Annesley Primary & Nursery School Progression Map

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Art

At Annesley Primary and Nursery School, we believe that Art and Design is a vital part of every child's education. Our curriculum is designed to inspire creativity, curiosity and self-expression while equipping pupils with the knowledge, skills and confidence to become thoughtful and reflective artists. We aim to provide an ambitious, coherently sequenced curriculum that enables every child to develop both the practical techniques and the disciplinary understanding required to communicate ideas, emotions and experiences through art.

Our curriculum is carefully structured so that pupils progressively develop substantive knowledge of the formal elements of art, including line, shape, colour, tone, texture, pattern, form, space and composition. Alongside this, pupils develop disciplinary knowledge by learning how artists observe, experiment, refine, evaluate and communicate meaning through a wide range of media and techniques.

Throughout their artistic journey, pupils are taught to generate and develop original ideas through observation, imagination, experimentation and critical reflection. They learn to use sketchbooks purposefully to record observations, investigate materials, refine techniques and evaluate creative decisions. Increasing independence is fostered as pupils move from exploring techniques with guidance towards selecting, adapting and justifying artistic choices for different purposes and audiences.

By the end of Year 6, pupils leave Annesley Primary and Nursery School as confident, reflective and resilient artists who can draw upon an increasingly sophisticated knowledge of artistic techniques, processes and vocabulary to create original work, evaluate artistic outcomes and appreciate the cultural significance of art and design. They are well prepared to continue their artistic education at Key Stage 3 and beyond.

Our ARCHIE framework embeds six core values across our curriculum – Ambition, Resilience, Confidence, Honesty, Independence, and Equality. Below are how these values apply to Art at Annesley Primary & Nursery School:

A	Pupils are encouraged to develop their own ideas and styles, aspiring to create work that reflects their unique artistic voice. Our curriculum is carefully designed with a clear progression of skills, moving from simple techniques towards more complex ones as children advance through their school journey. This well-sequenced approach ensures pupils have repeated opportunities to revisit and build upon skills, deepening their artistic capability over time. Children are encouraged to take pride in their work, refining ideas through drafting, improving, and finishing pieces to a high standard rather than settling for their first attempt. By studying a diverse range of artists and designers, pupils aspire to professional standards of creativity and craftsmanship, understanding how art connects to the real world, careers, and cultures. This ambitious approach ensures that every child is inspired to reach beyond their current abilities and develop as a confident, skilled artist.
R	Children are encouraged to see errors as part of the creative process, developing the resilience to experiment, adapt, and try again when initial attempts don't achieve the desired result. Pupils learn to review their own work critically, respond constructively to feedback, and make meaningful changes that help them grow and improve over time. This resilient approach teaches children to value the creative process itself, not just the final outcome, understanding that sketching, planning, and revising are essential steps on the path to artistic achievement. By learning that mistakes are a natural and valuable part of the creative journey, pupils develop the perseverance needed to push through creative challenges, refine their technique, and produce work of increasing sophistication. This resilience empowers children to take creative risks, knowing that setbacks are opportunities for growth rather than reasons to give up.
C	Art provides pupils with a safe and supportive way to express their feelings, helping them build emotional strength alongside artistic confidence. As children see their skills developing through practice and guided instruction, this tangible progress helps build genuine self-belief in their creative abilities. Pupils gain confidence not only in their technical skill but also in sharing their artistic choices, explaining their creative decisions, and presenting their finished work to others. This growing confidence enables children to experiment more freely with new techniques and materials, knowing that their artistic voice is valued and that self-expression through art is both encouraged and celebrated. Through consistent opportunities to create, reflect, and share, pupils develop the self-assurance needed to see themselves as capable artists.
H	Children demonstrate honesty by giving genuine, thoughtful reflections and feedback on the work of their peers. Pupils learn to evaluate art constructively and truthfully, identifying both strengths and areas for development in a respectful and supportive manner. This honest approach extends to self-reflection, as children learn to assess their own work authentically, acknowledging what has been successful and where further refinement is needed. By fostering a culture of honest, constructive critique, we help pupils develop the integrity to give and receive feedback meaningfully, understanding that truthful reflection – rather than empty praise or excessive criticism – is what enables genuine artistic growth and mutual respect within the creative community.
I	Children are given opportunities to choose their own materials and techniques, helping them take ownership of their artistic learning and creative decisions. Pupils develop independence by making informed choices about how to approach a piece of work, selecting the tools and methods that best suit their creative vision. When challenges arise – such as materials not working as planned – pupils learn to think for themselves, problem-solve, and find their own solutions rather than relying solely on adult guidance. This growing independence empowers children to take creative risks, trust their own artistic judgement, and develop the self-directed learning habits that enable them to pursue their artistic interests both within and beyond the classroom.
E	Our art curriculum celebrates the diversity of different artists and art forms from a wide range of cultures, backgrounds, and historical periods, ensuring pupils encounter a genuinely representative view of artistic achievement. Through adaptive teaching, all children are supported to use materials and develop their skills, regardless of their starting point or additional needs. We ensure that every pupil has equal access to high-quality art experiences, resources, and opportunities to create, removing barriers that might otherwise limit participation. By exposing children to artists and art forms from diverse traditions, we help pupils see that creativity and artistic excellence exist in every culture, fostering both self-belief and respect for the artistic contributions of people from all backgrounds.

		EYFS	Key Stage 1		Key Stage 2			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Exploring and Developing Ideas	**Knowledge**	• Marks, colours, textures and materials can be used to communicate ideas and experiences. • Artists explore different ways of creating pictures and models. • There is no single "correct" way to create artwork. • Mistakes can lead to new ideas and discoveries. • Talking about their artwork helps explain what they have created.	• Artists collect ideas from observation, memory and imagination. • Artwork often develops through more than one attempt. • Different materials create different visual effects. • Artists look carefully at the work of others to inspire their own ideas. • Simple changes can improve a piece of artwork.	• Artists refine ideas through experimentation. • Observations can help improve accuracy. • Artists make deliberate choices about colour, line and texture. • Sketches can be used to develop ideas before producing final artwork. • Evaluating artwork helps improve future work.	• Artists use sketchbooks to observe, record, develop and refine ideas. • First-hand observation improves the accuracy and quality of artwork. • Experimentation helps artists solve creative problems. • Artists often revisit and improve their work over time. • Technical vocabulary supports discussion about artistic processes.	• Artists investigate multiple ideas before beginning a final outcome. • Experimentation allows artists to discover successful techniques. • Observations from different sources can be combined creatively. • Artists evaluate work throughout the creative process. • Sketchbooks provide evidence of artistic thinking.	• Artists investigate, select and adapt techniques for different purposes. • Artistic decisions are influenced by audience, subject matter and intention. • Experimentation supports innovation and originality. • Artists use critical evaluation to improve their work. • Sketchbooks are working documents that record artistic thinking.	• Artists continually refine ideas throughout the creative process. • Artistic techniques should be selected because they communicate specific intentions. • Evaluating artwork involves considering both technical success and creative impact. • Artists draw upon previous learning to develop original outcomes. • Sketchbooks document investigation, experimentation, reflection and refinement.
	Skills	• Explore a range of materials through play and experimentation. • Make choices about colours, materials and tools. • Talk about what they have created. • Begin to explain what they like about their own work. • Revisit and develop ideas during child-initiated play.	• Record simple ideas through drawing and discussion. • Explore different materials before making choices. • Respond positively to feedback. • Identify what they like about their own work. • begin to compare their work with that of artists they study.	• Collect visual information through observation. • Investigate different approaches before selecting one. • Refine ideas after discussion. • Use simple sketchbooks to record observations and ideas. • Describe similarities and	• Use sketchbooks regularly to record observations and develop ideas. • Investigate different media before deciding which is most suitable. • Respond positively to feedback and make purposeful improvements. • Explain artistic choices using appropriate vocabulary.	• Independently gather visual information from first-hand observation and secondary sources. • Use sketchbooks to investigate, compare and refine ideas. • Test different materials and techniques before making decisions. • Evaluate work throughout the creative process.	• Independently research artists and visual sources to inform their ideas. • Investigate multiple approaches before selecting appropriate techniques. • Justify artistic choices using subject-specific vocabulary. • Refine artwork through ongoing	• Independently generate, investigate and refine original ideas. • Confidently use sketchbooks to research, test, evaluate and improve their work. • Select techniques, materials and processes appropriate for their artistic intentions. • Justify creative decisions using sophisticated

				differences between artists and their own work using appropriate vocabulary.	• Compare their work with that of artists studied.	• Use increasingly precise technical vocabulary when discussing artwork.	evaluation and experimentation. • Provide constructive feedback that supports improvement.	technical vocabulary. • Critically evaluate their own work and that of others, identifying strengths, areas for development and the effectiveness of artistic choices.
		EYFS	**Key Stage 1**		**Key Stage 2**			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Drawing	**Knowledge**	• Marks can represent objects, people and ideas. • Different tools make different types of marks. • Lines can be straight, curved, thick, thin, long and short. • Pressing with different amounts of force changes the marks they make. • Drawing is a way of communicating ideas and experiences.	• Artists use different drawing materials for different purposes. • Line is one of the formal elements of art. • Varying line thickness creates different visual effects. • Careful observation improves drawing accuracy. • Simple shapes can be combined to create more complex drawings.	• Tone is created by changing the pressure applied to drawing materials. • Texture and pattern can be represented through repeated marks. • Artists use different media to achieve different effects. • Observation supports proportion and accuracy. • Drawings can be developed through repeated practice.	• Artists use tone to create the illusion of light and form. • Different grades of pencil produce different tonal qualities. • Shading techniques help create three-dimensional effects. • Sketchbooks are used to develop observational drawing. • Careful observation improves proportion and detail.	• Artists combine line, tone, texture and pattern to communicate meaning. • Proportion describes the relationship between different parts of an object. • Perspective creates the illusion of depth. • Composition influences how viewers experience artwork. • Different drawing media produce distinctive visual qualities.	• Artists select drawing techniques to achieve specific visual outcomes. • Hatching, cross-hatching, blending and stippling create different tonal effects. • Composition directs the viewer's attention. • Scale and proportion influence visual impact. • Artists adapt techniques according to subject matter and intention.	• Artists manipulate line, tone, texture, proportion, scale and composition to communicate meaning. • Drawing techniques can create atmosphere, movement and emotion. • Artists select media according to the intended purpose and audience. • Observational drawing provides the foundation for many artistic disciplines. • Evaluating and refining drawings leads to increasingly successful artistic outcomes.
	Skills	• Explore making marks using a wide range of drawing tools. • Experiment with different lines and shapes.	• Control pencils and other drawing media with increasing accuracy. • Create lines of different thickness and direction.	• Use pencils, chalk, charcoal and pastels with increasing control. • Create simple tonal variation through shading.	• Use a range of pencils to create tonal variation. • Apply simple shading techniques to suggest form. • Record observations	• Use shading to create depth and volume. • Apply proportion with increasing accuracy. • Begin to use simple perspective	• Confidently apply a range of shading techniques including hatching, cross-hatching, blending and stippling.	• Confidently manipulate a wide range of drawing media to achieve intended effects. • Combine observational and imaginative drawing

		• Begin to control drawing movements. • Talk about the marks they have created. • Use drawing during imaginative play.	• Observe simple objects before drawing them. • Add increasing detail to drawings. • Discuss their drawings using simple artistic vocabulary.	• Represent texture using lines, dots and repeated patterns. • Improve drawings following observation and feedback. • Compare their work with examples from artists.	accurately in sketchbooks. • Draw from first-hand observation with increasing precision. • Refine drawings following evaluation.	in observational drawings. • Combine a range of drawing media purposefully. • Investigate different compositions before producing final work.	• Select appropriate drawing media for different purposes. • Draw with increasing accuracy from observation. • Use composition to strengthen visual impact. • Justify artistic decisions using technical vocabulary.	to produce original outcomes. • Use advanced tonal techniques to create convincing form, depth and atmosphere. • Independently select and apply appropriate drawing techniques to fulfil artistic intentions. • Critically evaluate and refine their drawings, explaining and justifying improvements using precise artistic vocabulary.
		EYFS	**Key Stage 1**		**Key Stage 2**			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Painting	**Knowledge**	• Paint can be used to create pictures, patterns and marks. • Different colours can be seen in the world around them. • Paint can be applied using different tools. • Colours can help represent objects, feelings and ideas. • Mixing materials changes their appearance.	• The three primary colours cannot be made by mixing other colours. • Secondary colours are created by mixing two primary colours. • Artists use different brush sizes to achieve different effects. • Colour is one of the formal elements of art. • Careful brush control improves the quality of a painting.	• Adding white or black changes the tone of a colour. • Artists use warm and cool colours to create different effects. • Brushstrokes can create texture and movement. • Different painting media produce different finishes. • Planning colour choices improves a finished painting.	• Artists use colour to communicate mood and atmosphere. • Tonal variation creates depth and form. • Complementary colours create contrast. • Paint can be layered to achieve richer visual effects. • Colour choices influence how artwork is interpreted.	• Artists use composition and colour together to guide the viewer's attention. • Harmony and contrast affect the visual impact of a painting. • Different paint types (e.g. Watercolour and acrylic) have different properties. • Layering and blending create subtle transitions between colours. • Colour can communicate symbolism as well as realism.	• Artists deliberately manipulate colour, tone and composition to influence the viewer's emotional response. • Analogous, complementary and contrasting colour schemes create different visual effects. • Brushwork contributes to style and artistic expression. • Paint can be applied using a variety of techniques to create texture and movement.	• Artists select colour, composition, media and brushwork to communicate meaning, atmosphere and emotion. • Colour relationships can be manipulated deliberately to create emphasis, balance and visual impact. • Different painting techniques are suited to different artistic intentions. • Painters often refine work through multiple stages of evaluation and adaptation.

							• Evaluating colour choices strengthens artistic outcomes.	• Successful paintings combine technical skill with creative purpose.
	Skills	• Explore paint using hands, brushes and a range of tools. • Experiment with making different marks. • Choose colours for a purpose. • Talk about the colours they have used. • Create simple paintings inspired by their own experiences.	• Mix primary colours to create secondary colours. • Use brushes of different sizes with increasing control. • Apply paint evenly using simple brushstrokes. • Paint from observation and imagination. • Describe paintings using simple artistic vocabulary.	• Mix colours confidently to create lighter and darker tones. • Explore warm and cool colour palettes. • Create texture using a variety of brushstrokes. • Paint with increasing accuracy from observation. • Refine paintings following evaluation.	• Mix a wider range of colours accurately. • Apply paint in controlled layers. • Use tonal variation to suggest form. • Experiment with different brush techniques. • Explain colour choices using appropriate artistic vocabulary.	• Blend colours smoothly to create gradual transitions. • Use colour purposefully to create mood and atmosphere. • Apply a range of brush techniques with increasing precision. • Select appropriate painting media for different purposes. • Evaluate how successfully colour and composition communicate meaning.	• Confidently create and apply a range of colour schemes. • Select and manipulate painting techniques to achieve intended effects. • Combine layering, blending and textural techniques effectively. • Adapt colour choices throughout the creative process. • Justify artistic decisions using technical vocabulary.	• Independently select and manipulate painting techniques appropriate to their artistic intentions. • Create sophisticated colour palettes for specific purposes. • Confidently combine blending, layering and expressive brushwork. • Refine paintings through critical evaluation and experimentation. • Explain and justify artistic decisions using precise technical vocabulary and reference to artists studied.
		EYFS	**Key Stage 1**		**Key Stage 2**			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Sculpture	**Knowledge**	• Materials can be squeezed, rolled, pressed, pinched and stretched to change their shape. • Sculptures are three-dimensional and can be viewed from different angles. • Different materials feel different.	• Clay is a natural material that can be shaped while wet. • Sculptors use different techniques to manipulate clay. • Texture can be created by pressing, scratching and imprinting.	• Sculptors combine simple shapes to create more complex forms. • Coiling and joining techniques strengthen sculptures. • Texture can communicate different qualities and surfaces.	• Sculptors use form, shape and texture to communicate ideas. • Score-and-slip joining creates stronger clay constructions. • Sculptures require balance and stability. • Decorative techniques enhance	• Form describes the three-dimensional shape of a sculpture. • Sculptors consider space, balance and proportion when designing. • Different construction	• Sculptors deliberately select materials according to their properties. • Structural design affects the strength and stability of sculpture. • Texture, form and scale influence	• Sculptors manipulate form, scale, texture and space to communicate ideas and emotions. • Materials have different structural and aesthetic properties that influence artistic decisions.

		• Joining and shaping materials changes what can be created. • Sculpture can represent real and imaginary objects.	• Sculptures can be inspired by observations of the natural world. • Joining techniques help sculptures remain stable.	• Different sculptural materials have different properties. • Planning helps improve a final sculpture.	the visual impact of sculpture. • Sketchbooks can be used to plan three-dimensional work.	methods produce different effects. • Decorative detail can enhance meaning as well as appearance. • Sculptures can be created using a wide range of materials.	how sculpture is experienced. • Sculptors often develop maquettes before producing final pieces. • Finishing techniques enhance both appearance and durability.	• Successful sculpture balances technical skill with artistic intention. • Sculptural techniques can be adapted to solve creative and structural challenges. • Evaluating and refining designs improves artistic outcomes.
	Skills	• Explore malleable materials through play. • Manipulate dough and other materials using their hands. • Make simple models from imagination. • Investigate texture by pressing objects into materials. • Talk about the models they have created.	• Roll, pinch, flatten and shape clay with increasing control. • Create simple impressions using tools and natural objects. • Construct simple three-dimensional forms. • Explore texture through a variety of marks. • Describe their sculptures using simple artistic vocabulary.	• Manipulate clay using rolling, pinching, coiling and joining techniques. • Create sculptures by combining simple forms. • Add purposeful texture using a range of tools. • Begin to plan sculptures before making them. • Evaluate and improve their work during the making process.	• Confidently use rolling, coiling, pinching and score-and-slip techniques. • Construct sculptures from several joined components. • Use tools to create detailed surface texture. • Plan sculptures through observational sketches. • Refine work following evaluation.	• Design sculptures with increasing consideration of balance and proportion. • Apply slab, coil and score-and-slip techniques accurately. • Combine materials where appropriate. • Refine texture and decorative detail with precision. • Evaluate how effectively their sculpture communicates its intended idea.	• Independently select appropriate sculptural techniques. • Construct increasingly complex three-dimensional forms. • Use slab, coil and score-and-slip techniques confidently. • Experiment with mixed-media sculpture where appropriate. • Justify material and technique choices using technical vocabulary.	• Independently design, plan and construct original sculptures. • Confidently manipulate a range of sculptural materials and techniques. • Solve structural problems through testing and refinement. • Apply finishing techniques purposefully to achieve intended effects. • Evaluate and justify artistic decisions using sophisticated technical vocabulary.
		EYFS	**Key Stage 1**		**Key Stage 2**			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Collage	**Knowledge**	• Different materials have different colours, textures and shapes.	• Collage is created by arranging and attaching different materials.	• Artists combine texture, colour and shape to communicate ideas.	• Composition describes how visual elements are arranged.	• Artists use balance, contrast and focal points to strengthen compositions.	• Artists deliberately manipulate texture, scale and contrast to communicate ideas.	• Artists manipulate composition, texture, colour and space to

		• Materials can be torn, scrunched, folded and placed in different ways. • Combining materials creates new pictures and patterns. • Collage can represent real or imagined ideas. • Artists use many different materials to create artwork	• Artists choose materials to create particular visual effects. • Texture is one of the formal elements of art. • Overlapping creates depth. • Careful arrangement improves the finished artwork.	• Repeating shapes creates pattern. • Contrasting materials create visual interest. • Planning composition improves the overall outcome. • Natural and manufactured materials have different artistic qualities.	• Artists use layering to create depth and emphasis. • Texture contributes to both appearance and meaning. • Collage can combine drawing, painting and found materials. • Sketchbooks help artists plan compositions before creating final outcomes.	• Selecting materials carefully influences mood and meaning. • Mixed-media artwork combines multiple artistic techniques. • Positive and negative space influence composition. • Collage can communicate ideas as effectively as drawing or painting.	• Composition directs the viewer's attention. • Recycled and found materials can be used intentionally for both aesthetic and environmental purposes. • Artists select materials according to their visual properties. • Experimentation with composition strengthens artistic outcomes.	communicate meaning. • Materials contribute symbolic as well as visual qualities. • Mixed-media techniques allow artists to combine different artistic processes effectively. • Successful collage balances technical skill with artistic intention. • Evaluating and refining compositions improves the effectiveness of artwork.
	Skills	• Explore a range of papers, fabrics and natural materials. • Tear, scrunch and place materials independently. • Arrange materials before sticking them down. • Talk about the textures and colours they have chosen. • Create simple collages inspired by their own ideas.	• Cut and tear materials with increasing control. • Arrange materials before fixing them permanently. • Combine paper, fabric and found materials. • Create simple textured collages. • Describe their artwork using simple artistic vocabulary	• Create collages using a wider range of materials. • Overlap and layer materials purposefully. • Organise shapes to create balanced compositions. • Refine layouts before sticking. • Evaluate and improve their work during the creative process.	• Plan compositions using sketches. • Combine paper, fabric and mixed media confidently. • Layer materials to create depth and texture. • Experiment with different layouts before selecting a final composition. • Explain artistic choices using appropriate vocabulary.	• Create balanced compositions using a range of materials. • Combine collage with drawing and painting purposefully. • Manipulate materials to achieve specific visual effects. • Refine compositions throughout the creative process. • Evaluate how effectively composition communicates meaning.	• Independently select materials that support artistic intentions. • Combine mixed media confidently to create layered compositions. • Manipulate scale, texture and contrast purposefully. • Experiment with alternative compositions before making final decisions. • Justify artistic choices using technical vocabulary.	• Independently design and create original mixed-media collages. • Confidently manipulate a wide range of materials to achieve intended effects. • Combine collage, drawing and painting seamlessly where appropriate. • Refine compositions through critical evaluation and experimentation. • Explain and justify compositional and material choices using sophisticated artistic vocabulary.

		EYFS	Key Stage 1		Key Stage 2			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Printing	**Knowledge**	• Prints are made by pressing one surface onto another. • Different objects leave different marks and patterns. • Repeating marks creates patterns. • Colours can be transferred from one surface to another. • Artists use many different objects to create prints.	• Printing transfers an image from one surface to another. • Repeated shapes create rhythm and pattern. • Texture can be created through printing. • Artists use printing to produce multiple copies of an image. • Careful placement improves the quality of a print.	• Relief printing uses raised surfaces to create an image. • Artists combine shape, colour and repetition to create decorative designs. • Prints can include overlapping shapes and patterns. • Planning improves the accuracy of printed compositions. • Different printing tools create different effects.	• Relief printing creates repeated images from a carved or raised surface. • Printmakers plan designs carefully before making a printing block. • Registration helps printed images align correctly. • Layering prints creates more complex visual effects. • Sketchbooks can be used to develop print designs.	• Printmakers use different techniques for different artistic purposes. • Mono printing creates unique rather than repeated images. • Accurate registration improves multi-colour prints. • Positive and negative space influence printed compositions. • Artists select printing methods according to the desired outcome.	• Printmakers deliberately manipulate line, texture, colour and repetition to communicate ideas. • Layered printing creates increasingly sophisticated visual effects. • Registration is essential for producing accurate multi-layer prints. • Artists often combine printmaking with other artistic techniques. • Evaluating printed outcomes strengthens future design decisions.	• Printmakers select printing techniques according to artistic intention. • Repetition, texture, composition and colour influence how prints communicate meaning. • Successful printmaking requires careful planning, precision and evaluation. • Different printmaking processes produce distinctive visual qualities. • Artists adapt and refine printing techniques throughout the creative process.
	Skills	• Explore printing with everyday objects. • Make repeated prints using paint. • Notice similarities and differences between printed marks. • Experiment with colour and pattern. • Talk about the prints they have created.	• Create simple repeated prints using a range of objects. • Control paint application to produce clearer prints. • Create repeating patterns with increasing accuracy. • Experiment with colour combinations. • Describe printed artwork using	• Create simple relief prints using safe printing materials. • Repeat printed motifs accurately. • Combine colours and patterns purposefully. • Organise printed designs into balanced compositions. • Evaluate and refine their work during the printing process.	• design and create simple printing blocks. • produce consistent repeated prints. • begin to align prints using simple registration techniques. • experiment with layering colours. • evaluate the success of printed outcomes and refine designs.	• Create both relief and mono prints confidently. • Apply simple registration techniques accurately. • Layer colours to create depth and contrast. • Refine printing blocks following evaluation. • Explain printing choices using technical vocabulary.	• Independently design and produce relief and mono prints. • Confidently layer multiple colours using accurate registration. • Combine printing with drawing or collage where appropriate. • Refine designs through testing and experimentation. • Justify artistic decisions using	• Independently select appropriate printmaking techniques for a given purpose. • Confidently produce accurate multi-layered prints using effective registration. • Manipulate texture, line and colour to communicate artistic intentions. • Evaluate and refine printed outcomes

			simple artistic vocabulary.				technical vocabulary.	through critical reflection. • Explain and justify technical and creative decisions using sophisticated artistic vocabulary.
		EYFS	**Key Stage 1**		**Key Stage 2**			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Inspiration from greats (classic & modern)	**Knowledge**	• Artists create many kinds of artwork. • Artwork can look different because artists make different choices. • Artists use a range of colours, shapes and materials. • Artwork can tell stories and represent ideas. • People enjoy creating and looking at art.	• Artists, architects and designers create work for different purposes. • Artists use the formal elements of art (line, shape, colour and texture) to communicate ideas. • Artwork reflects the experiences and interests of its creator. • Artists can be inspired by the natural and built environment. • Every artist has their own recognisable style.	• Artists make deliberate choices about colour, pattern, texture and composition. • Artworks are influenced by different cultures and historical periods. • Architects design buildings for different purposes. • Designers solve problems through creativity. • Studying artists helps develop new artistic ideas.	• Artists communicate ideas, beliefs and experiences through their work. • Artistic styles change over time. • Historical events and culture influence artistic development. • Artists select media and techniques deliberately. • Architects, designers and craftspeople shape the environments in which we live.	• Artistic movements develop because artists influence one another. • Artists manipulate the formal elements to communicate meaning. • Architecture reflects cultural, historical and practical influences. • Designers balance function with appearance. • Artists refine ideas through experimentation and evaluation.	• Artists often challenge conventions and respond to social, cultural or historical issues. • Artistic movements have distinctive characteristics and influence future artists. • Designers and architects communicate ideas while solving practical problems. • Artists deliberately select media and techniques to achieve intended outcomes. • Studying artists supports creative decision-making.	• Artists, architects, designers and craftspeople reflect and influence society through their work. • Artistic movements evolve through innovation, experimentation and cultural change. • Artists make deliberate decisions about media, composition, colour, form and technique to communicate complex ideas. • Understanding historical and cultural context deepens interpretation of artwork. • Artists continually evaluate and refine their work throughout the creative process.
	Skills	• Look closely at a range of artworks. • Talk about colours, shapes and	• Identify artists and describe simple features of their work.	• Describe how artists achieve particular effects. • Compare artists from different	• Compare the work of artists using appropriate artistic vocabulary.	• Analyse how artists use colour, composition, form and texture.	• Analyse how artists communicate meaning through artistic choices.	• Critically analyse and evaluate artwork using precise artistic vocabulary.

		materials they notice. • Express simple preferences about artwork. • Respond creatively to artwork through their own making. • Begin to recognise that different artists have different styles.	• Recognise similarities and differences between artworks. • Use artistic vocabulary to describe what they see. • Explain simple preferences. • Create artwork inspired by artists studied.	cultures or periods. • Identify techniques used by artists. • Discuss how artwork makes them feel. • Adapt ideas from artists within their own work.	• Identify how media and techniques influence outcomes. • Explain how artists' backgrounds influence their work. • Make informed links between artists studied and their own artwork. • Record observations and research in sketchbooks.	• Compare artistic styles from different historical periods. • Explain how context influences artwork. • Apply techniques inspired by artists while developing original outcomes. • Evaluate similarities and differences between artistic approaches.	• Compare artists, architects or designers across periods and cultures. • Evaluate how artistic techniques influence the viewer. • Research artists independently using a range of sources. • Justify how artists have influenced their own creative decisions.	• Interpret artistic intentions using evidence from the artwork and its context. • Compare artists from different periods, cultures and movements, identifying similarities and differences. • Independently research and present findings about artists, architects, designers or craftspeople. • Confidently draw upon multiple artistic influences to create original work while explaining and justifying creative decisions.