Coleham Primary School ART Progression (cumulative knowledge) 2025-26

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
DETAILED ARTIST STUDY	• Know about the life of Jackson Pollock • To know what Pollock was famous for • To create art in the same style as Pollock	• Know about the life of Piet Mondrian • To know what Mondrian was famous for • To create art in the same style as Mondrian	• Know about the life of Vincent van Gogh • To know what van Gogh was famous for • To create art in the same style as van Gogh	• Know about the life of Frida Kahlo • To know what Kahlo was famous for • To create art in the same style as Kahlo	• Know about the life of Yayoi Kusama • To know what Yayoi Kusama is famous for • To create art in the same style as Yayoi Kusama	• Know about the life of Henri Matisse • To know what Matisse was famous for • To create art in the same style as Matisse	• Know about the life of Banksy • To know what Banksy is famous for • To create art in the same style as Banksy
PAINTING (& PRINTING [Y6])	• **LINE / FORM / SPACE:** Use a range of tools to create paint marks • **COLOUR:** Know the names of the primary colours and match colours to objects • **COLOUR:** Begin to mix primary colours • **FORM / SPACE:** Experiment with painting on different surfaces and discuss the effects of them • **LINE / FORM / SPACE / PATTERN:** Discuss famous paintings, their styles and the effects on the children. Attempt to recreate some famous art or unique art inspired by famous artists	• **COLOUR:** Name the primary colours and explain why they are primary • **COLOUR:** Mix colours together to create new colours (secondary colours) • **COLOUR:** Describe colours in terms of warm and cool • **LINE:** To create different brushstrokes	• **COLOUR:** Name the primary and secondary colours • **COLOUR:** Confidently mix colours together to create secondary colours • **COLOUR:** Add white and black • **LINE / TEXTURE:** Experiment with different brushes and strokes • **COLOUR / TEXTURE:** Use paints to explore texture	• **COLOUR:** To know how to make secondary and tertiary colours, including the adding of white and black • **COLOUR:** Mix colours beyond primary and secondary (tertiary) • **LINE / TEXTURE:** To use the Year 3 brushstrokes • **COLOUR / TEXTURE:** To use watercolour techniques to create art in a similar style (not copied) to O'Keefe	• **COLOUR:** To understand *tints* and *shades* • **COLOUR:** Understand and use complementary colours • **COLOUR / TEXTURE:** To be confident in the mixing of paint and to not require a full palette of pre-mixed paint • **LINE / TEXTURE:** To use the year 4 brushstrokes • **LINE / COLOUR / TEXTURE:** To paint in a similar style to Yayoi Kusama and Quentin Blake	• **COLOUR:** To understand ***tones*** as well as tints and shades • **COLOUR:** Apply understanding of colour to create colour pallettes similar to Matisse's *Fauvism* period. • **COLOUR / TEXTURE:** To be fully confident with mixing paints • **LINE / TEXTURE / FORM:** To use broad, dynamic brush strokes and avoid drawing out details first. • **LINE / COLOUR / TEXTURE / FORM:** To paint in a similar style to Matisse and other proponents of Fauvism.	• **COLOUR:** To be fully confident with prior learning re: colour mixing, tones, tints and shades, complementary colours etc • **SHAPE / FORM / SPACE:** To develop ideas in sketchbooks to build up larger pieces • **COLOUR / LINE / TEXTURE / FORM / SPACE:** To decide on materials to use when creating whole pieces of art • **PATTERN / SPACE / COLOUR:** To explore and comment on the art of designer William Morris • **SPACE / LINE / FORM / COLOUR:** To use printing techniques to create art inspired by William Morris
DRAWING & ILLUSTRATION	• **LINE:** Experiment and use graphic tools to create marks and lines of varying thickness • **LINE / FORM:** Begin to show control of graphic tools to represent shapes of objects • **PATTERN:** Produce patterns seen in the world around them in a variety of media • **LINE / FORM:** To draw a self-portrait	• **LINE:** Draw lines of varying thickness • **LINE / TEXTURE:** Create lines texture using dots and dashes • **FORM:** Draw in a way that is inspired by an artist/illustrator based on a studied book • **LINE / SHAPE / FORM:** Draw using a range of materials • **FORM / SHAPE:** Draw face features with accurate shapes • **FORM / SHAPE / SPACE / TEXTURE:** Create a still-life drawing with detail in terms of pattern and form	• **LINE / FORM:** Develop and experiment with line and form • **PATTERN / TEXTURE:** Use dots and lines to demonstrate pattern and texture • **LINE / FORM / SHAPE / PATTERN / TEXTURE:** Draw/sketch in a way inspired by particular artists/illustrators • **LINE / FORM / SHAPE / PATTERN / TEXTURE:** Draw with a wider range of materials • **LINE / FORM / SHAPE / PATTERN / TEXTURE:** Develop self-portrait techniques and sophistication • **LINE / FORM / SHAPE / PATTERN / TEXTURE:** Use	• **LINE / FORM / TONE / TEXTURE / SPACE:** Use a wide range of drawing pencils to show line, tone and texture, showing awareness of space • **PATTERN / TEXTURE:** Use shading techniques to show 3D objects and shadows • **LINE / FORM / SHAPE / PATTERN / TEXTURE:** Draw with a wider range of materials • **LINE / FORM / SHAPE / PATTERN / TEXTURE:** Develop self-portrait techniques and sophistication • **LINE / FORM / SHAPE / PATTERN / TEXTURE:** Apply learned techniques to record experiences through drawing	• **LINE / FORM / TONE / TEXTURE / SPACE:** Use all the pencil grades and choose the best one for a task • **PATTERN / TEXTURE:** Use sophisticated techniques for shading to show form and shadow • **LINE / FORM / SHAPE / PATTERN / TEXTURE:** Choose appropriate materials for drawing • **LINE / FORM / SHAPE / PATTERN / TEXTURE:** Comment on the style of a chosen artist and experiment with their style • **LINE / FORM / SHAPE / PATTERN / TEXTURE:** Develop self-portrait techniques and sophistication	• **LINE / FORM / TONE / TEXTURE / SPACE:** To incorporate different media into drawings: collage, paint, pencil, pastels etc • **LINE / FORM / SHAPE:** Develop sketching to a quick process to guide future pieces of art • **LINE / FORM / SHAPE / PATTERN / TEXTURE:** Use sketchbooks more regularly to collect ideas for pieces of painted art or sculpture • **FORM / SPACE:** To copy a picture using a grid. • **LINE / FORM / SHAPE / PATTERN / TEXTURE:** Comment on the style of an art movement and experiment with its style • **LINE / FORM / SHAPE / PATTERN / TEXTURE:** Further	• **LINE / FORM / TONE / TEXTURE / SPACE:** To choose which media to draw with and which media to incorporate • **LINE / FORM / SHAPE:** To practise life drawing: quick sketches of objects or people in a variety of poses. • **LINE / FORM / SHAPE / PATTERN / TEXTURE:** Use sketchbooks to collect ideas for pieces of painted art or sculpture • **FORM / SPACE:** To copy and enlarge a picture using a grid. • **LINE / FORM / SHAPE / PATTERN / TEXTURE:** Comment on the style of an artist (Warhol) and experiment with their style

Coleham Primary School ART Progression (cumulative knowledge) 2025-26

			drawing to record experiences		• **LINE / FORM / SHAPE / PATTERN / TEXTURE:** Apply learned techniques to record experiences through drawing	develop portrait techniques and sophistication • **LINE / FORM / SHAPE / PATTERN / TEXTURE:** Begin to focus on a key area of their drawing that needs development: shade, line, tone or form.	• **LINE / FORM / SHAPE / PATTERN / TEXTURE:** Further develop portrait techniques and sophistication and link to life drawing • **LINE / FORM / SHAPE / PATTERN / TEXTURE:** Focus on key areas of their drawing that needs development: shade, line, tone or form.
SCULPTURE	• **FORM / SPACE:** Know that art can be 3D • **FORM / SPACE:** To cut shapes with scissors • **FORM / SPACE / SHAPE :** To use simple materials to make 3D models • **FORM / SPACE / SHAPE:** Build a construction / sculpture using recycled materials	• **FORM / SPACE:** Know that art can be 3D • **LINE / FORM / SPACE:** To design their 3D art using drawing first • **FORM / SPACE / SHAPE / TEXTURE:** Create 3D art using clay and basic techniques • **FORM / SPACE / SHAPE:** To create nature sculpture: 3D pictures with natural material in the style of Andy Goldsworthy	• **FORM / SPACE:** Know more about sculpture: to know some famous statues and sculptors • **FORM / SPACE:** Explain how stone sculptures are made • **FORM / SPACE / SHAPE:** To comment on the work of Anthony Gormley and Barbara Hepworth • **FORM / SPACE / SHAPE:** To design and create Gormley/Hepworth-inspired art	• **FORM / SPACE:** Know about sculpture as an Ancient art and know some famous ancient sculptures • **FORM / SPACE / SHAPE:** To comment on sculpture of Ancient Egypt: how is was created, its purpose/effect • **FORM / SPACE / SHAPE:** To design and create Egyptian-inspired 3D art	• **FORM / SPACE / SHAPE:** To use papier mâché or modroc to create 3D models from designs	• **FORM / SPACE:** Know about Ancient Greek sculpture and pottery • **FORM / SPACE / SHAPE:** To comment on sculpture of Ancient Greece: how is was created, its purpose/effect • **FORM / SPACE / SHAPE:** To use pottery techniques to design and create Greek-inspired pottery	***No sculpture in Y6: extra printing unit in painting.***
ARCHITECTURE (Y5)						• **FORM / SPACE:** Know what architecture is • **FORM / SPACE / SHAPE:** To comment on famous architecture and what they find appealing / not appealing • **FORM / SPACE / SHAPE:** To know about Ancient Greek architectural styles • **FORM / SPACE / SHAPE [Drawing]:** To pick a style of architecture and design a similar building	
OTHER ARTISTS EXPLORED	• Stephen Wiltshire	• Andy Goldsworthy • Beatriz Milhazes	• Antony Gormley • Barbara Hepworth • John Klassen	• Georgia O'Keefe • Ancient Egyptian Scultpure	• Quentin Blake • Geroges Seurat • Aboriginal art • Chris Ofili	• Harriet Powers • Alison Lapper • Ancient Greek Art / Architecture	• Matt Sewel, Rory McCann, Lady Pink • William Morris • Andy Warhol