

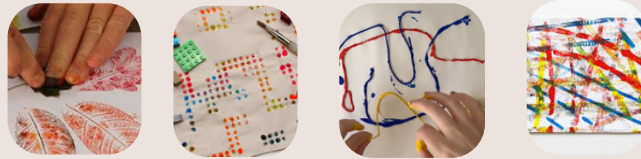
Printing Progression

In Nursery children are introduced to printing through exploring the print of a finger, hands, feet, sponges, objects e.g. bricks. Children explore rubbings as a way of making a print. Children begin to understand that a print creates a 'copy.'



Vocabulary: Print, stamp, push, sponge

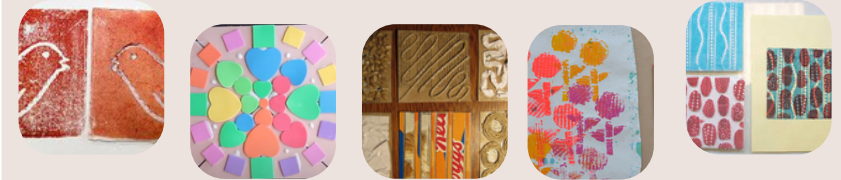
In Reception children continue to explore printing by using different objects to create a print with e.g.: leaves, wheels, shoe soles, blocks, string and other toys they can recognise themselves will create a print. Children recognise that a print can be created from a raised surface.



Vocabulary: Print, press, rubbing, man made, natural, sponges, rollers, repeating pattern

Possible artists of study: Sean Thornhill

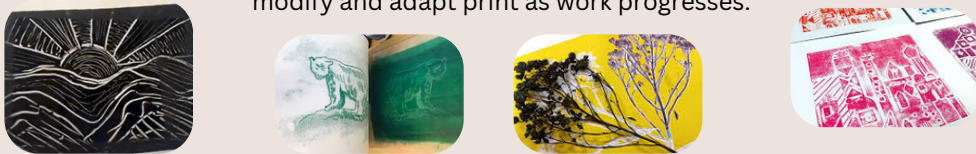
In Key Stage 1 children explore using printmaking as a means of drawing using Styrofoam to create their own printing blocks. They explore texture using cardboard printing blocks and adding man made and natural materials to explore their qualities. They create order, symmetry, irregularity. Children extend repeating patterns and using two contrasting colours. Children talk simply about own work and that of other artists. They begin to identify the different forms printing takes: books, pictures, wallpaper, fabrics.



Vocabulary: Hard and soft materials, texture, printing block, printing ink, order, symmetry, irregularity, press print, repeating patterns, surface pressure, contrasting colours, Decoration, Two-tone print, mono print, Styrofoam

Possible artists of study: Orla Kiely, Althea McNish

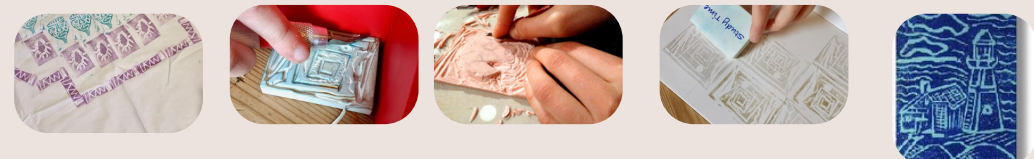
In Lower Key Stage 2 children design and create accurate print designs. They use acetate to create monotype prints. Children explore using 2 or 3 different colours to print on their acetate and explore how these blend or contrast. Children explore using stencils or found objects to create negative space on their prints. Children explore printing onto different materials and types of paper e.g tissue paper, fabric, newspaper. Children continue to develop collagraph prints and create more complex designs. They recognise a collagraph is built up and manipulated by the artist, using a collage - like process which combines an array of materials such as glue, sand, string, beads and foil. They use sketchbook for recording textures/patterns. Children are able to discuss the nature of effects able to modify and adapt print as work progresses.



Vocabulary: Printing blocks, impressed or relief method, acetate, monotype, negative space, collage, texture, pattern

Possible artists of study: William Morris, Lou Tonkin

In Upper Key Stage 2 children build on their knowledge of monoprints and collagraph prints and begin to explore lino printing. They start by using cutting tools on rubbers and move onto lino plates. They have a clear understanding that it is the surface of the plate that carries the image which is transferred onto the paper. They start to use cutting tools with accuracy and with increasing careful manipulation creating different patterns and showing fine detail. Children experiment with ideas and refine techniques; recording this process in their sketchbooks. Children are competent to experiment with colour combinations and talk about their effects. Children become competent printers who can talk about artists and designers who inspire them. They can explain clearly different printing techniques.

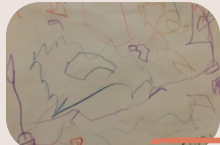
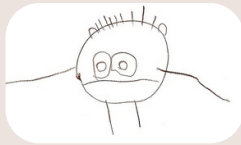


Vocabulary: Monoprint, collagraph, lino printing block, cutting tools, surface, transferred, overlap, Etching, Engraving, Indentation

Possible artists of study: Suzie Mackenzie, John Bloor, Katsushika Hokusai

Drawing Progression

In Nursery children develop an awareness that some objects that make marks. They experimenting making marks in various malleable activities and begin to use a variety of drawing tools e.g. finger, stick, pencil, paint, chalk. Children develop their mark making and begin to add meaning to their marks. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Children then begin to draw with increasing complexity and detail, such as representing a face with a circle and including some details. Children use drawing to represent ideas like movement or loud noises.



Vocabulary: draw, mark, pencil, chalk, paint, circle, thick, thin, line

In Reception children develop their fine motor skills and hold a pencil with increasing refinement. They select carefully from a range of drawing tools. Children use drawings to tell a story from retelling or from imagination. They investigate different lines - thick, thin, wavy, straight. They explore different textures and experiment with mark making to illustrate these. Children are encouraged to make accurate drawings of people and learn to 'look carefully' when drawing.



Vocabulary: draw, sketch, pencil, pastel, chalk, pen, thick, thin, wavy, straight, curved, 'careful looking', detail, pattern

Possible artists of study:

In Key Stage 1 children use a variety of tools - pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. They will recognise that these have different qualities. They begin to layer different media for example felt tips over pastels, ball point over charcoal. They will show control over the types of marks made. They will explore different textures and experiment with drawing on different surfaces. Children will draw from imagination but also begin to draw from observation. Children will investigate tone by drawing light and dark lines.



Vocabulary: draw, pastels, charcoal, ball point, light and dark lines,, qualities, line, tone, sketch, texture, surface, observation, imagination,

Possible artists of study: Vincent Van Gogh, Christopher

Wrenn

In Lower Key Stage 2 children will experiment with grades of pencil. Children will draw for a sustained period of time where they will plan, refine and alter their drawings as necessary. Children will use different media to achieve variations in line, texture, tone, colour, shape and pattern. Children experiment with different types of line to create a composition e.g. thick and thin, wavy, curved etc. They use cross hatch, stippling, scumbling and contour hatching to show 3D objects. Children develop shadows in their work. Children will use research to inspire drawings from memory and imagination. Children can draw whole sketches with detail of surroundings.



Vocabulary: gradient, shadow, cross hatch, stippling, 3D, tone, line, scale, arrangement, shading, blend, composition, precision, hatching, cross-hatching, scumbling, contour, shadow

Possible artists of study: Edgar Degas, Quentin Blake

In Upper Key Stage 2 children work for sustained periods from observation, experience and imagination. They manipulate and experiment with the elements of art: line, tone, pattern, texture, colour, shape. They demonstrate a wide variety of ways to make different marks with dry and wet media. Children use a range of different drawing media e.g. grades of pencil, ink, biro, pastel, charcoal. They can select different techniques for different purposes; shading, smudging etc.



Vocabulary: media, line, tone, pattern, texture, colour, shape, gradient, techniques, purpose, viewpoint, scale,

Possible artists of study: Bill Brandt, Mike Barrett, Frida Kahl, Henry Moore, L.S. Lowry

Painting Progression

In Nursery children to experiment with and use a range of colours. They use the names of colours and experiment in mixing them. They explore painting on dry and wet surfaces. They explore using brushes, rollers, hands, feet, sponges to paint and make marks. Children experience both large and small scale painting.

Vocabulary: paint, colour, mix, brush, roller, sponge, dry, wet, water



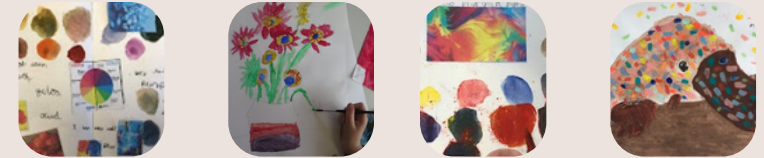
In reception children begin to understand that painting is different to drawing; painting is about covering space and use of colour. They experiment with different paint, brushes and brush sizes. Children name colours and become increasingly confident in mixing primary colours to make others. Children are introduced to artists and begin to paint 'in the style of' key artists.



Vocabulary: paint, primary colours, secondary colours, mix, add, experiment, artist, brush, brush size, space

Possible artists of study:

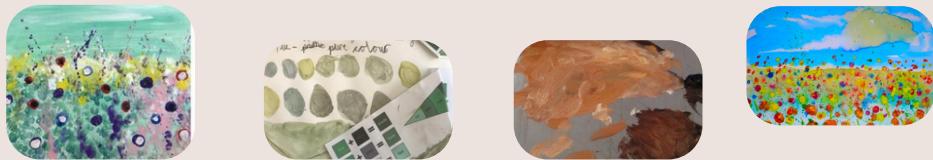
In Key Stage 1 children use different paint, brush sizes and shapes; experiment with tools and techniques – e.g. layering, scraping through, sponge brushes. Children confidently name colours, mix and match colours to objects. Children begin to experiment with black and white to make shades and tints. They begin to represent a time, season, place or mood using colour and painting techniques.



Vocabulary: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke

Possible artists of study: Tracey Keller

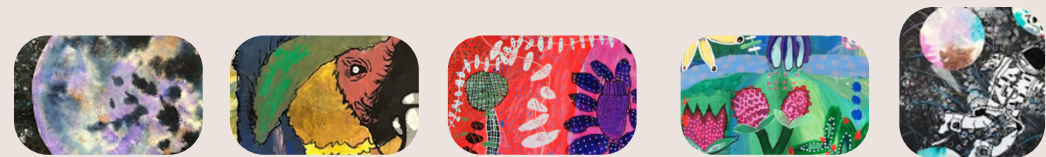
In Lower Key Stage 2 children choose paints and implements appropriately and experiment with a wider range of different effects – e.g. layering, scraping, colour blocking, washes, thickening paint, scratching, dotting and splashing. Children mix colours confidently and know which prime colours make secondary colours. They use light and dark within painting and begin to explore complimentary colours. Children experiment with tone, shade and tint. Children work confidently on different scales. Children experience using a wide range of paints, ready mix, watercolour and acrylic.



Vocabulary: colour blocking, washes, scratching, dotting, secondary colours, complimentary colours, tone, shade, tint

Possible artists of study: Vincent Van Gough, Yvonne Coomber

In Upper Key Stage 2 children test media and materials before independently employing a range of effects, including texture with sand/sawdust. Children demonstrate knowledge about primary/secondary colours, warm and cold, complimentary and contrasting colours. They create shades independently using black and white and show the effect of light and colour, texture and tone on natural and manmade objects. Create imaginative work from a variety of sources and show an awareness of painting composition.



Vocabulary: blend, mix, line, tone, shape, abstract, absorb, texture, complimentary, contrasting, tone, tint, shade, composition.

Possible artists of study: Bernadette Twomey,

Sculpture Progression

In Nursery, our sculpture activities are designed to ignite creativity and encourage hands-on exploration. Children will have the opportunity to work with a variety of materials such as clay, dough, and recycled objects to create simple, three-dimensional forms. These sessions help develop fine motor skills, hand-eye coordination, and spatial awareness, all while fostering imaginative thinking. Through sculpture, children learn about shapes, textures, and how to express ideas in a tactile way. This early introduction to art encourages personal expression, collaboration, and a love for creating with their hands



Vocabulary: playdough, cutter, junk model, glue, tape, rolling pin, smooth, shiny, rough, join, salt dough

In Reception, our sculpture curriculum focuses on handling, feeling, and manipulating a wide range of materials. Children engage in junk modelling, constructing and building from everyday objects, which helps them develop problem-solving skills and creativity. They experiment by pulling apart and reconstructing materials, exploring how different shapes and structures can be formed. Through both observation and imagination, children are encouraged to shape and model their creations, impressing and applying simple decorations to add personal touches.

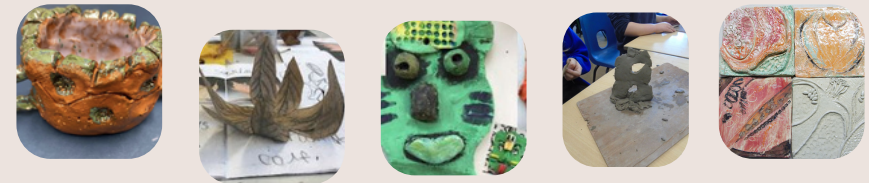


Vocabulary: clay, junk modelling, shape, structure, decoration, sculpture, model, prickly, flat, patterned, jagged, build, salt dough

Possible artists of study: Andy Goldsworthy

In Key Stage 1, children develop their skills in sculpture by manipulating clay for a variety of purposes, including creating thumb pots, simple coil pots, and imaginative models. They also learn to build textured relief tiles, gaining an understanding of how to add depth and detail to their creations.

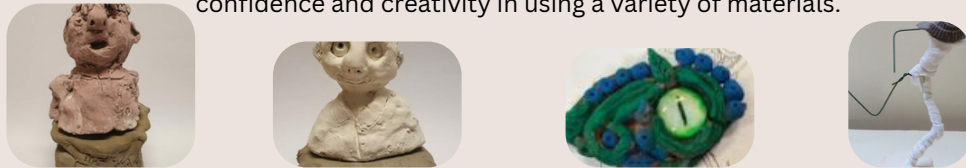
Students explore sculpture using recycled, natural, and man-made materials, becoming more confident in constructing and joining these elements to form unique pieces. Alongside creative exploration, children are taught the importance of safety and basic care when handling materials and tools, fostering responsibility and awareness as they work.



Vocabulary: rolling, shaping, joining, twisting, scratching, coiling, carve, sculptor, detail, texture, pattern, construct, structure, manipulate, 3D

Possible artists of study: Henry Moore, Barbara Hepworth, Kay Sekimachi

In Lower Key Stage 2, students continue to refine their sculpting skills by making informed choices about the techniques and materials they use. They learn to join clay effectively, construct simple bases for extending and modelling shapes. They also create simple paper mache objects, broadening their material exploration. Through these activities, students develop an understanding of shape, space, and form, while planning, designing, making, and adapting their models. They are encouraged to reflect on their work, discussing how it has been sculpted, modelled, or constructed. This hands-on approach helps them build confidence and creativity in using a variety of materials.



Vocabulary: form, model, shape, detail, impressed, human form, surface, scratch and slip, natural, manmade, proportion, decoration, ornate, symbolic

Possible artists of study: Giacometti, Alexander Calder, Yayoi Kusama

In Upper Key Stage 2, students enhance their understanding of sculpture by describing the different qualities involved in modelling, sculpture, and construction. They work with a variety of materials—recycled, natural, and man-made—to create increasingly complex sculptures. Students also develop their skills in using clay, including techniques like working with slabs, coils, and slips. Planning becomes an essential part of their process, with preparatory work such as drawing used to visualize and refine their ideas. Throughout the curriculum, students gain confidence and independence in creating sculptures and constructions, allowing for more personal expression and creative problem-solving.



Vocabulary: Mod Roc, wire, movement, realistic, proportion, balance, scale, composition, structure, flexible, pliable, hollow, solid, surface, plane, angle, attachment, relief, pose, position, gesture, repetition, intricate

Possible artists of study: Faith Bebbington, Anthony Gormley, Augusta Savage

Mixed Media Progression

In nursery children explore a variety of materials and techniques to unleash their creativity. They engage with different textures and colours, experimenting with items like paper, fabric, and natural elements. Through hands-on activities, they cut, glue, and layer materials, allowing them to express their ideas.



Vocabulary: paper, fabric, cut glue, on top

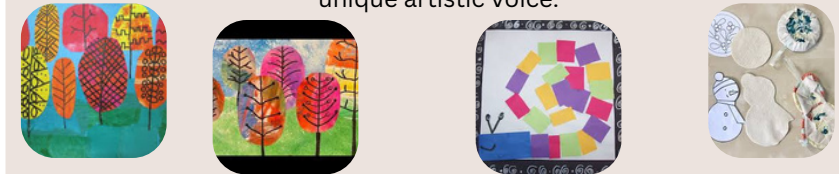
In Reception, children embark on an exciting journey of mixed media exploration, focusing on various textiles. They begin by investigating different fabrics, learning to appreciate their textures and colors. Through simple textile weaving activities, they develop fine motor skills while creating patterns. Children experiment with a variety of tools and joining techniques, such as cutting and gluing materials, to create vibrant collages. They are encouraged to express their ideas by cutting, gluing, and adding marks to their work, fostering creativity and self-expression.



Vocabulary: textile, material, pattern, joining, cutting, gluing, layering, weave

Possible artists of study: Megan Coyle, Eric Carle

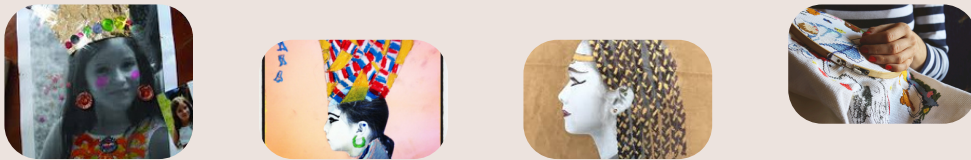
In Key Stage 1, children explore a variety of mixed media techniques, including embroidery, appliqué, and fabric crayons. They begin to experiment with different joining techniques, such as using thread and needle, cutting, gluing, and trimming materials. Through hands-on activities, students create vibrant collages using diverse media, adding marks and colours to represent their ideas. They also use sketchbooks to record their thoughts and inspirations, fostering their creativity and planning skills. This exploration not only enhances their artistic abilities but also builds confidence as each child discovers and showcases their unique artistic voice.



Vocabulary: collage, squares, gaps, mosaic, features, cut, place, arrange, textiles, fabric, weaving, woven, alternate, over, under, decoration, decorative, fabric crayons, sewing, running stitch

Possible artists of study: Eloise Renouf, Henry Matisse

In Lower Key Stage 2 children further develop their artistic skills through a variety of techniques, including weaving, fabric crayons, embroidery, and appliqué. They enhance their abilities in stitching, cutting, and joining materials, practicing techniques such as running stitch, back stitch, and cross stitch. Students experiment with overlapping and layering in their collages, using a range of media to create textured and dynamic artworks. They also utilize sketchbooks to collect and refine their ideas, encouraging thoughtful planning and creativity.



Vocabulary: collage, texture, folding, scoring, tearing, rolling, pinching, pleating, layering, mixed media, Juxtaposition, contrast, pattern, emphasise, running stitch, cross stitch, applique, embroidery

Possible artists of study: Elizabeth St Hilaire

In Upper Key Stage 2 In Upper Key Stage 2, pupils will expand their skills in collage and mixed media, using techniques like appliqué, drawing, cutting, painting, weaving, and layering to create more detailed and expressive artwork. They will apply these methods to express feelings and ideas, working with found and constructed materials to enhance creativity. Pupils will also collaborate on larger-scale projects, combining individual efforts into a unified piece. Through adding collage elements to painted, printed, or drawn backgrounds, and using a variety of media, pupils will explore different colours and textures to develop their ideas and produce thoughtful, multi-layered work.



Vocabulary: Typography, Lettering, Graphics, Design, Pictorial Maps, Identity, Symbols,, visual impact, scribbling, resist, abstract art, embellishment, resin, symmetry, back stitch,

Possible artists of study: Grayson Perry, Linda Gass

Sketch book Progression

In Reception children will use sketchbooks to explore ideas from observation, experience, and imagination. They will record their thoughts through mark-making and reflect on their own and others' artwork. Children will be encouraged to describe what they like and see in a piece of art and ask sensible questions about how it was made.



In Key Stage 1, children will use sketchbooks to explore and develop ideas from observation, experience, and imagination. They will keep notes and annotate their work, using post-it notes to reflect on changes made or ideas for future development. Children will learn to identify areas for improvement in their current work and think about how they can develop their artistic skills.



In Lower Key Stage 2, children will explore the roles and purposes of artists, craftspeople, and designers. They will use their sketchbooks to express their feelings about subjects, noting their likes and dislikes. Children will make notes on techniques used by different artists and begin to compare their work. They will keep notes to suggest improvements and understand what the artist is trying to express in their artwork. This will help deepen their appreciation of art and develop their own creative process.



In Upper Key Stage 2, children will use their sketchbooks to gather inspiration, explore various art media, and develop a deeper understanding of artistic techniques. Their sketchbooks will contain detailed notes and quotes, explaining their thoughts and ideas about specific artworks and techniques. Children will record their responses, review their own artwork, make modifications, and evaluate their progress.

