



Progression of Knowledge & Skills Overview 2025/26

Last updated: 02.09.2025 [Simon Russell](#)

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Progression of Knowledge & Skills

	N	R	Y1	Y2
Drawing				
Mark-making	<p>Explore mark-making in different surfaces such as sand, mud playdough and rice with fingers or sticks (Line, Texture).</p> <p>Begin to draw simple closed shapes that could represent objects, e.g. a circle for a face (Line, Shape).</p>	<p>Explore mark-making in different surfaces such as sand, mud playdough and rice with fingers or sticks (Line, Texture).</p> <p>Begin to draw simple closed shapes that could represent objects, e.g. a circle for a face (Line, Shape).</p>	<p>Draw different lines by varying the control and pressure, e.g. straight, wavy, zig zags, broken, lighter, darker, etc (Line, Pattern).</p> <p>Notice 2D shapes within objects and how they can be used to form the 'bones' of a drawing (Shape).</p> <p>Draw and combine geometric shapes (Line, Shape).</p> <p>Identify known shapes (in different sizes and orientations*) in objects, scenes or images they wish to draw (Shape, Line).</p>	<p>Use and describe more complex lines and marks that might begin to reflect texture, e.g. overlapping, varying speed and varying pressure (Line, Texture).</p> <p>Recognise that shapes and marks can be refined rather than accepting the first attempt (Line, Shape).</p> <p>Compose more complex drawings by combining shapes (Shape, Space).</p>

Shading	Describe when colouring is lighter or darker (Tone).	Describe when colouring is lighter or darker (Tone).	Apply more pressure when drawing or colouring to create a darker tone (Tone). Create an area with a single, consistent tone when colouring/shading (Tone).	Use shading to show light and dark areas (Tone). Use the same tool to colour/shade different tones by adjusting pressure (Tone).
Spatial awareness	Make lines and marks on paper, staying within the boundaries of the page (Space).	Make lines and marks on paper, staying within the boundaries of the page (Space).	Demonstrate a growing spatial awareness to represent the position and size of objects, e.g. grounded trees (Space).	Develop spatial order by recognising objects in proportional relationship to each other, e.g. flowers are smaller than people (Shape, Space).
So they can	<i>Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</i> <i>Begin to develop observational skills (for example, by using mirrors to include the main features of faces)</i>		<p>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</p> <p>Make choices about which materials to use to create an effect.</p> <p>Develop observational skills to look more closely.</p>	<p>Further demonstrate increased control with a greater range of media.</p> <p>Make choices about which materials and techniques to use to create an effect.</p> <p>Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p>
	Y3	Y4	Y5	Y6
Mark-making	Use and apply more complex lines and marks to represent texture, tone, pattern, etc, and describe their qualities, e.g. thick and thin (Line, Texture, Tone, Pattern).	Use lines and marks to represent texture, pattern and light in a creative and expressive way, e.g. using bold, quick lines to depict rough texture or swirling marks to represent swaying grass (Line).	Use lines and marks in a creative way that might look more expressive and gestural, e.g. showing the essence of movement or emotion (Line).	Explore the expressive qualities of line as part of their iterative process (Line, Shape, Texture). Consider the desired line quality in their artwork and thoughtfully choose materials and techniques to best achieve this effect (Line, Shape, Form, Texture, Tone, Pattern).

	<p>Recognise more organic shapes within objects (shape).</p> <p>Attempt to draw 3D forms using line and shape (Line, Form, Shape).</p>	<p>Represent geometric 3D shapes more accurately and begin to include organic forms (Line, Shape, Form).</p> <p>Use a more diverse range of marks to convey a subject's form (Line, Tone, Form).</p> <p>Combine lines and marks to create light and dark areas of a drawing (Tone).</p>	<p>Capture the essence of a subject through lines and marks rather than precise form, e.g. communicating emotion or emphasising certain elements of a composition (Line).</p> <p>Describe the quality of lines, including identifying the movement conveyed by different lines, e.g. sweeping lines to suggest a flowing motion, sharp to suggest speed (Line).</p> <p>Identify qualities and techniques that resonate and begin to develop personal style and preferences (Line, Shape, Form, Texture, Tone, Pattern).</p>	
Shading	<p>Place tonal shading by experimenting and recognising how it can help to show that a shape has form (Shape, Form, Tone).</p>	<p>Recognise the impact of light on form (e.g. where it hits 3D objects and where shadows form) (Shape, Form, Tone).</p> <p>Start to depict an object's form with tonal shading, highlighting the presence and absence of light (Form, Tone).</p> <p>Create a gradation effect, smoothly transitioning from</p>	<p>Refine tonal shading to show greater graduations in tone (Tone, Form).</p> <p>Blend to smooth transitions in tone (Tone).</p> <p>Use shading techniques such as cross hatching, to create texture as well as depth (Tone, Texture, Form).</p>	<p>Further develop shading techniques by creatively selecting and combining tools and techniques to align with their artistic intentions (Tone, Form, Texture, Pattern).</p>

		light tones, to mid tones, to dark tones (Tone).		
Spatial awareness	<p>Sketch out an idea or composition using short, fast, light strokes and 2D shapes (Space, Shape, Line).</p>	<p>Sketch to plan the placement of their composition elements for visual effect (Space).</p> <p>Draw more accurately in relative size/proportion (Space).</p> <p>Recognise whether something is in the foreground or background of a composition and how size can show distance (Space).</p>	<p>Use sketching to experiment with ideas, layout and shading. (Space)</p> <p>Consider balance and symmetry / asymmetry in compositions (Space).</p> <p>Start using size to develop a foreground, midground and background in compositions (Space).</p>	<p>Find a point in the distance to draw from (one-point perspective) (Space, Line).</p> <p>Scale drawings up or down while aiming to keep proportion (Space).</p>
So they can	<p>Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</p> <p>Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form.</p>	<p>Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D forms.</p> <p>Use growing knowledge of different materials, combining media for effect. Apply observational</p>	<p>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</p> <p>Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p>	<p>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas.</p>

		<i>skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</i>		
	N	R	Y1	Y2

Painting and mixed media

	<p>Explore paint, using hands as a tool.</p> <p>Describe colours and textures as they paint.</p> <p>Explore what happens when paint colours mix.</p> <p>Make natural painting tools.</p> <p>Investigate natural materials eg paint, water for painting.</p> <p>Explore paint textures, for example mixing in other materials or adding water.</p> <p>Respond to a range of stimuli when painting.</p> <p>Use paint to express ideas and feelings.</p> <p>Explore colours, patterns and compositions when combining materials in collage.</p>	<p>Combine primary coloured materials to make secondary colours.</p> <p>Mix secondary colours in paint.</p> <p>Choose suitable sized paint brushes.</p> <p>Clean a paintbrush to change colours.</p> <p>Print with objects, applying a suitable layer of paint to the printing surface.</p> <p>Overlap paint to mix new colours.</p> <p>Use blowing to create a paint effect.</p> <p>Make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour.</p>	<p>Mix a variety of shades of a secondary colour.</p> <p>Make choices about amounts of paint to use when mixing a particular colour.</p> <p>Match colours seen around them.</p> <p>Create texture using different painting tools.</p> <p>Make textured paper to use in a collage.</p> <p>Choose and shape collage materials eg cutting, tearing.</p> <p>Compose a collage, arranging and overlapping pieces for contrast and effect.</p> <p>Add painted detail to a collage to enhance/improve it.</p>
So they can	<p>Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</p> <p>Begin to develop observational skills (for example, by using mirrors to include the main features of faces)</p>	<p>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</p> <p>Make choices about which materials to use to create an effect.</p>	<p>Further demonstrate increased control with a greater range of media.</p> <p>Make choices about which materials and techniques to use to create an effect.</p> <p>Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour,</p>

			Develop observational skills to look more closely.	pattern, texture, line, shape, form and space) in their work
	Y3	Y4	Y5	Y6
Methods, techniques, media and materials	<p>Mix a tint and a shade by adding black or white.</p> <p>Use tints and shades of a colour to create a 3D effect when painting.</p> <p>Apply paint using different techniques eg. stippling, dabbing, washing.</p> <p>Choose suitable painting tools.</p> <p>Arrange objects to create a still life composition.</p> <p>Plan a painting by drawing first. Organise painting equipment independently, making choices about tools and materials.</p>	<p>Mix a tint and a shade by adding black or white.</p> <p>Use tints and shades of a colour to create a 3D effect when painting.</p> <p>Apply paint using different techniques eg. stippling, dabbing, washing.</p> <p>Choose suitable painting tools.</p> <p>Arrange objects to create a still life composition.</p> <p>Plan a painting by drawing first.</p> <p>Organise painting equipment independently, making choices about tools and materials.</p>	<p>Develop a drawing into a painting. Create a drawing using text as lines and tone.</p> <p>Experiment with materials and create different backgrounds to draw onto.</p> <p>Use a photograph as a starting point for a mixed-media artwork.</p> <p>Take an interesting portrait photograph, exploring different angles.</p> <p>adapt an image to create a new one.</p> <p>Combine materials to create an effect.</p> <p>Choose colours to represent an idea or atmosphere. Develop a final composition from sketchbook ideas.</p>	<p>Develop a drawing into a painting. Create a drawing using text as lines and tone.</p> <p>Experiment with materials and create different backgrounds to draw onto.</p> <p>Use a photograph as a starting point for a mixed-media artwork.</p> <p>Take an interesting portrait photograph, exploring different angles.</p> <p>adapt an image to create a new one.</p> <p>Combine materials to create an effect.</p> <p>Choose colours to represent an idea or atmosphere. Develop a final composition from sketchbook ideas.</p>
So they can	<p>Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</p> <p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p>		<p>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</p> <p>Combine a wider range of media, eg photography and digital art effects.</p> <p>Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p>	

	N	R	Y1	Y2
Painting and mixed media				
	<p>Explore the properties of clay.</p> <p>Use modelling tools to cut and shape soft materials eg. playdough, clay.</p> <p>Select and arrange natural materials to make 3D artworks.</p> <p>Talk about colour, shape and texture and explain their choices.</p> <p>Plan ideas for what they would like to make.</p> <p>Problem-solve and try out solutions when using modelling materials.</p> <p>Develop 3D models by adding colour.</p>	<p>Roll and fold paper.</p> <p>Cut shapes from paper and card.</p> <p>Cut and glue paper to make 3D structures.</p> <p>Decide the best way to glue something.</p> <p>Create a variety of shapes in paper, eg spiral, zig-zag.</p> <p>Make larger structures using newspaper rolls</p>	<p>Smooth and flatten clay.</p> <p>Roll clay into a cylinder or ball.</p> <p>Make different surface marks in clay.</p> <p>Make a clay pinch pot.</p> <p>Mix clay slip using clay and water.</p> <p>join two clay pieces using slip.</p> <p>Make a relief clay sculpture.</p> <p>Use hands in different ways as a tool to manipulate clay.</p> <p>Use clay tools to score clay.</p>	
So they can	<p>Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</p> <p>Cut, thread, join and manipulate materials safely, focussing on process over outcome.</p> <p>Begin to develop observational skills (for example, by using mirrors to include the main features of faces.)</p>	<p>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</p> <p>Explore and analyse a wider variety of ways to join and fix materials in place.</p>	<p>Further demonstrate increased control with a greater range of media.</p> <p>Make choices about which materials and techniques to use to create an effect.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p>	
	Y3	Y4	Y5	Y6
	Join 2D shapes to make a 3D form.		Make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials.	Translate a 2D image into a 3D form.
	Join larger pieces of materials, exploring			Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping).

	<p>what gives 3D shapes stability.</p> <p>Shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea.</p> <p>Identify and draw negative spaces.</p> <p>Plan a sculpture by drawing.</p> <p>Choose materials to scale up an idea.</p> <p>Create different joins in card eg. slot, tabs, wrapping.</p> <p>Add surface detail to a sculpture using colour or texture.</p> <p>Display sculpture.</p>		<p>Try out ideas on a small scale to assess their effect.</p> <p>Use everyday objects to form a sculpture. Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them.</p> <p>Try out ideas for making a sculpture interactive.</p> <p>Plan an installation proposal, making choices about light, sound and display.</p>	<p>Manipulate cardboard to create different textures.</p> <p>Make a cardboard relief sculpture.</p> <p>Make visual notes to generate ideas for a final piece.</p> <p>Translate ideas into sculptural forms.</p>
So they can	<p>Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</p> <p>Use hands and tools confidently to cut, shape and join materials for a purpose.</p> <p>Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p>		<p>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</p> <p>Combine a wider range of media, eg photography and digital art effects.</p> <p>Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p>	<p>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <p>Combine materials and techniques appropriately to fit with ideas.</p> <p>Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.</p>
