy," "It reminds me of nature" Begin building vocabulary: smooth, curved, stacked, twisted, balance, abstract 	<p>Exploring Sculptural Techniques and Materials Focus: Skill-building and material exploration. Children explore materials such as clay, recycled materials, wire, foil, playdough, paper, or natural items. They experiment with:</p> <ul style="list-style-type: none"> Manipulating materials by rolling, twisting, pinching, cutting, joining Building upright structures and combining parts Trying different ways to create texture or pattern on 3D surfaces <p>Sketchbook use:</p> <ul style="list-style-type: none"> Draw or collage samples of materials used Make annotated sketches: "This part was rolled," "I used string to tie it" Stick in or draw textures they created (e.g. rubbing, pressing patterns) Reflect briefly: "I liked using clay because..." 	<p>Planning Their Own Sculpture Focus: Creative planning and design based on artist inspiration and previous experiments. Children begin to design their own sculpture using the techniques explored. They consider shape, balance, materials, size, and theme (e.g. nature, movement, recycling, abstract forms).</p> <p>Sketchbook use:</p> <ul style="list-style-type: none"> Create simple design sketches of their sculpture idea Plan out materials and how parts will be joined or shaped Test textures or forms in small drawings Add notes like: "I want to make mine tall and curvy," "I will join the parts with tape" 	<p>Building the Sculpture Focus: Construction, problem-solving, and developing their planned idea. Children begin building their sculpture using their design as a guide. They manipulate materials, make structural decisions, and problem-solve when needed (e.g. balance, fixing parts).</p> <p>Sketchbook use:</p> <ul style="list-style-type: none"> Reflect on challenges: "It kept falling over so I..." Sketch in-progress ideas or changes Add labels to show construction methods (e.g. twisted, glued, layered) Use checklists or prompts: "Did I follow my plan?" "What did I change?" 	<p>Adding Details and Finishing Focus: Refinement, decoration, and final touches. Children complete their sculpture by:</p> <ul style="list-style-type: none"> Adding texture or colour (e.g. painting, wrapping, layering) Enhancing features or joining more parts Smoothing, decorating, or fixing weak spots <p>Sketchbook use:</p> <ul style="list-style-type: none"> Record finishing choices: "I painted it red to stand out" Draw the final sculpture from different angles Stick in small photos of details (e.g. close-up of textures) Compare to their original plan: "It changed because..." 	<p>Evaluating and Sharing Focus: Reflection, peer discussion, and celebrating sculpture as an expressive medium. Children share and reflect on their sculptures. They discuss:</p> <ul style="list-style-type: none"> What inspired them What worked well What they found tricky or changed along the way How it makes them or others feel <p>Sketchbook use:</p> <ul style="list-style-type: none"> Complete an evaluation page: <ul style="list-style-type: none"> "I am proud of..." "Next time I would..." Draw or label their sculpture in its final form Add peer feedback or adult comments Include a photo of the finished sculpture as part of their art journey

HOW WE TEACH SCULPTURE TO YEAR 3

Day 1

Visit to the Yorkshire Sculpture Park – Inspiring Creativity

On the first day, children visit the **Yorkshire Sculpture Park**, where they are immersed in a wide range of large-scale outdoor sculptures and installations by both historical and contemporary artists (e.g. Barbara Hepworth, Andy Goldsworthy).

The purpose of the visit is to:

- Introduce children to real-world sculpture in a natural setting
- Encourage them to observe size, shape, material, texture, and meaning
- Spark curiosity and imagination about what sculpture is and what it can represent
- Help children connect with how sculpture interacts with space, landscape, and people

During the visit, children:

- Take sketchbooks or drawing pads to sketch sculptures that inspire them
- Record textures, patterns, and shapes they notice
- Take photographs (if permitted) or notes about materials and scale
- Discuss their responses: What do they like? What surprises them? What do the sculptures remind them of?

Back at school (end of Day 1):

- Children reflect on their experience in their sketchbooks
- They create mood boards or collections of words and images based on what they saw
- Teachers guide discussion around key artists and techniques seen at the park
- Children begin to think about what kind of sculpture they might want to create themselves

Day 2

Sculpture Workshop – Creating Their Own Inspired Piece

On the second day, children use their observations and ideas from the sculpture park to **experiment with different sculptural materials** and create their own 3D artwork.

The purpose of this day is to:

- Apply inspiration from the visit to their own creative process
- Explore a variety of mediums, forms, and joining techniques
- Develop sculptural thinking: building, assembling, balancing, and refining
- Encourage originality and personal expression

Materials might include:

- Clay or air-dry clay
- Recycled materials (e.g. cardboard, plastic, wire)
- Natural objects (e.g. sticks, leaves, stones)
- Modelling tools, glue guns, tape, string, and wire for construction
- Paints or other media for decoration and finishing

During the day, children:

- Return to their sketchbooks to review sketches, textures, and ideas
- Plan their sculpture based on themes or specific sculptures from YSP (e.g. nature, movement, emotion, shape)
- Experiment with shaping, joining, and constructing using various materials
- Build their final piece, evaluating and adjusting as they go
- Decorate or add finishing touches based on artistic intention

Sketchbook use throughout the day includes:

- Quick sketches of ideas and structures
- Notes on materials used and choices made
- Reflections on what worked well and what they might change next time
- Photos of the process and final piece stuck into the book with captions

At the end of Day 2:

- Children present their sculptures and talk about what inspired them
- A mini gallery or classroom exhibition is held to celebrate their work
- Reflection activities help children understand how their own sculpture connects to the artists they saw and their creative journey



Impact

General Assessment Principles Across All Ages

- **Formative Assessment:** Ongoing observations, conversations, and informal feedback during lessons
- **Summative Assessment:** Periodic reviews of portfolios, sketchbooks, and finished works to gauge progress and mastery
- **Pupil Involvement:** Encouraging children to self-assess and reflect on their learning journey
- **Contextualised Judgement:** Considering individual starting points and development, valuing creativity and effort as well as skill

EYFS	KS1	LOWER KS2	UPPER KS2
<p>In Early Years, assessment focuses on exploration, development of fine motor skills, creativity, and early understanding of materials and techniques. The key is to observe how children express ideas and engage with art materials rather than judging a “finished product.”</p> <p>What we look for:</p> <ul style="list-style-type: none"> • Ability to use tools like pencils, brushes, and clay with increasing control • Exploration of marks, shapes, colours, and textures • Willingness to experiment and try new techniques • Ability to talk about their art, describe their choices, and reflect on the process • Evidence of progress in coordination, focus, and confidence with materials <p>Assessment methods:</p> <ul style="list-style-type: none"> • Observations and photographs of children during art activities • Collecting drawings, paintings, and sculptures as evidence of progress • Conversations with children about their work to assess understanding and vocabulary • Using the Development Matters and Birth to 5 Matters frameworks to track progress towards Early Learning Goals 	<p>Assessment at KS1 begins to focus more on basic skills development, control of materials, and simple application of techniques inspired by study of artists and nature.</p> <p>What we look for:</p> <ul style="list-style-type: none"> • Ability to use drawing, painting, and sculpting tools with purpose and control • Use of line, shape, and colour to represent ideas • Mixing colours and beginning to understand colour theory basics • Starting to plan and improve work based on feedback • Exploring different materials and techniques for 3D work <p>Assessment methods:</p> <ul style="list-style-type: none"> • Reviewing sketchbooks for evidence of experimentation, development, and reflection • Comparing early and later work to see progression in skill and confidence • Teacher assessments against National Curriculum objectives for art and design • Simple pupil self-assessment discussions and peer feedback 	<p>At lower KS2, children are expected to refine their skills, work more independently, and develop a deeper understanding of techniques and art history.</p> <p>What we look for:</p> <ul style="list-style-type: none"> • Greater control and precision in drawing and painting • Confident mixing and use of a wider range of colours and tools • Developing ideas inspired by artists, natural forms, and imagination • Experimenting with different sculptural materials and techniques to create more complex forms • Using sketchbooks as a tool for planning, exploring ideas, and self-reflection <p>Assessment methods:</p> <ul style="list-style-type: none"> • Detailed sketchbook reviews, noting progression and creative risk-taking • Evaluating final pieces alongside planning work to assess understanding of process • Using success criteria linked to NC objectives (e.g., control of materials, use of techniques, development of ideas) • Encouraging children to talk about their work critically 	<p>Upper KS2 assessment focuses on mastery, creativity, personal style, and a sophisticated understanding of art concepts and contexts.</p> <p>What we look for:</p> <ul style="list-style-type: none"> • High level of skill and control in drawing, painting, and sculpture • Use of advanced techniques and purposeful colour choices • Ability to develop original ideas inspired by a wide range of artists and cultures • Confident use of sketchbooks for detailed planning, experimenting, evaluating, and refining work • Reflection on how their work fits within art history and their personal journey <p>Assessment methods:</p> <ul style="list-style-type: none"> • Portfolio assessment of sketchbooks and final works to track technical and conceptual growth • Written or verbal self-evaluation and peer critique • Use of National Curriculum attainment targets to assess if children are working towards, at, or beyond expected standards • Opportunities for cross-curricular links, e.g., writing artist statements or explaining cultural influences



Statutory Links

Birth to 5 Matters & Early Learning Goals	National Curriculum Programmes of Study for Art & Design	
<p>EYFS</p> <p>Early Learning Goals (ELGs) – Expressive Arts and Design These are taken from the Statutory Framework for the EYFS (2021).</p> <p>Creating with Materials Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. <p>Relevant Birth to 5 Matters Statements These are non-statutory guidance but offer detailed progression aligned with child development.</p> <p>Expressive Arts and Design – Creating with Materials (typically observed from 3–4 years onwards through to Reception)</p> <ul style="list-style-type: none"> • Explores colour and how colours can be changed. • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. • Uses various construction materials and tools, experimenting with form and function. • Develops preferences for forms of expression. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. • Chooses particular colours to use for a purpose. • Creates simple representations of events, people, and objects. • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. • Uses available resources to create props or create imaginary ones to support play. <p>Physical Development – Fine Motor Skills (Supporting drawing, painting, sculpting, cutting, etc.)</p> <ul style="list-style-type: none"> • Uses one-handed tools and equipment, e.g., makes snips in paper with scissors. • Begins to use a comfortable grip with good control when holding pens and pencils. • Holds and uses tools such as paintbrushes, glue spreaders, scissors, and drawing tools effectively and with increasing control. <p>Communication and Language (Supporting children to describe and talk about their artwork)</p> <ul style="list-style-type: none"> • Learns and uses new vocabulary related to materials, tools, colours, and techniques. • Uses talk to organise thinking and to explain what they are doing. • Retells what they have created or explains their process. 	<p>Key Stage 1</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 	<p>Key Stage 2</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history



Sketchbooks

We use sketchbooks as a space for children to explore ideas, plan their artwork, and experiment with drawing and painting techniques. They can sketch designs for sculptures, test colors, and record observations or reflections. Sketchbooks support creativity and help children track their artistic progress over time.

KNOWLEDGE PROGRESSION MAP FOR SKETCHBOOKS

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Children will know: <ul style="list-style-type: none"> that a sketchbook is a place to record their art 	Children will know: <ul style="list-style-type: none"> that a sketchbook is a place to practice art skills 	Children will know: <ul style="list-style-type: none"> That a sketch book is owned by an individual for experimentation and exploration how ideas are developed through processes 	Children will know: <ul style="list-style-type: none"> that sketchbooks are places for personal experimentation. That the way each persons' sketchbook looks is unique to them. 	Children will know: <ul style="list-style-type: none"> that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. 	Children will know: <ul style="list-style-type: none"> that a sketchbook can help their artistic ideas grow that a sketch book is a safe place to develop art skills 	Children will know: <ul style="list-style-type: none"> that a sketchbook can help their artistic ideas grow that a sketch book is a safe place to develop art skills

SKILLS PROGRESSION MAP FOR SKETCHBOOKS

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Children will use sketchbooks to: <ul style="list-style-type: none"> Record some learning in sketch books 	Children will use sketchbooks to: <ul style="list-style-type: none"> Record art work and ideas 	Children will use sketchbooks to: <ul style="list-style-type: none"> Record art work, ideas and skill development in sketch books 	Children will use sketchbooks to: <ul style="list-style-type: none"> Record art work in sketch books, reviewing work and commenting on their success. 	Children will use sketchbooks to: <ul style="list-style-type: none"> Record work in sketch books, reviewing ideas and how effective they have been and making refinements and adaptations as appropriate. 	Children will use sketchbooks to: <ul style="list-style-type: none"> Annotate work in sketch books, reviewing ideas, revisiting and improving work and suggesting how it might be further developed. 	Children will use sketchbooks to: <ul style="list-style-type: none"> Annotate sketch books in order to compare, review and improve ideas explaining how effective the techniques and tools used have been.

STICKY KNOWLEDGE FOR SKETCHBOOKS

These questions are used in ASPIRE events, as our throwback links and for our unit assessments

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	What are sketchbooks? Something to record art work and ideas	What are sketchbooks? Something for experimentation and exploration to develop art ideas.	What are sketchbooks? A place to record personal experimentation which is unique to everyone.	What are sketchbooks? Artists use them for different purpose and each artist will find their own ways of working in a sketchbook.	What are sketchbooks? a sketchbook can help artistic ideas grow. It is a safe place to develop art skills	What are sketchbooks? a sketchbook can help artistic ideas grow. It is a safe place to develop art skills

VOCABULARY PROGRESSION MAP FOR SKETCHBOOKS

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> • Mark-making • Colour • Shape 	<ul style="list-style-type: none"> • Line • Texture • Observation 	<ul style="list-style-type: none"> • Sketch • Detail • Experiment 	<ul style="list-style-type: none"> • Annotate • Shading • Media 	<ul style="list-style-type: none"> • Composition • Refine • Layering 	<ul style="list-style-type: none"> • Technique • Evaluation • Perspective 	<ul style="list-style-type: none"> • Development • Process • Intent



Work of Other Artists, Architects and Crafts People: Linked to Painting and Drawing

Every year group studies a specific artist and explores particular pieces of their artwork to understand the artist's style, techniques, and creative approach. Children then apply the skills they've learned by experimenting with similar methods in their own drawings and paintings. This helps them develop their artistic abilities while connecting with the work of influential artists.

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Jackson Pollock 	Piet Mondrian  Composition with Red, Blue & Yellow (1930)  Gray Tree (1911)	Wassily Kandinsky  Squares with concentric circles (1913)  Swinging (1925)	Vincent Van Gogh  The Starry Night (1889)  Orchard with Arles in the Background (1888)	Pablo Picasso  The Weeping Woman (1937)  Face of Peace (1950)	Gustav Klimt  Tree of Life (1909)	Andy Warhol  Banana (1966)  Coca-Cola

KNOWLEDGE PROGRESSION MAP FOR WORK OF OTHER ARTISTS, ARCHITECTS AND CRAFTS PEOPLE LINKED TO PAINTING & DRAWING

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Children will know:</p> <ul style="list-style-type: none"> Jackson Pollock was an artist who liked to paint by dripping and splashing paint. He made big paintings that looked messy but were full of colour and energy. He didn't use brushes in the normal way — he moved around the painting to splash paint everywhere. His paintings don't show people or things, just lots of colourful lines and shapes. Pollock's art looks like fun because it's full of movement and surprises. People like his paintings because they are different and exciting to look at. 	<p>Children will know:</p> <ul style="list-style-type: none"> Piet Mondrian was a Dutch artist who became famous for his simple and colourful abstract paintings. He is best known for using straight lines and blocks of red, blue, and yellow, along with black, white, and grey. Mondrian believed that art should be simple and balanced, using only the most basic shapes and colours. His paintings look like colourful puzzles with different squares and rectangles. He didn't paint people or animals, just shapes and colours. Many people like his paintings because they are bright and easy to see. 	<p>Children will know:</p> <ul style="list-style-type: none"> Wassily Kandinsky was a Russian artist who is known as one of the first people to paint in an abstract style. He believed that colours and shapes could show feelings, like music can, even without painting real objects or people. Kandinsky often painted using bright colours, circles, lines, and patterns, to create exciting and emotional artwork. He was inspired by music, and sometimes said his paintings were like "visual music" — full of rhythm and movement. One of his most famous paintings is <i>Squares with Concentric Circles</i>, which shows colourful rings inside squares. Kandinsky's art helped start a new way of thinking about painting, where the focus was on feelings and imagination instead of realistic pictures. 	<p>Children will know:</p> <ul style="list-style-type: none"> Vincent van Gogh was a Dutch artist who became famous for his bold colours and expressive brushstrokes. He painted over 2,000 artworks, including landscapes, portraits, and still life paintings — even though he only sold a few while he was alive. One of his most famous paintings is <i>Starry Night</i>, which shows a swirling night sky filled with stars over a quiet village. Van Gogh often used thick paint and strong brushstrokes, which gave his paintings lots of texture and emotion. He loved painting nature, especially sunflowers, fields, trees, and skies, using bright, vibrant colours. Van Gogh struggled with his mental health, but he continued to create beautiful art that has inspired millions of people around the world. 	<p>Children will know:</p> <ul style="list-style-type: none"> Pablo Picasso was a famous Spanish artist who is known for changing the way people think about art. He helped create a new style of art called Cubism, where pictures were made with shapes and showed different views all at once. Picasso went through different art periods, like the Blue Period (with sad, blue paintings) and the Rose Period (with warmer, happier colours). One of his most famous paintings is <i>Guernica</i>, which shows the sadness and horror of war using black, white, and grey. Picasso could draw and paint very well from a young age, but he chose to make his art more abstract and creative as he got older. He didn't just paint—he also made sculptures, collages, and ceramics, showing he liked to experiment with different materials and styles. 	<p>Children will know:</p> <ul style="list-style-type: none"> Gustav Klimt was an Austrian artist who lived in the late 1800s and early 1900s and is best known for his decorative and colourful paintings. He often used gold in his artwork, especially in his most famous painting, <i>The Kiss</i>, which looks shiny and full of patterns. Klimt loved to use patterns and shapes, especially swirls, spirals, and mosaics, to fill his backgrounds and clothing in paintings. He was inspired by nature, myths, and people, and often painted women in a dreamy, magical style. Klimt was part of the Art Nouveau movement, which focused on beautiful, flowing designs in art and architecture. He mixed realistic faces with abstract designs, making his art feel both real and like a fantasy at the same time. 	<p>Children will know:</p> <ul style="list-style-type: none"> Andy Warhol was a famous American artist known for creating bright, bold images that often showed everyday objects and celebrities. He was a leading figure in the Pop Art movement, which turned popular culture (like soup cans, cartoons, and famous people) into artwork. Warhol loved to repeat images in his art, using screen printing to create many versions of the same picture in different colours. One of his most famous artworks is the Campbell's Soup Cans, which showed how ordinary things can be turned into art. He often painted celebrities, like Marilyn Monroe and Elvis Presley, because he was fascinated by fame and media. Warhol believed that "everyone will be famous for 15 minutes," showing his interest in fame, attention, and how people are seen in the modern world.

STICKY KNOWLEDGE FOR WORK OF OTHER ARTISTS, ARCHITECTS AND CRAFTS PEOPLE

These questions are used in ASPIRE events, as our throwback links and for our unit assessments

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Who is Jackson Pollock?</p> <ul style="list-style-type: none"> Jackson Pollock was an artist who liked to paint by dripping and splashing paint. He made big paintings that looked messy but were full of colour and energy. He didn't use brushes in the normal way — he moved around the painting to splash paint everywhere. His paintings don't show people or things, just lots of colourful lines and shapes. Pollock's art looks like fun because it's full of movement and surprises. People like his paintings because they are different and exciting to look at. 	<p>Who is Piet Mondrian?</p> <ul style="list-style-type: none"> Piet Mondrian was a Dutch artist who became famous for his simple and colourful abstract paintings. He is best known for using straight lines and blocks of red, blue, and yellow, along with black, white, and grey. Mondrian believed that art should be simple and balanced, using only the most basic shapes and colours. His paintings look like colourful puzzles with different squares and rectangles. He didn't paint people or animals, just shapes and colours. Many people like his paintings because they are bright and easy to see. 	<p>Who is Wassily Kandinsky?</p> <ul style="list-style-type: none"> Wassily Kandinsky was a Russian artist who is known as one of the first people to paint in an abstract style. He believed that colours and shapes could show feelings, like music can, even without painting real objects or people. Kandinsky often painted using bright colours, circles, lines, and patterns, to create exciting and emotional artwork. He was inspired by music, and sometimes said his paintings were like "visual music" — full of rhythm and movement. One of his most famous paintings is <i>Squares with Concentric Circles</i>, which shows colourful rings inside squares. Kandinsky's art helped start a new way of thinking about painting, where the focus was on feelings and imagination instead of realistic pictures. 	<p>Who is Vincent Van Gogh?</p> <ul style="list-style-type: none"> Vincent van Gogh was a Dutch artist who became famous for his bold colours and expressive brushstrokes. He painted over 2,000 artworks, including landscapes, portraits, and still life paintings — even though he only sold a few while he was alive. One of his most famous paintings is <i>Starry Night</i>, which shows a swirling night sky filled with stars over a quiet village. Van Gogh often used thick paint and strong brushstrokes, which gave his paintings lots of texture and emotion. He loved painting nature, especially sunflowers, fields, trees, and skies, using bright, vibrant colours. Van Gogh struggled with his mental health, but he continued to create beautiful art that has inspired millions of people around the world. 	<p>Who is Pablo Picasso?</p> <ul style="list-style-type: none"> Pablo Picasso was a famous Spanish artist who is known for changing the way people think about art. He helped create a new style of art called Cubism, where pictures were made with shapes and showed different views all at once. Picasso went through different art periods, like the Blue Period (with sad, blue paintings) and the Rose Period (with warmer, happier colours). One of his most famous paintings is <i>Guernica</i>, which shows the sadness and horror of war using black, white, and grey. Picasso could draw and paint very well from a young age, but he chose to make his art more abstract and creative as he got older. He didn't just paint—he also made sculptures, collages, and ceramics, showing he liked to experiment with different materials and styles. 	<p>Who is Gustav Klimt?</p> <ul style="list-style-type: none"> Gustav Klimt was an Austrian artist who lived in the late 1800s and early 1900s and is best known for his decorative and colourful paintings. He often used gold in his artwork, especially in his most famous painting, <i>The Kiss</i>, which looks shiny and full of patterns. Klimt loved to use patterns and shapes, especially swirls, spirals, and mosaics, to fill his backgrounds and clothing in paintings. He was inspired by nature, myths, and people, and often painted women in a dreamy, magical style. Klimt was part of the Art Nouveau movement, which focused on beautiful, flowing designs in art and architecture. He mixed realistic faces with abstract designs, making his art feel both real and like a fantasy at the same time. 	<p>Who is Andy Warhol?</p> <ul style="list-style-type: none"> Andy Warhol was a famous American artist known for creating bright, bold images that often showed everyday objects and celebrities. He was a leading figure in the Pop Art movement, which turned popular culture (like soup cans, cartoons, and famous people) into artwork. Warhol loved to repeat images in his art, using screen printing to create many versions of the same picture in different colours. One of his most famous artworks is the Campbell's Soup Cans, which showed how ordinary things can be turned into art. He often painted celebrities, like Marilyn Monroe and Elvis Presley, because he was fascinated by fame and media. Warhol believed that "everyone will be famous for 15 minutes," showing his interest in fame, attention, and how people are seen in the modern world.

VOCABULARY PROGRESSION MAP FOR WORK OF OTHER ARTISTS, ARCHITECTS AND CRAFTS PEOPLE

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Jackson Pollock Drip Splash messy</p>	<p>Piet Mondrian Line Square Colour Red Blue Yellow</p>	<p>Wassily Kandinsky Circle Colour Shape Line Feeling</p>	<p>Vincent Van Gogh Texture Brushstrokes Landscape Swirl Emotion</p>	<p>Pablo Picasso Cubism Abstract Portrait Shape Perspective</p>	<p>Gustav Klimt Pattern Gold Decoration Symbolism Texture</p>	<p>Andy Warhol Pop Art Repetition Screen print Bold Celebrity</p>



Drawing

We teach drawing by exploring the styles and techniques used by a range of artists, helping children understand how different lines, shapes, and textures can be used to express ideas. By studying artists like Van Gogh, Picasso, or Kandinsky, children learn to experiment with their own mark-making and develop confidence in their drawing skills. This approach encourages creativity while building knowledge of art history and visual language.

KNOWLEDGE PROGRESSION MAP FOR DRAWING

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Children will know:</p> <ul style="list-style-type: none"> Drawing is a way to share ideas and feelings, even if it doesn't look like something real. They can use different tools like pencils, crayons, or chalk to make marks and lines. There's no right or wrong way to draw — it's about exploring, having fun, and trying out their own ideas. 	<p>Line Children will know that lines can be straight, curved, wavy, or zigzag and used to make marks or pictures.</p> <p>Shape Children will know that shapes like circles, squares, and triangles can be used to build drawings.</p> <p>Form Children will know that some drawings can show flat shapes, and others can look more solid, like a ball or box.</p> <p>Colour Children will know that colours can be chosen to show ideas and that colours can be mixed to make new ones.</p> <p>Value Children will know that pressing harder or softer with a pencil or crayon can make light or dark marks.</p> <p>Texture Children will know that different marks can make drawings look smooth, rough, or bumpy.</p> <p>Space Children will know that drawings can show space by putting things in different places on the page (e.g. sky at the top, ground at the bottom)</p>	<p>Line Children will know that different types of lines (straight, curved, zigzag, thick, thin) can be used to show movement, shapes, and patterns.</p> <p>Shape Children will know that shapes can be combined and arranged to represent objects, people, and places in their drawings.</p> <p>Form Children will know that drawings can begin to show form by adding simple 3D effects using shape and line.</p> <p>Colour Children will know that colours can be used to show ideas, feelings, or to represent real things (e.g. blue for sky, green for grass).</p> <p>Value Children will know that light and dark tones can be created by changing the pressure of a pencil or by using different drawing tools.</p> <p>Texture Children will know that different marks and patterns can be used to show how something might feel (e.g. rough bark, soft fur).</p> <p>Space Children will know that space can be shown by placing objects higher, lower, or smaller on the page to suggest distance</p>	<p>Line Children will know that different types of lines can be used to show movement, texture, and outline shapes in drawings.</p> <p>Shape Children will know that shapes can be drawn more accurately by looking closely at what they see.</p> <p>Form Children will know that adding detail, shading, or extra lines can help a flat shape look more three-dimensional.</p> <p>Colour Children will know that colour choices can affect how a drawing looks and feels, and that colours can be mixed to create new ones.</p> <p>Value Children will know that value (light and dark areas) can be used to show depth and make drawings more realistic.</p> <p>Texture Children will know that different lines and marks can be used to suggest how something might feel, like rough, smooth, or bumpy.</p> <p>Space Children will know that placing objects in different parts of the page and changing their size can show space and distance in a drawing</p>	<p>Line Children will know that different lines can be used to add detail, texture, and expression in a drawing.</p> <p>Shape Children will know that accurate shapes come from close observation and can be used to build more realistic drawings.</p> <p>Form Children will know that using shading and curved lines can help flat shapes appear three-dimensional.</p> <p>Colour Children will know that colour can be layered and blended in drawings to create mood or depth.</p> <p>Value Children will know that light and dark values help show form, depth, and where the light is coming from.</p> <p>Texture Children will know that texture can be drawn using repeated marks and patterns to mimic real surfaces.</p> <p>Space Children will know that overlapping objects, changing size, and placing objects higher or lower can create the illusion of space in a drawing.</p>	<p>Line Children will know that lines can be used to create mood, movement, and texture in drawings.</p> <p>Shape Children will know that combining and manipulating shapes can help create more complex and realistic images.</p> <p>Form Children will know that careful shading and highlights can turn shapes into forms that appear three-dimensional.</p> <p>Colour Children will know that colour can be used symbolically and expressively, not just to show what things look like.</p> <p>Value Children will know that using a range of tones (from light to dark) helps create contrast and depth in a drawing.</p> <p>Texture Children will know that different drawing techniques (like hatching and stippling) can be used to create realistic textures.</p> <p>Space Children will know that perspective techniques, like overlapping and size variation, help create the illusion of depth and space.</p>	<p>Line Children will know that line can be used expressively to convey emotion, movement, and emphasis in a drawing.</p> <p>Shape Children will know that both organic and geometric shapes can be combined thoughtfully to create complex, balanced compositions.</p> <p>Form Children will know that advanced shading and perspective techniques help create highly realistic three-dimensional forms in drawings.</p> <p>Colour Children will know that colour theory, including the use of complementary, analogous, and contrasting colours, enhances mood and composition.</p> <p>Value Children will know that careful manipulation of value creates depth, contrast, and highlights to produce lifelike and dynamic drawings.</p> <p>Texture Children will know that combining a variety of mark-making techniques adds rich, detailed texture and interest to drawings.</p> <p>Space Children will know that complex spatial relationships can be created through perspective, overlapping, and composition to guide the viewer's eye.</p>

SKILLS PROGRESSION MAP FOR DRAWING

EFYS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Children will be able to:</p> <p>hold and use drawing tools such as pencils, crayons, and chalk with growing control, developing their fine motor skills <i>(Physical Development: Fine Motor Skills)</i></p> <p>explore making different marks, including lines, dots, and simple shapes, as part of early mark-making and creative expression <i>(Expressive Arts and Design: Creating with Materials)</i></p> <p>experiment with colours to express their ideas, thoughts, and feelings through drawing <i>(Expressive Arts and Design; Personal, Social and Emotional Development)</i></p> <p>begin to draw simple shapes, people, objects, or scenes from their imagination or from things they have seen <i>(Expressive Arts and Design; Understanding the World)</i></p> <p>talk about their drawings and describe what they have created, using new language and building confidence in sharing their ideas <i>(Communication and Language; Expressive Arts and Design)</i></p>	<p>Line Children will be able to draw different types of lines, focusing especially on straight, clean lines like those Piet Mondrian used to create structure in his artwork.</p> <p>Shape Children will be able to draw and use simple geometric shapes such as squares and rectangles, inspired by Mondrian's iconic compositions.</p> <p>Form Children will be able to explore how flat shapes differ from solid or 3D forms, understanding that Mondrian's work emphasizes flatness and simplicity.</p> <p>Colour Children will be able to choose and use colours thoughtfully, experimenting with primary colours (red, blue, yellow) like Mondrian did in his paintings.</p> <p>Value Children will be able to make light and dark marks to explore contrast, similar to how Mondrian used black lines to separate blocks of colour.</p> <p>Texture Children will be able to create different marks to explore texture, noticing that Mondrian's style uses smooth, flat areas without much texture.</p> <p>Space Children will be able to arrange shapes and lines carefully on the page to create balanced compositions, just as Mondrian arranged his elements to achieve harmony and order</p>	<p>Line Children will be able to draw different types of lines (e.g., straight, curved, zigzag, thick, thin) to create shapes, movement, and patterns, inspired by Kandinsky's expressive and dynamic line work.</p> <p>Shape Children will be able to use and combine basic shapes like circles, triangles, and squares to create abstract compositions, similar to Kandinsky's use of geometric forms.</p> <p>Form Children will be able to begin showing simple form by adding lines or shapes that suggest 3D features, exploring how Kandinsky used shapes to suggest depth in his abstract paintings.</p> <p>Colour Children will be able to choose colours that match real-life objects or express ideas and feelings, inspired by Kandinsky's use of bold, vibrant colours to convey emotion.</p> <p>Value Children will be able to create light and dark tones by changing the pressure of their drawing tool, experimenting with contrast like Kandinsky did to add visual interest.</p> <p>Texture Children will be able to use marks and patterns to show different textures, such as rough, smooth, or soft, reflecting Kandinsky's varied use of shapes and patterns in his artworks.</p> <p>Space Children will be able to show space in their drawings by placing objects in different parts of the page to suggest near and far, understanding how Kandinsky arranged shapes and colours to create balance and movement.</p>	<p>Line Children will be able to use a variety of expressive lines, such as swirling and energetic strokes, to show movement, texture, and outline shapes in their drawings, inspired by Van Gogh's distinctive brushwork.</p> <p>Shape Children will be able to look closely and draw shapes more accurately to represent real objects, just as Van Gogh captured the essence of nature and everyday scenes.</p> <p>Form Children will be able to add detail and shading to shapes to suggest simple three-dimensional form, using thick, textured strokes like Van Gogh's impasto technique.</p> <p>Colour Children will be able to choose and mix colours to show mood, meaning, or realism, inspired by Van Gogh's bold and emotional use of vibrant colours.</p> <p>Value Children will be able to use light and dark tones to show depth and make parts of a drawing stand out, similar to how Van Gogh created contrast and focus in his work.</p> <p>Texture Children will be able to create texture using lines, patterns, and marks to show how something might feel, reflecting Van Gogh's rich, tactile painting style.</p> <p>Space Children will be able to show space in a drawing by placing and sizing objects to suggest distance and position, like Van Gogh's thoughtful compositions that guide the viewer's eye through the scene.</p>	<p>Line Children will be able to use a variety of lines to add detail, texture, and expression in their drawings, inspired by Picasso's bold and varied line work, especially in his Cubist portraits.</p> <p>Shape Children will be able to observe and draw shapes accurately but also experiment with breaking shapes into geometric forms, reflecting Picasso's Cubist style.</p> <p>Form Children will be able to use shading and curved lines to give flat shapes a three-dimensional appearance, exploring how Picasso played with different perspectives in his artworks.</p> <p>Colour Children will be able to blend and layer colours in their drawings to show mood or create depth, inspired by Picasso's use of both vibrant and muted palettes across different periods.</p> <p>Value Children will be able to use light and dark values to show depth, highlights, and shadows, like Picasso's strong contrasts that emphasize form and space.</p> <p>Texture Children will be able to use repeated marks and patterns to represent different textures and surfaces, similar to the varied textures Picasso created in his paintings and sculptures.</p> <p>Space Children will be able to show space by overlapping objects, changing their size, and positioning them to suggest distance, inspired by Picasso's way of depicting multiple viewpoints in one composition</p>	<p>Line Children will be able to use lines to create mood, movement, and different textures in their drawings, inspired by Klimt's decorative, flowing lines that add elegance and detail.</p> <p>Shape Children will be able to combine and manipulate shapes to create more complex and realistic images, similar to how Klimt layered shapes and patterns in his compositions.</p> <p>Form Children will be able to use shading and highlights to turn flat shapes into three-dimensional forms, reflecting Klimt's use of light to give depth and richness to his figures.</p> <p>Colour Children will be able to use colour expressively and symbolically to convey ideas and emotions, inspired by Klimt's vibrant golds and rich colour palette that evoke mood and meaning.</p> <p>Value Children will be able to use a range of tones, from light to dark, to create contrast and depth, much like Klimt's interplay of bright highlights and darker backgrounds.</p> <p>Texture Children will be able to use drawing techniques like hatching and stippling to create realistic textures, inspired by Klimt's detailed patterns and ornamental textures in his work.</p> <p>Space Children will be able to use perspective techniques such as overlapping and size variation to show depth and space in drawings, similar to Klimt's balanced and layered compositions.</p>	<p>Line Children will be able to use bold, clear lines inspired by Andy Warhol's graphic style to create strong shapes and emphasis in their drawings.</p> <p>Shape Children will be able to combine simple geometric shapes, like those Warhol used in his repeated patterns, to create balanced and eye-catching compositions.</p> <p>Form Children will be able to explore flat forms with minimal shading, reflecting Warhol's pop art style that focuses more on colour and shape than three-dimensional realism.</p> <p>Colour Children will be able to use bright, contrasting colours like Warhol's iconic works, experimenting with complementary and analogous colours to create vibrant effects.</p> <p>Value Children will be able to use high contrast between light and dark areas, inspired by Warhol's use of bold contrasts to make images stand out.</p> <p>Texture Children will be able to create texture through repeated patterns and marks, reflecting Warhol's use of repeated imagery and screen printing techniques.</p> <p>Space Children will be able to use repetition and spacing of images, as Warhol did, to create rhythm and balance within their compositions</p>

VOCABULARY PROGRESSION MAP FOR DRAWING

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Line Shape Colour	Line squares Rectangles solid or 3D forms, primary colours (red, blue, yellow) light & dark	straight, curved zigzag thick thin circles triangles pressure rough smooth soft	swirling detail shading mix depth texture lines patterns distance position	expression observe accurate geometric forms overlap techniques expressive	Mood Movement textures highlights symbolic ideas emotions tones hatching stippling perspective size variation space	Composition bold combine contrasting colours repeated patterns and marks

STICKY KNOWLEDGE FOR DRAWING

These questions are used in ASPIRE events, as our throwback links and for our unit assessments

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>What is drawing? Drawing is a way to share ideas and feelings, even if it doesn't look like something real. It's about exploring, having fun, and trying out their own ideas.</p> <p>What can you use for drawing? different tools like pencils, crayons, or chalk to make marks and lines.</p>	<p>Line Can you describe different types of line? lines can be straight, curved, wavy, or zigzag and used to make marks or pictures.</p> <p>Shape What shapes can be used to build drawings? circles, squares, and triangles can be used to build drawings.</p> <p>Form Can you show me what a flat shape on a drawing? Can you show me a more solid shape on a drawing?</p> <p>Colour How can you make a new colour? By mixing colours</p> <p>Value How do you make light or dark marks on paper? By pressing harder or softer with a pencil.</p> <p>Texture How can you make a drawing look smooth, rough or bumpy? By making different marks</p> <p>Space How can you show space on a drawing? By putting things in different places on the page (e.g. sky at the top, ground at the bottom)</p>	<p>Line What can different types of lines (straight, curved, zigzag, thick, thin) show? movement, shapes, and patterns.</p> <p>Shape What can combined and arranged shapes represent? objects, people, and places in their drawings.</p> <p>Form How can you begin to show form? by adding simple 3D effects using shape and line.</p> <p>Colour What can colours be used to show? ideas, feelings, or to represent real things (e.g. blue for sky, green for grass).</p> <p>Value How can you make light and dark tones? by changing the pressure of a pencil or by using different drawing tools.</p> <p>Texture How can you show how something might feel in a drawing? By using different marks and patterns</p> <p>Space How can you show space in a drawing? by placing objects higher, lower, or smaller on the page to suggest distance</p>	<p>Line What can different types of lines be used for? to show movement, texture, and outline shapes in drawings.</p> <p>Shape How can you draw shapes accurately? by looking closely at what I see.</p> <p>Form How can you help a flat shape look more three-dimensional? By adding detail, shading, or extra lines</p> <p>Colour What can colour choices affect? how a drawing looks and feels</p> <p>Value What can value be used to show? depth and make drawings more realistic.</p> <p>Texture How can you show how something might feel in a drawing? By using different lines and marks</p> <p>Space How can you show space in a drawing? By placing objects in different parts of the page and changing their size can show space and distance in a drawing</p>	<p>Line What can different types of lines be used for? to add detail, texture, and expression in a drawing.</p> <p>Shape How can you draw shapes realistically? By making close observations</p> <p>Form How can you help a flat shape look more three-dimensional? By using shading and curved lines</p> <p>Colour How can colour be used to create mood or depth? It can be layered and blended in drawings to create mood or depth.</p> <p>Value What can light and dark value help to show? form, depth, and where the light is coming from.</p> <p>Texture How can you draw texture? By using repeated marks and patterns to mimic real surfaces.</p> <p>Space How can you show space in a drawing? By overlapping objects, changing size, and placing objects higher or lower can create the illusion of space in a drawing.</p>	<p>Line What can different types of lines be used to create? mood, movement, and texture in drawings.</p> <p>Shape How can you draw shapes to create more complex and realistic images? By combining and manipulating shapes</p> <p>Form How can you help a flat shape look more three-dimensional? By using careful shading and highlights</p> <p>Colour How can colour be used other than to show what things look like? It can be used symbolically and expressively, not just to show what things look like.</p> <p>Value What will the use of a range of tones do? using a range of tones (from light to dark) helps create contrast and depth in a drawing.</p> <p>Texture How can you create realistic texture? By using drawing techniques like hatching and stippling</p> <p>Space How can you help help create the illusion of depth and space. By using perspective techniques, like overlapping and size variation,</p>	<p>Line What can different types of lines be used for? line can be used expressively to convey emotion, movement, and emphasis in a drawing.</p> <p>Shape How can you draw shapes to create more complex, balanced compositions? By combining both organic and geometric shapes thoughtfully</p> <p>Form How can you help a flat shape look more three-dimensional? By applying advanced shading and perspective techniques</p> <p>Colour Why is colour theory, including the use of complementary, analogous, and contrasting colours, used? To enhance mood and composition.</p> <p>Value What does the careful manipulation of value do? The careful manipulation of value creates depth, contrast, and highlights to produce lifelike and dynamic drawings.</p> <p>Texture What will a variety of mark making techniques add? It adds rich, detailed texture and interest to drawings.</p> <p>Space How can complex spatial relationships be created through perspective, overlapping, and composition to guide the viewer's eye.</p>



Painting

We teach painting by exploring the styles and techniques used by a range of artists, helping children understand how colour, shape, and texture can be used to express ideas and emotions. By studying artists such as Mondrian, Klimt, and Pollock, children learn to experiment with brushwork, colour mixing, and composition, developing both skill and confidence in their painting. This approach encourages creativity while deepening their understanding of art history, visual language, and personal expression.

KNOWLEDGE PROGRESSION MAP FOR PAINTING

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Children will know:</p> <ul style="list-style-type: none"> that paint is a fun way to make marks and pictures. how to hold and use different painting tools like brushes, sponges, or fingers. they can mix colours to make new ones. they can create different kinds of marks (dots, lines, swirls) with paint. they can use paint to express their ideas, feelings, or things they see. how to explore and enjoy textures when painting (smooth, bumpy, thick, thin). to take care when using paint and clean up afterwards. 	<p>Colour Children will know:</p> <ul style="list-style-type: none"> The names of the primary colours: red, blue, and yellow. That colours can be mixed to make new colours (e.g. red and yellow make orange). That colours can be light or dark. That colour can be used to show how something feels (e.g. blue for cold, red for hot). <p>Line Children will know:</p> <ul style="list-style-type: none"> That a line is a mark made with a tool such as a brush or finger. That lines can look different (e.g. straight, wavy, zigzag, curved). That lines can be used to make shapes and patterns in a painting. <p>Shape Children will know:</p> <ul style="list-style-type: none"> That shapes can be made with lines or painted blocks of colour. The names of simple shapes such as circles, squares, and triangles. That shapes can be used to make pictures of objects and people. <p>Form Children will know:</p> <ul style="list-style-type: none"> That some paintings show flat (2D) shapes and others try to show form (3D look). That they can use light and dark colours to make something look more real or rounded. That real-life objects have form, and artists can try to show that in painting. <p>Tone Children will know:</p> <ul style="list-style-type: none"> That tone means how light or dark a colour is. That they can change the tone by adding white to make it lighter or black to make it darker. That tone can help show where the light is in a picture. <p>Texture Children will know:</p> <ul style="list-style-type: none"> That paint can feel different depending on how it's used. That they can use different tools (like brushes, sponges, or their fingers) to make different textures. That paintings can look smooth, rough, bumpy, or soft. <p>Space Children will know:</p> <ul style="list-style-type: none"> That space means where things are placed in a picture. That objects can be made to look closer or further away by size and position. That leaving some space empty can make a picture clearer or more balanced. 	<p>Colour Children will know:</p> <ul style="list-style-type: none"> How to identify and name primary and secondary colours. How to mix primary colours to create secondary colours (e.g. red + yellow = orange). How to use colour to express mood or feelings in their painting. That colours can be warm (e.g. red, orange) or cool (e.g. blue, green), and what effect this has on a painting. <p>Line Children will know:</p> <ul style="list-style-type: none"> That lines can be used to outline shapes or add detail. How to use different types of lines (straight, curved, wavy, zigzag) in their painting. That lines can suggest movement or texture. <p>Shape Children will know:</p> <ul style="list-style-type: none"> The difference between geometric and organic shapes. How to use shape to create simple representations of people, objects, or scenes. How to arrange shapes in a composition to create balance or focus. <p>Form Children will know:</p> <ul style="list-style-type: none"> That form refers to three-dimensional quality in art. How to suggest form in painting using light and dark tones (shading). That objects in real life have form, and painters can try to show that through techniques like shading and layering. <p>Tone Children will know:</p> <ul style="list-style-type: none"> That tone refers to how light or dark a colour is. How to create lighter or darker tones by adding white or black. How to use tone to show light, shadow, and depth in a painting. <p>Texture Children will know:</p> <ul style="list-style-type: none"> That texture can be real (felt with touch) or implied (suggested visually). How to create textured effects in paint using different tools (e.g. brushes, sponges, fingers). That artists use texture to make their work more interesting and expressive. <p>Space Children will know:</p> <ul style="list-style-type: none"> That space refers to the area around and between objects in a painting. How to place objects in the foreground, middle ground, and background. How to create a sense of distance using size, placement, and overlapping. 	<p>Colour Children will know:</p> <ul style="list-style-type: none"> The primary and secondary colours, and how to mix them confidently. That colours can be mixed to create different shades (adding black) and tints (adding white). How complementary colours contrast with each other on the colour wheel. That artists use colour to create mood, meaning, and visual impact. How to choose colours purposefully for effect in their painting. <p>Line Children will know:</p> <ul style="list-style-type: none"> That lines can show movement, direction, and texture. How different types of lines (e.g. bold, broken, thin, thick) create different effects. That lines can be used for outlining, shading, or creating pattern. How to use line to lead the viewer's eye around a painting. <p>Shape Children will know:</p> <ul style="list-style-type: none"> The difference between 2D shapes and more complex irregular or organic shapes. That shapes can be used to build more complex drawings and paintings. How to use shape to create pattern, structure, and meaning in their work. That combining and layering shapes can add interest and balance to a composition. <p>Form Children will know:</p> <ul style="list-style-type: none"> That form refers to the 3D appearance of an object in art. That artists use light and dark tones (shading) to suggest form in painting. How to observe real-life objects and show their form using paint techniques. That form can be implied in 2D painting through clever use of colour and tone. <p>Tone Children will know:</p> <ul style="list-style-type: none"> That tone means how light or dark a colour appears. How to mix and apply a range of tones in paint. That tone can show depth, shadow, and light in a painting. How artists use tone to create atmosphere and focus in their work. <p>Texture Children will know:</p> <ul style="list-style-type: none"> That texture can be real (actual texture) or visual (suggested through brushstrokes or marks). How to create texture in painting using different tools (brushes, sponges, palette knives, etc.). That texture adds interest and can change how we feel about a painting. How to use repeated patterns or brush techniques to show texture in their work. <p>Space Children will know:</p> <ul style="list-style-type: none"> That space refers to how objects are arranged within the picture. How to create a sense of depth by overlapping, size variation, and perspective. That negative space (empty space) is just as important as the objects in a painting. How to use foreground, middle ground, and background in painting composition. 	<p>Colour Children will know:</p> <ul style="list-style-type: none"> How to mix and apply a wide range of colours, including tertiary colours. That complementary colours sit opposite each other on the colour wheel and create contrast. How colour choices can be used to create mood, meaning, and atmosphere. That colour intensity can be changed by adding white, black, or water. How artists use limited or bold colour palettes for different effects. <p>Line Children will know:</p> <ul style="list-style-type: none"> How to use line to suggest texture, movement, and structure. That line can be used for both expressive and detailed mark-making. How to vary line thickness and direction to add interest to a painting. That line can define shapes or be part of the background or texture. <p>Shape Children will know:</p> <ul style="list-style-type: none"> That shapes can be abstract, realistic, geometric, or organic. How to use overlapping and layering of shapes to build up complex compositions. How shapes can be distorted or simplified for artistic effect. That repeated shapes can be used to create rhythm and pattern in painting. <p>Form Children will know:</p> <ul style="list-style-type: none"> That form gives objects the appearance of three dimensions in 2D painting. How to use shading and highlights to create form and realism. That light direction affects how form is shown. How artists suggest form through tone, texture, and brushwork. <p>Tone Children will know:</p> <ul style="list-style-type: none"> That tone refers to the lightness or darkness of a colour or area. How to mix and use a wide range of tones to create depth and contrast. That tone can show mood, time of day, and lighting in a painting. How tone helps define form and space in a composition. <p>Texture Children will know:</p> <ul style="list-style-type: none"> The difference between actual texture (touchable) and visual texture (suggested by brushwork). How to create texture using paint layering, brushstrokes, and tools. That artists use texture to create interest, emotion, and realism. How texture can change the feel or focus of a painting. <p>Space Children will know:</p> <ul style="list-style-type: none"> How to use foreground, middle ground, and background to show space. That size, placement, and detail help create the illusion of depth. How negative space (the empty space around objects) is important in composition. That artists use perspective and overlapping to create realistic or abstract space. 	<p>Colour Children will know:</p> <ul style="list-style-type: none"> How to mix and use a wide range of colours, including tertiary colours. That colours can have different temperatures (warm and cool) and affect mood and composition. How complementary and analogous colour schemes work and how artists use them. That colour can be used symbolically or to express abstract ideas. How to experiment with colour intensity, transparency, and layering. <p>Line Children will know:</p> <ul style="list-style-type: none"> That lines can vary in weight, direction, and style to create different effects. How artists use line to convey texture, movement, emotion, and structure. How line can be both a defining feature and part of a broader composition. That expressive and gestural lines can add energy and character to paintings. <p>Shape Children will know:</p> <ul style="list-style-type: none"> How to use a variety of shapes (geometric, organic, abstract) to build complex compositions. That shapes can be manipulated through distortion, exaggeration, or simplification for effect. How layering and overlapping shapes create depth and interest. The role of positive and negative shapes in composition. <p>Form Children will know:</p> <ul style="list-style-type: none"> How form gives objects the appearance of three dimensions on a flat surface. Techniques such as shading, highlighting, and perspective to suggest form. How light source and shadows affect the perception of form. That form can be abstracted or stylized while still suggesting volume. <p>Tone Children will know:</p> <ul style="list-style-type: none"> How to mix and apply a range of tones to create contrast and mood. That tonal variation helps to define form, space, and texture. How tone can guide the viewer's focus and create atmosphere. Techniques to create smooth gradients or bold tonal contrasts. <p>Texture Children will know:</p> <ul style="list-style-type: none"> The difference between actual texture (tactile) and visual texture (illusion). How to create texture with different painting tools and techniques (e.g., layering, dry brushing). That texture can evoke feelings or represent real surfaces. How to combine textures for visual interest and depth. <p>Space Children will know:</p> <ul style="list-style-type: none"> How to create a sense of depth using perspective, overlapping, and scale. That foreground, middle ground, and background help organise space. The importance of positive and negative space in composition. How artists manipulate space to create realistic or imaginative effects. 	<p>Colour Children will know:</p> <ul style="list-style-type: none"> How to use colour theory to create harmonious and contrasting colour schemes. The emotional and symbolic meanings colours can have in artworks. How to mix, layer, and manipulate colours to achieve different effects like glazing and blending. The impact of colour temperature and intensity on mood and composition. How artists use colour to create focal points and direct the viewer's eye. <p>Line Children will know:</p> <ul style="list-style-type: none"> How line can be expressive and convey movement, texture, and emotion. The different qualities of line (e.g., thick, thin, broken, continuous) and their effects. How artists use line in both realistic and abstract ways to build form and structure. That line can define edges or be used decoratively within a painting. <p>Shape Children will know:</p> <ul style="list-style-type: none"> The role of shape in composition, including geometric, organic, positive, and negative shapes. How shape can be used symbolically or abstractly. How layering and overlapping shapes create complexity and depth. How artists manipulate shape to guide the viewer's interpretation of the work. <p>Form Children will know:</p> <ul style="list-style-type: none"> Techniques to create the illusion of three-dimensional form on a two-dimensional surface. How light, shadow, and perspective contribute to form. The difference between realistic and abstract representation of form. How form can be built through brushwork, layering, and tonal variation. <p>Tone Children will know:</p> <ul style="list-style-type: none"> The importance of tonal contrast in creating depth and emphasis. How to mix a wide range of tones and apply them effectively. How tone can suggest texture, volume, and light source. The role of tone in setting mood and atmosphere in a painting. <p>Texture Children will know:</p> <ul style="list-style-type: none"> How to create and represent both actual (tactile) and visual texture. Various painting techniques to produce texture, including impasto, scumbling, and dry brushing. How texture contributes to the overall feel and narrative of a painting. That texture can enhance emotional response and visual interest. <p>Space Children will know:</p> <ul style="list-style-type: none"> Techniques to create realistic and imaginative space, such as linear and atmospheric perspective. The use of foreground, middle ground, and background to organize space. How to manipulate positive and negative space to balance a composition. How space affects the viewer's experience and interpretation of a painting.

SKILLS PROGRESSION MAP FOR PAINTING

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Children will be able to...</p> <ul style="list-style-type: none"> hold and explore different painting tools, such as brushes, sponges, and fingers, developing control and coordination (<i>linked to Physical Development and Expressive Arts and Design</i>) experiment with paint to make different marks, including dots, lines, and swirls, showing creativity and imagination (<i>linked to Expressive Arts and Design: Creating with Materials</i>) explore colour mixing to see what new colours they can create, showing curiosity and early problem-solving (<i>linked to Mathematics and Expressive Arts and Design</i>) use paint to share their own ideas, feelings, or things they have noticed around them, building confidence in expressing themselves (<i>linked to Communication and Language and Expressive Arts and Design</i>) explore different textures in paint, such as smooth, rough, thick, or thin, developing sensory awareness and language to describe what they feel and see (<i>linked to Understanding the World and Expressive Arts and Design</i>) follow simple routines for using paint safely and cleaning up, developing independence and responsibility in their learning environment (<i>linked to Personal, Social and Emotional Development</i>) 	<p>Colour Children will be able to...</p> <ul style="list-style-type: none"> Identify and use primary colours (red, blue, yellow) in their painting. Apply colour carefully inside shapes to reflect Mondrian's neat and bold style. Recognise how Mondrian used only primary colours with black, white, and grey for impact. <p>Line Children will be able to...</p> <ul style="list-style-type: none"> Paint straight, vertical and horizontal black lines using a ruler or taped guides. Use thick black lines to create sections or blocks in their composition. Explore how Mondrian used lines to create balance and structure in his artwork. <p>Shape Children will be able to...</p> <ul style="list-style-type: none"> Create geometric shapes such as squares and rectangles in their painting. Arrange shapes in a grid-like layout inspired by Mondrian's compositions. Recognise and use simple shapes as the main feature of their artwork. <p>Form Children will be able to...</p> <ul style="list-style-type: none"> Understand that Mondrian's work is flat (2D) and focuses on shape and line rather than form. Use bold colours and flat paint application to maintain a clean, simple surface. Discuss how Mondrian's paintings look flat but still create interest through balance and contrast. <p>Tone Children will be able to...</p> <ul style="list-style-type: none"> Use solid blocks of colour without shading to reflect Mondrian's tonal style. Notice the contrast between black lines and bright colours. Understand that tone in Mondrian's work comes from contrast rather than blending. <p>Texture Children will be able to...</p> <ul style="list-style-type: none"> Paint smoothly and evenly to create a clean, flat texture like Mondrian's paintings. Use brushes carefully to avoid visible brush strokes, imitating Mondrian's precise style. Explore the effect of using different brush sizes to control the texture of their painted lines and shapes. <p>Space Children will be able to...</p> <ul style="list-style-type: none"> Organise their painting using empty (white) spaces to create balance. Place shapes and colours thoughtfully within a grid to show symmetry and order. Understand how Mondrian used space to make his work feel calm and balanced 	<p>Colour Children will be able to...</p> <ul style="list-style-type: none"> Name primary and secondary colours. Mix colours to make new ones. Use colour to show how music or feelings make them feel, like Kandinsky did. Choose warm or cool colours to create different moods. Try bold colour choices in their own artwork. <p>Line Children will be able to...</p> <ul style="list-style-type: none"> Paint different types of lines (straight, wavy, zigzag, curved). Use lines to show movement and energy. Create lines that match sounds or feelings. Use lines to divide their painting or add decoration. <p>Shape Children will be able to...</p> <ul style="list-style-type: none"> Use simple shapes like circles, triangles, and squares in their artwork. Make their own abstract designs using shapes. Layer and arrange shapes in interesting ways. Use shapes to make their painting look balanced or exciting. <p>Form Children will be able to...</p> <ul style="list-style-type: none"> Understand that Kandinsky's art is flat, not 3D. Make some shapes look bigger or smaller to show depth. Use overlapping shapes to build a more detailed picture. Explore how to show action or movement without realistic pictures. <p>Tone Children will be able to...</p> <ul style="list-style-type: none"> Make colours lighter by adding white and darker by adding black. Use lighter and darker colours to help parts of the painting stand out. Explore how tone (light and dark) can show feeling or focus. Notice how Kandinsky used tone in his artwork. <p>Texture Children will be able to...</p> <ul style="list-style-type: none"> Use different tools (brushes, sponges, fingers) to make different textures. Create bumpy, smooth, or rough-looking effects with paint. Use texture to make their artwork more interesting. Notice how repeating patterns or marks can add texture. <p>Space Children will be able to...</p> <ul style="list-style-type: none"> Use space by placing shapes and lines in different parts of the page. Make some shapes look close or far away by changing their size or position. Leave some areas empty to help the painting look balanced. Arrange everything carefully to make their artwork feel complete 	<p>Colour Children will be able to...</p> <ul style="list-style-type: none"> Mix primary colours to create secondary colours. Use bold and contrasting colours to create mood or emotion, like Van Gogh. Choose colours to reflect feelings, seasons, or time of day. Experiment with warm and cool colours to show different atmospheres. <p>Line Children will be able to...</p> <ul style="list-style-type: none"> Use visible brushstrokes and lines to show movement and energy. Paint lines in different directions to add detail and texture. Explore how Van Gogh used line to create rhythm and emotion in his work. Use swirling or short lines to imitate Van Gogh's style. <p>Shape Children will be able to...</p> <ul style="list-style-type: none"> Use simple shapes to build up a painting of a scene or object. Recognise and paint natural shapes like trees, flowers, or faces. Break down complex images into simple shapes before painting. Arrange shapes to create a balanced and effective composition. <p>Form Children will be able to...</p> <ul style="list-style-type: none"> Use light and dark colours to show form in a painting. Create a 3D look by blending tones and building up layers. Use brushstrokes and colour to suggest the shape and structure of real objects. Explore how Van Gogh showed form without using detailed outlines. <p>Tone Children will be able to...</p> <ul style="list-style-type: none"> Mix light and dark tones by adding white or black. Use tone to show light sources, shadow, and highlights. Create contrast in a painting by using a range of tones. Explore how tone affects the mood and focus of their artwork. <p>Texture Children will be able to...</p> <ul style="list-style-type: none"> Use thick paint and brushstrokes to create texture, like Van Gogh's impasto style. Experiment with layering paint to make a surface feel bumpy or rough. Use texture to add feeling and expression to their painting. Explore how different tools (brushes, palette knives) can change the texture. <p>Space Children will be able to...</p> <ul style="list-style-type: none"> Show depth by overlapping objects or changing their size. Place objects in the foreground, middle ground, and background. Use colour and detail to make some parts stand out more than others. Arrange elements in their painting to guide the viewer's eye through the scene 	<p>Colour Children will be able to...</p> <ul style="list-style-type: none"> Use colour to express emotion, mood, or meaning in their artwork. Explore bold, unnatural colour choices, like those used in Picasso's Blue and Rose Periods. Experiment with using a limited colour palette for effect. Apply colour in an abstract way rather than realistically. <p>Line Children will be able to...</p> <ul style="list-style-type: none"> Use geometric and abstract shapes to represent objects or people. Break down faces and forms into simple, stylised shapes. Combine and rearrange shapes to create Cubist-style compositions. Explore symmetry and asymmetry in shape placement. <p>Form Children will be able to...</p> <ul style="list-style-type: none"> Understand that Picasso suggested form through shape and angle rather than realistic shading. Use overlapping planes and simplified forms to suggest 3D objects in a 2D space. Paint objects from more than one viewpoint at the same time, like in Cubism. Create the illusion of form using contrast and flat planes of colour. <p>Tone Children will be able to...</p> <ul style="list-style-type: none"> Explore using flat areas of light and dark tones to create contrast. Use tone to separate and emphasise different sections of a painting. Apply tone in bold, simplified ways instead of subtle shading. Experiment with dark outlines and light areas to create strong visual impact. <p>Texture Children will be able to...</p> <ul style="list-style-type: none"> Create textured effects using layered brushstrokes or mixed media, as Picasso did in some works. Use visual texture to suggest pattern, surface, or collage effects. Explore how to mix rough and smooth areas in their painting. Add interest to abstract work by using texture to break up space. <p>Space Children will be able to...</p> <ul style="list-style-type: none"> Break traditional space rules by painting multiple viewpoints in one image. Use overlapping shapes and fragmented space, as seen in Picasso's Cubist work. Arrange shapes and objects in abstract ways rather than realistic perspective. Explore how distorting space can create more expressive, imaginative paintings. 	<p>Colour Children will be able to...</p> <ul style="list-style-type: none"> Use rich and vibrant colours to create mood and emotion, inspired by Klimt's palette. Experiment with layering colours to create depth and intensity. Apply metallic or gold tones (using paint or other materials) to add decorative effects. Choose colours purposefully to highlight areas and create contrast. <p>Line Children will be able to...</p> <ul style="list-style-type: none"> Use fine, detailed lines to create intricate patterns and decorative designs. Combine bold and delicate lines to add texture and interest. Use swirling, curving lines inspired by Klimt's organic shapes. Draw outlines and shapes confidently to build complex compositions. <p>Shape Children will be able to...</p> <ul style="list-style-type: none"> Use geometric and organic shapes to create patterned backgrounds and foregrounds. Combine simple shapes to build up detailed, layered artwork. Experiment with repeating shapes and motifs to create rhythm and unity. Use shapes to add symbolic meaning and decoration. <p>Form Children will be able to...</p> <ul style="list-style-type: none"> Suggest form through layering patterns and colour rather than realistic shading. Create a sense of volume by combining flat shapes with textured detail. Use contrast between flat and detailed areas to emphasise form. Explore how Klimt's work blends realistic faces and hands with abstract patterns. <p>Tone Children will be able to...</p> <ul style="list-style-type: none"> Use tone to create contrast between light and dark areas, especially in backgrounds. Mix tones to add depth within patterns and shapes. Apply tone carefully to enhance the mood and highlight key features. Explore subtle tonal changes within metallic or gold-like effects. <p>Texture Children will be able to...</p> <ul style="list-style-type: none"> Create visual texture by layering paint and patterns, inspired by Klimt's rich surfaces. Use different tools and techniques to build up textured effects (e.g., brushwork, sponges). Experiment with adding materials like glitter or foil for tactile effects. Use texture to add richness and complexity to their paintings. <p>Space Children will be able to...</p> <ul style="list-style-type: none"> Use space creatively by balancing busy patterned areas with empty or plain spaces. Layer shapes and patterns to create a sense of depth and movement. Arrange elements carefully to focus attention on important parts of the painting. Explore how Klimt uses space to combine figures with decorative backgrounds. 	<p>Colour Children will be able to...</p> <ul style="list-style-type: none"> Use bright, bold, and contrasting colours inspired by Warhol's pop art palette. Experiment with flat, even application of colour to create clean, graphic effects. Choose colours purposefully to create mood and draw attention. Use limited colour palettes to create strong visual impact. <p>Line Children will be able to...</p> <ul style="list-style-type: none"> Use simple, strong outlines to define shapes and images, like Warhol's screen prints. Create simplified and stylised lines for bold graphic designs. Use line to separate areas of colour and create contrast. Explore how repetition of lines and shapes can create rhythm in their work. <p>Shape Children will be able to...</p> <ul style="list-style-type: none"> Use simple, recognisable shapes to create repeated images or patterns. Break down complex objects into basic shapes for easier reproduction. Arrange shapes in repeated sequences to explore pattern and variation. Experiment with layering shapes for dynamic compositions. <p>Form Children will be able to...</p> <ul style="list-style-type: none"> Suggest form through the use of flat shapes and colour blocks rather than realistic shading. Create two-dimensional compositions that focus on graphic form and symbolism. Explore how repetition changes the perception of form in artwork. Use stylised forms to communicate ideas or cultural references. <p>Tone Children will be able to...</p> <ul style="list-style-type: none"> Use tone minimally, focusing on contrast between light and dark areas. Create bold tonal contrasts to enhance visual impact. Experiment with high contrast images, such as black and white or bright colours against dark backgrounds. Understand how tone can simplify images and focus the viewer's attention. <p>Texture Children will be able to...</p> <ul style="list-style-type: none"> Create visual texture through repeated patterns and dots, inspired by Warhol's printing techniques. Experiment with smooth, flat textures to give a polished, commercial feel. Use texture to add interest without detracting from bold graphic elements. Explore how printed textures can be recreated with paint or mixed media. <p>Space Children will be able to...</p> <ul style="list-style-type: none"> Use space effectively by repeating images in grids or sequences. Arrange repeated images to create balance and rhythm within the composition. Understand the impact of cropping and close-up views on spatial composition. Use flat space without traditional depth to emphasize graphic design

STICKY KNOWLEDGE FOR PAINTING

These questions are used in ASPIRE events, as our throwback links and for our unit assessments

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>What is drawing? Drawing is a way to share ideas and feelings, even if it doesn't look like something real. It's about exploring, having fun, and trying out their own ideas.</p> <p>What can you use for drawing? different tools like pencils, crayons, or chalk to make marks and lines.</p>	<p>Colour Q: What are the three main colours called? A: They are called primary colours: red, blue, and yellow. Q: What happens when you mix two colours? A: You make a new colour!</p> <p>Line Q: What is a line? A: A line is a mark that can be straight, curly, or wiggly. Q: What can lines do in your picture? A: They can make shapes or show how things move.</p> <p>Shape Q: What is a shape? A: A shape is something like a circle, square, or triangle. Q: Can you find shapes in your drawings? A: Yes! I can see circles, squares, and triangles in my pictures.</p> <p>Form Q: What does form mean? A: Form means something looks like it has three sides or is 3D, like a ball or box. Q: How can you make things look 3D? A: By using light and dark colours.</p> <p>Tone Q: What is tone? A: Tone means how light or dark a colour is. Q: How do you make a colour lighter or darker? A: Add white to make it lighter and black to make it darker.</p> <p>Texture Q: What is texture? A: Texture is how something feels or looks like it would feel. Q: How can you make texture in your painting? A: By using different brushes or tools to make it look rough or smooth.</p> <p>Space Q: What is space in a picture? A: Space is the empty area around and between things. Q: How can you show space? A: By putting some things in front and some things behind</p>	<p>Colour Q: What are primary colours? A: Primary colours are red, blue, and yellow. Q: What happens when you mix two primary colours? A: You make a new colour called a secondary colour, like orange, green, or purple.</p> <p>Line Q: What is a line in painting? A: A line is a mark that can be straight, curved, or wiggly. Q: How can you use lines in a painting? A: To make shapes, patterns, or show movement.</p> <p>Shape Q: What is a shape? A: A shape is a flat area with edges, like a circle, square, or triangle. Q: What are some types of shapes you can use? A: Simple shapes like circles, squares, and triangles.</p> <p>Form Q: What does form mean? A: Form means how something looks like it has three sides, like it's round or 3D. Q: How can you show form in your painting? A: By using light and dark colours to show roundness.</p> <p>Tone Q: What is tone? A: Tone is how light or dark a colour is. Q: How do you make a colour lighter or darker? A: Add white to make it lighter or black to make it darker.</p> <p>Texture Q: What is texture? A: Texture is how something feels or looks like it would feel. Q: How can you make texture in your painting? A: Use different tools or brush strokes to make the surface look rough or smooth.</p> <p>Space Q: What is space in a painting? A: Space is the area around and between things in a picture. Q: How can you show space? A: By putting things bigger or smaller and placing some things in front or behind others</p>	<p>Colour Q: What are primary and secondary colours? A: Primary colours are red, blue, and yellow. Secondary colours are made by mixing two primary colours, like green, orange, and purple. Q: How can colours be used in paintings? A: Colours can be used to make paintings bright, show feelings, or make parts of the painting stand out.</p> <p>Line Q: What types of lines can I use in my paintings? A: I can use straight, curved, wavy, or zigzag lines. Q: How do lines help in art? A: Lines can show shapes, add details, or make the painting look like it is moving.</p> <p>Shape Q: What is a shape? A: A shape is an area that is flat and has edges, like a circle, square, or triangle. Q: What kinds of shapes can I use? A: I can use geometric shapes like squares and circles and organic shapes like clouds or leaves.</p> <p>Form Q: What does form mean? A: Form means something looks like it has 3D, like it has height, width, and depth. Q: How can I show form in painting? A: I can use light and dark colours to show how things are round or have depth.</p> <p>Tone Q: What is tone? A: Tone means how light or dark a colour is. Q: How can I make light or dark tones? A: I can add white to make a colour lighter or black to make it darker.</p> <p>Texture Q: What is texture? A: Texture is how something looks or feels, like smooth or rough. Q: How can I make texture in my painting? A: I can use different brushes or tools to make my painting feel smooth, rough, or bumpy.</p> <p>Space Q: What is space in a painting? A: Space is the area around or between objects. Q: How can I show space? A: I can put objects closer or further apart, or make far objects smaller to show distance.</p>	<p>Colour Q: What are primary and secondary colours? A: Primary colours are red, blue, and yellow. Secondary colours are made by mixing two primary colours, like green, orange, and purple. Q: How can colour create mood in a painting? A: Warm colours like red and orange can feel energetic or happy, while cool colours like blue and green can feel calm or sad.</p> <p>Line Q: What types of lines can I use in painting? A: I can use straight, curved, zigzag, and wavy lines to add different effects. Q: How do lines help in a painting? A: Lines can outline shapes, show movement, or create texture.</p> <p>Shape Q: What is the difference between geometric and organic shapes? A: Geometric shapes are regular and precise like squares and circles; organic shapes are natural and free-form like leaves or clouds. Q: How can shapes be arranged in a painting? A: Shapes can be arranged to create balance or to focus attention on one part of the painting.</p> <p>Form Q: What does form mean in painting? A: Form means how something looks like it has three dimensions (height, width, and depth). Q: How can I show form using paint? A: I can use light and dark colours (shading) to make things look 3D.</p> <p>Tone Q: What is tone in painting? A: Tone means how light or dark a colour is. Q: How do I make lighter or darker tones? A: I can add white to make a colour lighter and black to make it darker.</p> <p>Texture Q: What is texture? A: Texture is how something feels or looks like it would feel. Q: How can I create texture in painting? A: I can use different brushes or tools to make rough or smooth effects.</p> <p>Space Q: What is space in a painting? A: Space is the area around and between objects. Q: How can I show space and distance? A: I can put objects in the foreground, middle ground, and background and make faraway objects smaller</p>	<p>Colour Q: How can I mix and use different colours in my paintings? A: I can mix primary colours to make secondary and tertiary colours and use warm and cool colours to create mood and contrast. Q: What is the effect of using complementary or analogous colours? A: Complementary colours create strong contrast and make parts of the painting stand out, while analogous colours blend smoothly and create harmony.</p> <p>Line Q: How can I use different types of lines in my painting? A: I can use straight, curved, wavy, or zigzag lines to show movement, texture, or to outline shapes. Q: Why is varying the weight or style of a line important? A: Different line qualities can create interest, show emotion, or suggest different textures.</p> <p>Shape Q: What kinds of shapes should I use in my artwork? A: I can use both geometric shapes (like squares and circles) and organic shapes (like leaves or clouds) to create balance and focus. Q: How does layering shapes affect my painting? A: Layering shapes can add depth and make the composition more dynamic.</p> <p>Form Q: How can I show form in my paintings without making them fully realistic? A: I can suggest form by using light and dark tones, layering colours, and creating contrast to make shapes look three-dimensional. Q: What is the difference between abstract and realistic form? A: Realistic form looks lifelike and shows volume, while abstract form simplifies or exaggerates shapes for creative effect.</p> <p>Tone Q: How can I create different tones in my painting? A: By adding white or black to colours, I can make lighter or darker tones to show light, shadow, and depth. Q: How does tone help my artwork? A: Tone creates contrast, helps show the shape of objects, and sets the mood.</p> <p>Texture Q: What is texture and how can I create it in my paintings? A: Texture is how something feels or looks like it would feel; I can create it using different brushes, tools, or paint techniques. Q: Why is texture important in art? A: Texture makes paintings more interesting and can express feelings or suggest surfaces.</p> <p>Space Q: How can I create a sense of space in my paintings? A: I can place objects in the foreground, middle ground, and background, use overlapping, and change the size of objects to show distance. Q: What is the role of positive and negative space? A: Positive space is where the main objects are; negative space is the empty area around them. Balancing these helps the painting feel complete.</p>	<p>Colour Q: What is colour theory and why is it important in painting? A: Colour theory helps artists understand how colours work together to create harmony or contrast, affecting the mood and balance of a painting. Q: How can colour be used to express emotion or meaning? A: Artists choose colours to represent feelings or ideas, like using warm colours for energy or cool colours for calmness. Q: What techniques can artists use to change colours in painting? A: Mixing, layering, glazing, and blending can create different effects and textures.</p> <p>Line Q: How can line express movement or emotion in a painting? A: Different types of lines—like jagged, curved, or flowing—can show energy, calmness, or tension. Q: What are some ways artists vary line in their work? A: They change line thickness, length, style (dashed, continuous), and direction. Q: How can line be used both realistically and abstractly? A: Line can define shapes clearly or be used loosely to create patterns and textures.</p> <p>Shape Q: What types of shapes can artists use in their paintings? A: Geometric (like squares and circles), organic (natural shapes), positive (the object itself), and negative (space around objects). Q: How does layering shapes affect a composition? A: Layering adds complexity and depth, making the artwork more interesting. Q: How can shapes be used symbolically? A: Shapes can represent ideas or emotions, such as circles for unity or triangles for tension.</p> <p>Form Q: How do artists create the illusion of form on a flat surface? A: Through shading, highlighting, perspective, and tonal variation. Q: What is the difference between realistic and abstract form? A: Realistic form looks three-dimensional and lifelike; abstract form simplifies or distorts shapes for effect. Q: How can brushwork and layering affect form? A: They can add texture and volume, making forms appear more solid or dynamic.</p> <p>Tone Q: What is tone in painting? A: Tone refers to the lightness or darkness of a colour or area. Q: How does tone help create depth and emphasis? A: Contrasting tones can make parts of a painting stand out and suggest three-dimensional space. Q: How can tone set the mood or atmosphere? A: Dark tones can create mystery or sadness; light tones can feel happy or airy.</p> <p>Texture Q: What is the difference between actual and visual texture? A: Actual texture is something you can feel; visual texture is the illusion of texture created by the artist. Q: What painting techniques can create texture? A: Impasto (thick paint), dry brushing, layering, and scumbling. Q: Why is texture important in a painting? A: It adds interest, emotion, and realism.</p> <p>Space Q: What techniques create a sense of space in a painting? A: Linear perspective, atmospheric perspective, overlapping, and size variation. Q: What roles do foreground, middle ground, and background play? A: They organise the composition and help create depth. Q: How can positive and negative space affect a composition? A: Balancing these spaces helps the artwork feel complete and guides the viewer's eye.</p>

VOCABULARY PROGRESSION MAP FOR PAINTING

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Colour Paint Brush Mix Mark	Colour Line Shape Texture Space	Primary Colours Secondary Colours Tone Form Pattern	Mix Contrast Organic Shape Light and Dark Brushstroke	Complementary Colours Geometric Shape Shading Composition Layering	Tertiary Colours Perspective Texture (Actual and Visual) Abstract Balance	Contrast Glazing Tonal Variation Form Rhythm



Other Artists, Architects and Crafts People: Linked to Sculpture

Every year group studies a specific sculptor and explores particular pieces of their work to understand the sculptor's style, techniques, and creative approach. Children then apply the skills they've learned by experimenting with similar methods in their own 3D creations. This helps them develop their sculpting skills while deepening their understanding of form, texture, and structure, and building a connection to the work of influential sculptors.

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>In EYFS, children do not study a specific sculptor. Instead, they explore sculpture through hands-on play and model making using materials like blocks, recycled items, clay, and playdough. This helps them develop their creativity, fine motor skills, and understanding of shape, form, and structure in a playful and imaginative way.</p>	<p>Andy Goldsworthy</p> 	<p>James Brunt</p> 	<p>In Year 3, children do not focus on a single sculptor. Instead, they visit the Yorkshire Sculpture Park, where they explore a wide range of sculptures by different artists. This experience helps them learn what sculpture is, how it can be made, and the many different styles and materials sculptors use.</p>	<p>Dame Barbara Hepworth</p> 	<p>Alexander Calder</p> 	<p>Aurora Robson</p> 

KNOWLEDGE PROGRESSION MAP FOR OTHER ARTISTS, ARCHITECTS AND CRAFTS PEOPLE: LINKED TO SCULPTURE

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Exploring and using materials: Children use different materials like clay, wood, or recycled objects to create sculptures by shaping, joining, and building. (Linked to <i>Expressive Arts and Design: Creating with Materials</i>)</p> <p>Using senses: Children learn to touch and look at sculptures from all sides, developing their understanding of 3D shapes. (Linked to <i>Physical Development and Expressive Arts and Design</i>)</p> <p>Imagination and creativity: Children use their ideas and experiences to make sculptures that show feelings, animals, people, or things from nature. (Linked to <i>Expressive Arts and Design: Creating with Materials</i>)</p> <p>Communication and language: Children talk about what they make and describe the shapes and materials they use. (Linked to <i>Communication and Language</i>)</p> <p>Confidence to try new things: Children experiment with different ways to build and shape sculptures, developing their confidence and problem-solving skills. (Linked to <i>Personal, Social and Emotional Development</i>)</p>	<p>Children will know...</p> <ul style="list-style-type: none"> that Andy Goldsworthy is an artist who makes art using natural materials like leaves, stones, sticks, and ice. that he creates his artwork outdoors, often in forests, fields, and beaches. that his art doesn't last forever — it often changes or disappears because of the wind, rain, or sun. that he uses patterns, shapes, and colours he finds in nature to make his art interesting. that he takes photographs of his work to remember it because it might not last long. that they can try making their own art like Andy Goldsworthy by using natural things they find outside. 	<p>Children will know...</p> <ul style="list-style-type: none"> that James Brunt is an artist who creates beautiful artwork using natural materials like leaves, stones, twigs, and shells. Children will know that he often makes patterns, spirals, and shapes with the things he finds outdoors. Children will know that his art is made in nature, like on beaches, in forests, or in parks, and is part of the environment. Children will know that his artwork is temporary and may blow away or wash away with the weather. Children will know that James Brunt takes photographs of his art to share it with others because it doesn't last forever. Children will know that they can make their own nature art just like James Brunt by exploring outdoors and using natural objects creatively. 	<p>Children will know that...</p> <ul style="list-style-type: none"> The Yorkshire Sculpture Park is an open-air art gallery in the countryside, where you can see sculptures outside in nature. Children will know that the park displays artworks by famous artists, including Henry Moore and Barbara Hepworth. Children will know that the sculptures are made from different materials like metal, stone, and wood. Children will know that the park is a great place to explore art while walking through fields, woodlands, and gardens. Children will know that the sculptures can be very large and sometimes you can walk around or even through them. Children will know that Yorkshire Sculpture Park helps people enjoy art in a fun, outdoor setting and inspires visitors to be creative. 	<p>Children will know that...</p> <ul style="list-style-type: none"> Barbara Hepworth was a famous British sculptor who created modern abstract sculptures. Children will know that she often worked with materials like stone, wood, and bronze to make her art. Children will know that her sculptures often have smooth shapes, curves, and holes, and are inspired by nature and the human body. Children will know that she believed sculpture should be touched and looked at from all angles. Children will know that she lived and worked in St Ives, Cornwall, which inspired many of her ideas and artworks. Children will know that Barbara Hepworth's work is displayed in galleries and outdoor spaces around the world, and people still admire her art today. 	<p>Children will know that...</p> <ul style="list-style-type: none"> Alexander Calder was an American artist best known for creating mobiles—sculptures that move with air. Children will know that he also made large, colourful sculptures called stabiles that do not move but often appear playful and abstract. Children will know that Calder used wire, metal, and bright colours to make his art look lively and full of movement. Children will know that he was inspired by nature, the cosmos, and circus performances when designing his sculptures. Children will know that Calder's mobiles were among the first works of art designed to move freely, making him a pioneer of kinetic art. Children will know that his artwork can be found in museums and public spaces all over the world, and it continues to inspire artists today. 	<p>Children will know that...</p> <ul style="list-style-type: none"> Aurora Robson is a contemporary artist who creates sculptures and installations using plastic waste and recycled materials. Children will know that her artwork highlights environmental issues, especially plastic pollution in oceans and rivers. Children will know that she turns trash into beautiful and imaginative art, showing how creativity can help solve real-world problems. Children will know that she often creates large, colourful sculptures that hang from ceilings or fill big spaces, inspired by nature and dreams. Children will know that Aurora Robson encourages people to think differently about rubbish and to care more for the environment. Children will know that they can be creative and eco-friendly like her by reusing materials and thinking about how art can make a difference.

STICKY KNOWLEDGE FOR OTHER ARTISTS, ARCHITECTS AND CRAFTS PEOPLE: LINKED TO SCULPTURE

These questions are used in ASPIRE events, as our throwback links and for our unit assessments

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>What is sculpture? Sculpture is a type of art you can touch and see from all sides. It is made by shaping materials like clay, wood, or paper.</p>	<p>Who is Andy Goldsworthy and what materials does he use in his artwork? Andy Goldsworthy is an artist who makes art using natural materials like leaves, stones, sticks, and ice.</p> <p>Where does Andy Goldsworthy create most of his artwork? He creates his artwork outdoors, often in places like forests, fields, and beaches.</p> <p>Does Andy Goldsworthy's art last forever? Why or why not? No, his art doesn't last forever because it often changes or disappears due to wind, rain, or sun.</p> <p>What elements does Andy Goldsworthy use to make his art interesting? He uses patterns, shapes, and colours that he finds in nature.</p> <p>How does Andy Goldsworthy remember his artwork after it disappears? He takes photographs of his work to remember it, since it might not last long.</p>	<p>Who is James Brunt and what materials does he use in his artwork? James Brunt is an artist who creates beautiful artwork using natural materials like leaves, stones, twigs, and shells.</p> <p>What kinds of designs does James Brunt make in his art? He often makes patterns, spirals, and shapes with the things he finds outdoors.</p> <p>Where does James Brunt create his artwork? His art is made in nature, such as on beaches, in forests, or in parks, and it becomes part of the environment.</p> <p>Does James Brunt's artwork last forever? No, his artwork is temporary and may blow away or wash away with the weather.</p> <p>How does James Brunt share his art with others if it doesn't last? He takes photographs of his art to share it with others because it doesn't last forever</p>	<p>What is the Yorkshire Sculpture Park and where is it located? The Yorkshire Sculpture Park is an open-air art gallery in the countryside, where you can see sculptures outside in nature.</p> <p>Which famous artists have their work displayed at the Yorkshire Sculpture Park? The park displays artworks by famous artists, including Henry Moore and Barbara Hepworth.</p> <p>What materials are used to make the sculptures at the park? The sculptures are made from different materials like metal, stone, and wood.</p> <p>What can visitors do while exploring the Yorkshire Sculpture Park? Visitors can explore art while walking through fields, woodlands, and gardens.</p> <p>What is special about the size and shape of the sculptures at the park? The sculptures can be very large, and sometimes you can walk around or even through them.</p> <p>How does the Yorkshire Sculpture Park inspire visitors? It helps people enjoy art in a fun, outdoor setting and inspires them to be creative.</p>	<p>Who was Barbara Hepworth, and what kind of art did she create? Barbara Hepworth was a famous British sculptor who created modern abstract sculptures.</p> <p>What materials did Barbara Hepworth often use to make her sculptures? She often used materials such as stone, wood, and bronze to create her artworks.</p> <p>What shapes and features are commonly seen in Barbara Hepworth's sculptures, and what inspired them? Her sculptures often include smooth shapes, flowing curves, and holes. These forms were inspired by nature and the human body.</p> <p>Why did Barbara Hepworth believe her sculptures should be touched and viewed from all angles? She believed that sculpture should be experienced physically. People should walk around her sculptures and touch them to fully understand their form and meaning.</p> <p>How did living and working in St Ives, Cornwall influence Barbara Hepworth's artwork? Living in St Ives, Cornwall, surrounded by the natural landscape, gave her ideas and inspiration. The beauty of the environment influenced the shapes and themes of her sculptures.</p> <p>Where can we see Barbara Hepworth's sculptures today, and why are they still admired around the world? Her sculptures can be found in galleries and outdoor spaces across the world. They are still admired today for their beauty, originality, and strong connection to nature and the human form.</p>	<p>Who was Alexander Calder and what is he best known for? Alexander Calder was an American artist best known for creating mobiles, which are sculptures that move with air.</p> <p>What other kinds of sculptures did Calder make besides mobiles? He also made large, colourful sculptures called stabiles that do not move but often look playful and abstract.</p> <p>What materials and colours did Calder use to make his art? Calder used wire, metal, and bright colours to make his art look lively and full of movement.</p> <p>What inspired Calder when he was designing his sculptures? He was inspired by nature, the cosmos, and circus performances.</p> <p>Why are Calder's mobiles important in the history of art? Calder's mobiles were among the first artworks designed to move freely, making him a pioneer of kinetic art.</p> <p>Where can people see Calder's artwork today, and why is it still important? His artwork can be found in museums and public spaces all over the world, and it continues to inspire artists today.</p>	<p>Who is Aurora Robson and what kind of art does she create? Aurora Robson is a contemporary artist who makes sculptures and installations using plastic waste and recycled materials.</p> <p>What important message does her artwork show? Her artwork highlights environmental issues, especially plastic pollution in oceans and rivers.</p> <p>How does Aurora Robson use trash in her art? She turns trash into beautiful and imaginative art, showing how creativity can help solve real-world problems.</p> <p>What kinds of sculptures does she often create and what inspires them? She often creates large, colourful sculptures that hang from ceilings or fill big spaces, inspired by nature and dreams.</p> <p>What does Aurora Robson want people to think about when they see her art? She encourages people to think differently about rubbish and to care more for the environment</p>



Sculpture

We teach sculpture by giving children hands-on experience with different materials like clay, recycled objects, and natural items, encouraging them to explore shape, texture, and form. Children learn techniques such as rolling, pressing, and joining, while also being inspired by famous sculptors like Barbara Hepworth and Alexander Calder. Sketchbooks are used to plan ideas, explore patterns and textures, and reflect on their work, supporting creativity and the development of their own artistic voice.

KNOWLEDGE PROGRESSION MAP FOR SCULPTURE

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Children will know...</p> <ul style="list-style-type: none"> that they can make models using materials like playdough, clay, or boxes. that they can change the shape of materials by rolling, pressing, and squeezing. that different materials feel and look different (e.g. hard, soft, rough, smooth). that artists can build and join pieces together to make a sculpture. 	<p>Colour Children will know that sculptures can be painted or coloured to make them more eye-catching. They will know that different colours can be used to show mood or meaning in a sculpture.</p> <p>Line Children will know that lines can be carved, drawn, or shaped into a sculpture to add detail or decoration. They will know that different types of lines (straight, curved, zigzag) can change how a sculpture looks.</p> <p>Shape Children will know that sculptures are made from 2D shapes and 3D forms. They will know that simple shapes like circles, squares, and triangles can be used to build parts of a sculpture.</p> <p>Form Children will know that sculpture is a type of art that has form (height, width, and depth). They will know that forms can be made by rolling, stacking, pinching, or joining materials. They will also know that sculptures can be seen from all around—not just the front.</p> <p>Tone Children will know that light and shadows can change how a sculpture looks. They will know that using lighter or darker materials can help parts of the sculpture stand out.</p> <p>Texture Children will know that sculptures can feel different—smooth, rough, bumpy, or soft. They will know that artists can create texture using tools, hands, or by adding materials.</p> <p>Space Children will know that sculptures take up space and can be placed in different ways (on a table, floor, or outdoors). They will know that space between and around parts of a sculpture affects how we see it.</p>	<p>Colour Children will know that sculptures can be painted using different colours to create effects or show meaning. They will know how colour choices can change how a sculpture feels or looks.</p> <p>Line Children will know that lines in sculpture can be created by carving, shaping, or arranging materials. They will know that different lines can make sculptures look smooth, rough, or dynamic.</p> <p>Shape Children will know that sculptures are made up of both 2D shapes and 3D forms. They will know how to combine shapes to create parts of a sculpture or the whole piece.</p> <p>Form Children will know that form means a sculpture has height, width, and depth. They will know how to create and join forms by shaping, molding, or assembling materials.</p> <p>Tone Children will know that tone is how light or dark parts of a sculpture appear. They will know that shadows and highlights can change how a sculpture is seen.</p> <p>Texture Children will know that sculptures can have different textures, such as smooth, rough, bumpy, or soft. They will know how to create texture by using different tools or materials.</p> <p>Space Children will know that sculptures take up space and can be viewed from all sides. They will know how to arrange parts of a sculpture so that the space around and within it makes the sculpture interesting to look at</p>	<p>Colour Children will know that sculptures can use a variety of colours, including natural and painted materials, to create different effects and express ideas or emotions.</p> <p>Line Children will know that lines in sculpture can be created through carving, shaping, or arranging materials, and that lines can guide the viewer's eye or suggest movement.</p> <p>Shape Children will know that sculptures are made up of different shapes, both simple and complex, and that combining shapes in different ways helps create interesting forms.</p> <p>Form Children will know that form means a sculpture has three dimensions—height, width, and depth—and that sculptors use different techniques to build and join forms.</p> <p>Tone Children will know that tone refers to how light or dark parts of a sculpture appear and that changes in tone caused by light and shadow can add depth and interest.</p> <p>Texture Children will know that sculptures can have various textures, which can be natural or created by the artist, and that texture can make a sculpture more engaging to look at and touch.</p> <p>Space Children will know that sculptures occupy physical space and can be viewed from multiple angles, and that the space around and within a sculpture contributes to its overall effect.</p>	<p>Colour Children will know how colour can be used on sculptures to create mood, highlight details, or change the appearance of materials. They will understand the impact of both natural and applied colour.</p> <p>Line Children will know that lines in sculpture can create patterns, textures, and movement. They will recognize that lines can be physical grooves, edges, or implied by the arrangement of materials.</p> <p>Shape Children will know how to use a variety of shapes to build complex sculptures. They will understand the relationship between different shapes in forming the overall structure.</p> <p>Form Children will know that form is the three-dimensional quality of a sculpture and that sculptors use techniques like carving, modeling, assembling, and casting to create forms.</p> <p>Tone Children will know that tone refers to the lightness or darkness on the surface of sculptures and that tone can be influenced by lighting and the materials used.</p> <p>Texture Children will know that texture in sculpture can be tactile (felt by touch) or visual (seen), and that artists use texture to add interest and expressiveness to their work.</p> <p>Space Children will know that sculptures occupy space and that the way a sculpture interacts with the space around it affects how it is perceived. They will understand how negative and positive space work in sculpture.</p>	<p>Colour Children will know how colour can be used in sculptures to create emphasis, mood, or symbolism, and how natural material colours can be enhanced or altered through paint or patina.</p> <p>Line Children will know that lines in sculpture can be both physical marks or edges and implied lines created by the arrangement of forms, helping to direct the viewer's attention.</p> <p>Shape Children will know how artists use both geometric and organic shapes in sculpture, and how combining these shapes can create complex, meaningful designs.</p> <p>Form Children will know that form is the three-dimensional shape of the sculpture and that sculptors use a variety of techniques such as carving, modeling, assembling, and casting to create forms.</p> <p>Tone Children will know how tone in sculpture is affected by light and shadow, and how artists use these tonal contrasts to add depth and highlight texture and form.</p> <p>Texture Children will know that texture in sculpture can be tactile or visual, and that artists manipulate texture to add interest, contrast, and expression.</p> <p>Space Children will know that space includes the area around, within, and between parts of a sculpture, and that artists use positive and negative space to create balance and movement in their work</p>	<p>Colour Children will know how artists use colour in sculpture to evoke emotions, create contrast, or emphasize certain parts, and how colour can be applied or inherent in materials.</p> <p>Line Children will know that lines in sculpture can be structural or decorative, and how artists use lines to create movement, direction, or rhythm in their work.</p> <p>Shape Children will know how both geometric and organic shapes are used in sculpture to convey ideas, create abstract or realistic forms, and affect the overall composition.</p> <p>Form Children will know that form refers to the three-dimensional qualities of sculpture, and that sculptors use diverse techniques such as carving, modeling, assembling, welding, or casting to create form.</p> <p>Tone Children will know how light and shadow influence tone in sculpture, helping to enhance depth, texture, and the perception of form.</p> <p>Texture Children will know that texture can be tactile or visual, and that artists use texture intentionally to add expressiveness and engage viewers' senses.</p> <p>Space Children will know that space in sculpture involves the relationship between the sculpture and its environment, including positive and negative space, and how this affects the viewer's experience</p>

SKILLS PROGRESSION MAP FOR SCULPTURE

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Children will be able to explore and use a range of materials such as clay, playdough, junk modelling, and natural objects to make their own models.</p> <p>Children will be able to roll, squeeze, pinch, and shape materials with their hands and simple tools to create 3D forms.</p> <p>Children will be able to join materials together using glue, tape, string, or other methods to build their own structures.</p> <p>Children will be able to talk about what they have made and explain their ideas and choices.</p> <p>Children will be able to notice and explore different textures and shapes in sculpture, including smooth, rough, round, and bumpy surfaces.</p> <p>Children will be able to show curiosity and creativity when making sculptures, experimenting with size, balance, and space.</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> replicate the techniques used by Andy Goldsworthy. Apply the techniques used by Andy Goldsworthy to create their own sculpture including: <p>Colour Children will be able to select and arrange natural materials (like leaves, flowers, and stones) in different colours, inspired by Andy Goldsworthy's artwork. They will be able to explore how colour can be used to create mood or draw attention in outdoor sculptures.</p> <p>Line Children will be able to create lines using natural objects, such as sticks, petals, or stones, just like Andy Goldsworthy does in his work. They will be able to explore different types of lines—straight, curved, or spirals—in their arrangements.</p> <p>Shape Children will be able to use simple shapes, such as circles and spirals, in their sculptures, taking inspiration from the repeating patterns and shapes in Goldsworthy's art. They will be able to identify shapes they see in nature and use them in their designs.</p> <p>Form Children will be able to build three-dimensional forms by stacking, layering, or balancing natural materials. They will understand that sculpture is art you can walk around, just like the land art created by Andy Goldsworthy.</p> <p>Tone Children will be able to notice how the light and shadows change their outdoor sculptures throughout the day. They will explore how using materials of different shades can add contrast and interest to their work.</p> <p>Texture Children will be able to explore and describe different textures found in natural materials—smooth stones, rough bark, soft petals—and use these textures to create interest in their sculpture, just like Goldsworthy does.</p> <p>Space Children will be able to create sculptures that respond to the outdoor space around them. They will explore how to place materials to fill space, create patterns, or guide the viewer's eye—learning from how Andy Goldsworthy uses space in nature.</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> replicate the techniques used by James Brunt. Apply the techniques used by James Brunt to create their own sculpture including <p>Colour Children will be able to select and use natural materials like leaves, twigs, and stones to create their own sculptures, and experiment with painting or colouring their work to add mood or meaning, inspired by James Brunt's use of colour in nature.</p> <p>Line Children will be able to create different types of lines by arranging sticks, carving patterns, or shaping materials, using lines to add detail and movement similar to James Brunt's natural sculptures.</p> <p>Shape Children will be able to combine simple shapes such as circles, spirals, and squares to build parts of their sculptures, exploring how shapes form interesting natural designs like those found in Brunt's work.</p> <p>Form Children will be able to build three-dimensional forms by stacking, layering, and joining natural materials, understanding that sculptures have height, width, and depth, and can be viewed from all sides.</p> <p>Tone Children will be able to observe and use light and shadow to enhance their sculptures, noticing how tone changes throughout the day when sculptures are placed outdoors, as seen in James Brunt's art.</p> <p>Texture Children will be able to explore and create different textures by using a variety of natural materials, feeling and describing how smooth stones or rough bark add interest to their sculptures.</p> <p>Space Children will be able to plan and arrange sculptures to make good use of the space around and between materials, creating balanced and engaging pieces inspired by how James Brunt interacts with outdoor environments.</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> replicate the techniques learnt during their visit to the Yorkshire Sculpture Park. Apply some of these techniques to create their own sculpture including <p>Colour Children will be able to use a variety of colours in their sculptures, including natural and painted materials, to create effects and express ideas or emotions.</p> <p>Line Children will be able to create lines in their sculptures by carving, shaping, or arranging materials to guide the viewer's eye or show movement.</p> <p>Shape Children will be able to combine simple and complex shapes to build interesting and creative sculptures.</p> <p>Form Children will be able to build three-dimensional forms by using different techniques to shape, join, and layer materials.</p> <p>Tone Children will be able to observe and use light and shadow to create tone in their sculptures, adding depth and interest.</p> <p>Texture Children will be able to explore and create different textures using natural or added materials to make their sculptures more engaging.</p> <p>Space Children will be able to arrange their sculptures thoughtfully, considering the space around and within the work to enhance its appearance and impact.</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> replicate the techniques used by Barbara Hepworth. Apply the techniques used by Barbara Hepworth to create their own sculpture including <p>Colour Children will be able to explore the natural colours of materials like wood, stone, and bronze, as Barbara Hepworth often did, and consider how subtle colour changes affect the sculpture's feel.</p> <p>Line Children will be able to use smooth, flowing lines in their sculptures by carving and shaping materials, inspired by Hepworth's elegant, organic forms.</p> <p>Shape Children will be able to create simple, abstract shapes and combine them to form balanced and harmonious sculptures, reflecting Hepworth's use of geometric and organic shapes.</p> <p>Form Children will be able to build three-dimensional forms by carving, joining, and smoothing materials to create rounded, flowing sculptures similar to Hepworth's work.</p> <p>Tone Children will be able to observe how light and shadow play across the smooth surfaces of their sculptures, using tone to enhance depth and highlight curves like Hepworth's pieces.</p> <p>Texture Children will be able to create and explore different textures by polishing some areas smooth while leaving others rough, inspired by the varied textures in Hepworth's sculptures.</p> <p>Space Children will be able to incorporate space within their sculptures by creating holes or openings, understanding how Hepworth used negative space to make her work dynamic and interesting.</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> replicate the techniques used by Alexander Calder. Apply the techniques used by Alexander Calder to create their own sculpture including <p>Colour Children will be able to use bold, bright colours in their sculptures, like Alexander Calder's mobiles and stabiles, to create emphasis and mood.</p> <p>Line Children will be able to create sculptures that use lines as physical wires or rods, and understand how these lines can move and guide the viewer's eye.</p> <p>Shape Children will be able to combine simple geometric and organic shapes to build dynamic sculptures inspired by Calder's playful forms.</p> <p>Form Children will be able to construct three-dimensional forms by assembling different parts using techniques like balancing, joining, and suspending, similar to Calder's mobiles.</p> <p>Tone Children will be able to observe and use light and shadow created by moving parts and shapes to add depth and interest to their sculptures.</p> <p>Texture Children will be able to explore smooth and varied textures by selecting different materials and finishes, inspired by Calder's use of metal and painted surfaces.</p> <p>Space Children will be able to design sculptures that interact with the space around and within them, using movement and open spaces to create balance and visual flow, as Calder's works do.</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> replicate the techniques used by Aurora Robson. Apply the techniques used by Aurora Robson to create their own sculpture including <p>Colour Children will be able to use bright and recycled materials to create vibrant colours in their sculptures, inspired by Aurora Robson's colorful plastic art.</p> <p>Line Children will be able to create flowing and intricate lines by assembling small pieces and layering materials, mimicking Robson's detailed and delicate sculptures.</p> <p>Shape Children will be able to combine geometric and organic shapes made from recycled objects to build complex and visually engaging sculptures.</p> <p>Form Children will be able to construct three-dimensional sculptures by assembling and manipulating found materials, learning to balance and shape their work like Aurora Robson.</p> <p>Tone Children will be able to observe and use the effects of light and shadow on layered materials to create tone and depth in their sculptures.</p> <p>Texture Children will be able to experiment with different textures by combining smooth, rough, and patterned recycled materials to add visual and tactile interest.</p> <p>Space Children will be able to design sculptures that interact with the space around them, using open areas and layering to create dynamic and engaging works inspired by Robson's art.</p>

STICKY KNOWLEDGE FOR SCULPTURE

These questions are used in ASPIRE events, as our throwback links and for our unit assessments

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>What materials can you use to make models? You can make models using materials like playdough, clay, or boxes, leaves, sticks etc</p> <p>How can you change the shape of materials? You can change the shape by rolling, pressing, and squeezing.</p>	<p>Colour Q: How can you use colour in your sculpture? A: You can paint or colour your sculpture to make it stand out or show feelings.</p> <p>Line Q: How can lines be used in sculpture? A: Lines can be carved, drawn, or shaped to add detail or decoration.</p> <p>Shape Q: What shapes can you use to build a sculpture? A: You can use simple shapes like circles, squares, and triangles.</p> <p>Form Q: What does it mean when a sculpture has form? A: It means it has height, width, and depth, so you can look at it from all sides.</p> <p>Tone Q: How can light and shadow affect a sculpture? A: They can change how the sculpture looks and make parts stand out.</p> <p>Texture Q: What kinds of textures can sculptures have? A: Sculptures can feel smooth, rough, bumpy, or soft.</p> <p>Space Q: How does space affect a sculpture? A: The space around and between parts of a sculpture changes how we see it</p>	<p>Colour Q: How can you use colour in your sculpture? A: You can paint or colour your sculpture to show mood or make it look interesting.</p> <p>Line Q: How can lines be used in sculpture? A: Lines can be made by carving, shaping, or arranging materials to add detail or movement.</p> <p>Shape Q: What shapes can you use to build a sculpture? A: You can use simple shapes like circles, spirals, squares, and triangles.</p> <p>Form Q: What does it mean when a sculpture has form? A: It means it has height, width, and depth and can be seen from all sides.</p> <p>Tone Q: How can light and shadow affect a sculpture? A: Light and shadow can change how a sculpture looks and make parts stand out.</p> <p>Texture Q: What kinds of textures can sculptures have? A: Sculptures can feel smooth, rough, bumpy, or soft depending on the materials.</p> <p>Space Q: How does space affect a sculpture? A: The space around and between parts of a sculpture changes how we see it</p>	<p>Colour Q: What kinds of colours can sculptures use? A: Sculptures can use natural colours or be painted with different colours to express ideas or feelings.</p> <p>Line Q: How can lines be made in sculpture? A: Lines can be carved, shaped, or arranged to guide the viewer's eye or show movement.</p> <p>Shape Q: What shapes can be used to make sculptures? A: Both simple and complex shapes can be combined to create sculptures.</p> <p>Form Q: What does form mean in sculpture? A: Form means the sculpture has height, width, and depth, making it three-dimensional.</p> <p>Tone Q: How does tone affect a sculpture? A: Light and shadow create tone, which adds depth and interest to the sculpture.</p> <p>Texture Q: What textures can sculptures have? A: Sculptures can have natural or added textures that make them interesting to see and touch.</p> <p>Space Q: Why is space important in sculpture? A: Sculptures take up space and can be seen from many angles; space around and within the sculpture helps its overall effect.</p>	<p>Colour Q: How can colour be used on sculptures? A: Colour can create mood, highlight details, and change how materials look. It can be natural or painted on.</p> <p>Line Q: How can lines be used in sculpture? A: Lines can create patterns, textures, or show movement by carving, shaping, or arranging materials.</p> <p>Shape Q: How do different shapes help build sculptures? A: Combining and arranging shapes helps create more complex and interesting sculptures.</p> <p>Form Q: What techniques can sculptors use to create form? A: Sculptors can use carving, modeling, assembling, and casting to make three-dimensional forms.</p> <p>Tone Q: What is tone in sculpture and how does it affect the work? A: Tone is the lightness or darkness on the sculpture's surface, affected by light and materials, adding depth and interest.</p> <p>Texture Q: What kinds of textures can sculptures have? A: Sculptures can have textures you can feel (tactile) or see (visual), which make them more interesting and expressive.</p> <p>Space Q: Why is space important in sculpture? A: Space around and within a sculpture affects how it looks, using positive and negative space to create impact.</p>	<p>Colour Q: How can colour be used in sculptures? A: Colour can create emphasis, mood, or symbolism. Natural colours of materials can also be changed using paint or patina.</p> <p>Line Q: What types of lines can you find in sculpture? A: Lines can be physical edges or marks, and also implied lines created by how shapes are arranged.</p> <p>Shape Q: What kinds of shapes do artists use in sculpture? A: Artists use both geometric and organic shapes, combining them to make complex and meaningful designs.</p> <p>Form Q: How do sculptors create form? A: Sculptors create form by carving, modeling, assembling, or casting materials into three-dimensional shapes.</p> <p>Tone Q: How does tone affect a sculpture? A: Tone is created by light and shadow, and it helps add depth and highlights texture and form.</p> <p>Texture Q: What kinds of texture can sculptures have? A: Sculptures can have tactile (felt) or visual (seen) textures, which artists use to add interest and expression.</p> <p>Space Q: What is space in sculpture and why is it important? A: Space includes the area around, within, and between parts of a sculpture. Artists use positive and negative space to create balance and movement.</p>	<p>Colour Q: How do artists use colour in sculpture? A: Artists use colour to evoke emotions, create contrast, and emphasize parts of the sculpture. Colour can be natural or added to the materials.</p> <p>Line Q: What roles can lines have in sculpture? A: Lines can be structural or decorative and are used to create movement, direction, or rhythm.</p> <p>Shape Q: What types of shapes are used in sculpture? A: Both geometric and organic shapes are used to convey ideas and create abstract or realistic forms.</p> <p>Form Q: What does form mean in sculpture? A: Form refers to the three-dimensional qualities of the sculpture, created by techniques like carving, modeling, assembling, welding, or casting.</p> <p>Tone Q: How does tone affect sculpture? A: Tone is influenced by light and shadow, which helps enhance depth, texture, and the perception of form.</p> <p>Texture Q: What types of texture can sculptures have? A: Sculptures can have tactile (felt) or visual (seen) textures to add expressiveness and engage the viewer.</p> <p>Space Q: Why is space important in sculpture? A: Space involves the relationship between the sculpture and its environment, including positive and negative space, affecting how the viewer experiences the work</p>

VOCABULARY PROGRESSION MAP FOR SCULPTURE

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Model, shape, join, roll, build	Sculpture, texture, material, soft, hard	Form, carve, smooth, rough, space	Assemble, structure, 3D (three-dimensional), balance, surface	Abstract, relief, negative space, organic, composition	Armature, casting, proportion, installation, visual impact	Conceptual, environment, symbolism, spatial awareness, contemporary