

St Charles' CVA Art and Design Knowledge Progression 2026–2027

Whole school progression at a glance

Class	Drawing / painting knowledge	Sculpture / craft knowledge	Artists, ideas & evaluation	Progression in artistic thinking
Haddon – Reception	Exploratory marks, colour and materials	Shape, join and manipulate materials	Encounter artists; express preferences	Explore, notice, talk and create
Chatsworth – Y1	Line/shape; brush control; colour	Paper form and simple structure	Respond to artists and make purposeful choices	Control tools and describe choices
Bolsover – Y2/3	Texture, collage, tone and observation	Develop stable structures and material choices	Composition, mood and detail	Experiment, select and refine
Melandra – Y3/4	Tone, texture, proportion; layered mixed media	Plan form, structure, surface and balance	Use sketchbooks and evaluate visual impact	Develop ideas with increasing intention
Peveril – Y4/5	Depth, emotion, expressive portraiture, print	Architecture and design response	Identity, symbolism, artist influence	Analyse, combine techniques and refine
Hardwick – Y6	Independent expressive drawing; advanced watercolour	Photography/digital craft and presentation	Personal viewpoint, audience and critical evaluation	Work independently with artistic intention

Haddon Class – Reception

Art Knowledge Progression

Term / unit	Builds on	Knowledge progression	Art and design skills / application	Key vocabulary	Where this leads next
Across the year – Drawing: Marvellous marks	Children's sensory exploration and early mark making.	Know that different tools create different marks; lines and shapes can communicate ideas; marks can be made on different surfaces; artists make choices about tools and materials.	Explore pencils, chalk, crayons and other media; make straight, curved, wavy and repeated marks; vary pressure and movement; talk about marks and choices.	mark; line; shape; tool; material; pressure; pattern; artist	Directly prepares pupils for Year 1 Exploring line and shape.
Across the year – Painting and mixed media: Paint my world	Exploring colour, texture and materials through play.	Know that colours can be mixed; paint can be applied with different tools; artists use colour and materials to express ideas and feelings; mixed media combines materials.	Mix and apply colour; explore brush and non-brush tools; combine paint with collage materials; respond to artwork and explain preferences.	paint; colour; mix; brush; texture; collage; artist; artwork	Prepares pupils for controlled brushwork and purposeful colour choices in Year 1.
Across the year – Sculpture and 3D / craft exploration	Building, joining and manipulating materials in continuous provision.	Know that materials can be shaped, folded, cut and joined; 2D materials can become 3D forms; artists and makers use materials in different ways.	Manipulate paper, card, clay and found materials; join and construct; explore texture and form; share and evaluate creations.	sculpture; 3D; form; join; fold; cut; model; texture; material	Provides foundations for Year 1 Paper play and later craft/design work.

Chatsworth Class – Year 1
Art Knowledge Progression

Term / unit	Builds on	Knowledge progression	Art and design skills / application	Key vocabulary	Where this leads next
Advent – Drawing: Exploring line and shape	Reception Marvellous marks and control of simple drawing tools.	Know that lines can be straight, curved, wavy, dashed, dotted or zigzag; lines can join to make shapes; some shapes are organic; pressure changes tone; artists use line and shape deliberately.	Experiment with drawing media; control line and pressure; identify shapes in objects/artwork; draw from observation; combine line and shape in an artist-inspired outcome.	line; shape; organic; geometric; pressure; tone; charcoal; pastel; artist; observation	Builds towards Year 2/3 drawing where tone, texture and proportion become more deliberate.
Lent – Painting and mixed media: Learning about paint and brush control	Reception colour mixing and exploratory painting.	Know how brush size, amount of paint and movement affect marks; colours stay brighter when tools are kept clean; artists such as Alma Thomas use repeated colour and brush marks intentionally.	Hold and control brushes; load paint appropriately; make varied brushstrokes; keep colours clean; plan and produce a simple painting; discuss choices.	paint; brush; brushstroke; control; colour; palette; mix; primary; mark; Alma Thomas	Prepares pupils for purposeful colour mixing, texture and collage.
Pentecost – Sculpture and 3D: Paper play	Reception shaping, folding and joining materials.	Know that paper/card can be rolled, folded, scrunched and shaped into 3D forms; structures need secure joins; artists/designers can transform simple materials into sculpture.	Roll, fold, cut and join paper; create tubes and structures; experiment with balance and form; plan and construct a collaborative or individual sculpture.	sculpture; 3D; structure; form; roll; fold; join; tube; balance; paper	Leads to more complex joining, modelling and structural choices in KS2 sculpture.

Bolsover Class – Years 2 and 3
Art Knowledge Progression

Term / unit	Builds on	Knowledge progression	Art and design skills / application	Key vocabulary	Where this leads next
Advent – Painting and mixed media: Exploring texture with paint and collage	Year 1 paint control, colour choices and simple collage.	Know artists use colour and texture to communicate ideas; distinguish warm and cool colours; recognise real and visual texture; tools, layering and materials create different effects; composition and detail can strengthen meaning.	Mix/select warm and cool colours; create textured painted papers; collect texture ideas; layer and overlap collage; refine composition and add purposeful detail.	texture; collage; composition; warm; cool; layer; overlap; detail; mood; tool	Builds towards increasingly controlled painting, mixed media and purposeful composition.
Lent – Sculpture and 3D: Paper play	Year 1 paper manipulation and joining, revisited with greater independence.	Know that flat materials can be manipulated into stable 3D structures; joining method affects strength; form, surface and arrangement influence a sculpture's effect.	Develop folding, rolling, cutting and joining; test stability; combine repeated forms; make independent material choices; evaluate and refine construction.	sculpture; form; structure; join; stable; surface; manipulate; construct; refine	Supports more ambitious KS2 sculpture using varied materials and structural problem-solving.
Pentecost – Drawing: Developing drawing skills	Year 1 line, shape, observation and basic tone.	Know that drawing materials make different marks; tone can show light/dark and form; texture can be suggested through mark making; proportion helps drawings look convincing; sketching is a process of observing and refining.	Use a wider range of drawing media; shade to create tone; create texture through marks; observe proportion; sketch lightly, adjust and refine; use sketchbooks to record ideas.	tone; texture; proportion; shading; observation; sketch; refine; mark; light; dark	Prepares pupils for Melandra's explicit work on tone, texture and proportion.

Melandra Class – Years 3 and 4
Art Knowledge Progression

Term / unit	Builds on	Knowledge progression	Art and design skills / application	Key vocabulary	Where this leads next
Advent – Sculpture and 3D models	Earlier paper sculpture, joining and structural exploration.	Know sculptors make choices about form, scale, material, texture and balance; armatures or structures can support 3D work; surfaces can be altered to communicate ideas.	Plan from more than one viewpoint; build and strengthen forms; join materials securely; add surface texture/detail; evaluate structure and visual impact.	sculpture; model; form; scale; structure; armature; texture; surface; balance; join	Leads to upper-KS2 sculpture where purpose, installation and audience become more important.
Lent – Painting and mixed media	Prior paint control, warm/cool colour, texture and collage.	Know colour relationships can create mood and contrast; layers and mixed media can change visual effects; composition involves purposeful placement; artists combine materials and processes to communicate meaning.	Mix colours with increasing accuracy; layer paint/media; select tools for effects; develop compositions in sketchbooks; refine work in response to evaluation.	mixed media; layer; contrast; composition; colour; tone; texture; medium; refine; evaluate	Prepares pupils for expressive portraiture and sophisticated watercolour/mixed-media work.
Pentecost – Drawing: Exploring tone, texture and proportion	Bolsover developing drawing skills: observation, shading and texture.	Know tonal value creates three-dimensional form; mark-making can suggest different surfaces; proportion describes size relationships; artists use observation and sketchbook experimentation to refine drawings.	Create tonal gradients; use hatching/cross-hatching and varied marks; observe proportion; compose and refine drawings; annotate sketchbook experiments.	tone; tonal value; texture; proportion; hatching; cross-hatching; form; observation; sketchbook; refine	Directly prepares for Year 5 Depth, emotion and movement.

Peveril Class – Years 4 and 5
Art Knowledge Progression

Term / unit	Builds on	Knowledge progression	Art and design skills / application	Key vocabulary	Where this leads next
Advent – Drawing: Depth, emotion and movement	Secure use of tone, texture, proportion and sketchbook refinement.	Know line can communicate movement/emotion; composition uses focal point and balance; tone and overlapping/mark-making create depth; printmaking can translate and develop a drawing.	Use expressive line and colour; organise focal point and balance; combine marks for depth; design and make a printing plate; print, reflect and improve.	depth; emotion; movement; focal point; balance; foreground; background; tone; printing plate; composition	Prepares pupils for independent, expressive drawing and personal visual language in Year 6.
Lent – Painting and mixed media: Expressive portraits	Controlled colour mixing, layering, composition and expressive drawing.	Know self-portraits can communicate identity; symbolism, words, colour and mark-making can express ideas; monoprint and painting can be combined; artists make deliberate stylistic choices.	Explore portrait proportion; experiment with words/symbols; use expressive colour; make monoprints; combine techniques in a layered mixed-media portrait; evaluate meaning.	portrait; self-portrait; identity; symbolism; expressive; monoprint; mixed media; composition; layer; style	Builds towards Year 6 art that communicates personal viewpoints and complex ideas.
Pentecost – Craft and design: Architecture	Experience of drawing, structure, pattern, print and design decisions.	Know architecture combines function and aesthetics; architects respond to place, users and materials; perspective and print can communicate architectural ideas; designs develop through research, sketching, modelling and evaluation.	Observe and draw buildings; explore perspective; make prints; research architects; generate and refine designs; create a model/design response to a brief.	architecture; architect; structure; perspective; elevation; design; function; aesthetic; print; model	Supports independent design thinking and evaluation at the end of KS2.

Hardwick Class – Year 6

Art Knowledge Progression

Term / unit	Builds on	Knowledge progression	Art and design skills / application	Key vocabulary	Where this leads next
Advent – Drawing: Expressive ideas	Year 5 expressive line, composition, depth, movement and print.	Know artists use drawing to communicate viewpoints, emotions and ideas; scale, composition, line, tone and mixed drawing media can be manipulated intentionally; sketchbooks support independent experimentation and refinement.	Select media independently; develop personal mark-making; alter scale/composition; combine observational and imaginative drawing; critically refine ideas and final outcomes.	expressive; viewpoint; composition; scale; tone; mark-making; medium; intention; refine; sketchbook	Culminates primary drawing progression and prepares pupils for increasingly independent KS3 practice.
Lent – Painting and mixed media: The world in watercolours	Expressive portraits, purposeful colour and layered mixed media.	Know watercolour properties differ from opaque paint; water, pigment, layering and resist techniques affect transparency and intensity; artists use watercolour and mixed media in varied ways to communicate atmosphere and place.	Control water-to-pigment ratio; use washes, gradients and layering; experiment with resist/texture; combine media; make purposeful colour/composition decisions; evaluate effects.	watercolour; wash; pigment; transparent; gradient; layer; resist; intensity; atmosphere; mixed media	Extends technical control and experimentation ready for KS3 painting.
Pentecost – Craft and design: Photo opportunities	Architecture, digital media experience and purposeful composition.	Know photography is an artistic medium involving composition, viewpoint, light, focus and editing; photographs can communicate messages and can be manipulated; artists/designers select and present images for purpose and audience.	Frame and compose photographs; vary viewpoint and light; select images; edit/crop responsibly; combine photography with other media; curate and evaluate a final presentation.	photography; composition; viewpoint; crop; focus; light; edit; image; audience; curate	Completes primary Art and Design by combining independent artistic intention, digital media and critical evaluation.

Whole-school progression at a glance