

Whole-School Art & Design Progression Map | EYFS to Year 6

Built from the EYFS medium-term planning and Y1/2, Y3/4 and Y5/6 Art & Design MTPs (Cycles A and B).

1. Creative Process & Sketchbook Habits

Aspect	EYFS	Y1/2	Y3/4	Y5/6
Explore & respond	Explore materials freely; develop own ideas; explore/refine artistic effects; talk about creations and processes.	Explore artists through first impressions; notice techniques; use sketchbooks for marks, colour, pattern and simple responses; talk about likes/noticing.	Record first impressions in sketchbooks using words, shapes, drawn details, annotations and comparisons; investigate techniques before making.	Use sketchbooks to analyse subject, media, colour, movement/style, similarities/differences and personal response; select and refine techniques for an intended outcome.
Develop & refine	Return to ideas; choose materials; create collaboratively; share ideas/resources/skills.	Experiment with tools/materials and develop control; begin to evaluate work and make changes.	Build on prior techniques; investigate alternatives and refine ideas as work develops.	Select the most appropriate tools/techniques; refine and improve work to create higher-quality outcomes.
Talk about art	Express ideas/feelings through making and drawing; share creations and explain the process used.	Use taught vocabulary to describe what they notice in artists' work and their own work.	Compare techniques, colours, style, subject and effects; explain preferences and observations.	Compare artists/movements and explain choices, effects, intentions and refinements using increasingly precise vocabulary.

2. Drawing Progression

Aspect	EYFS	Y1/2	Y3/4	Y5/6
Line & mark	Make marks with increasing control; create closed shapes with continuous lines; draw with increasing complexity/detail.	Draw lines of varying thickness; use dots and lines for pattern/texture; line drawing and detail.	Show line, tone and texture using different pencil hardness; develop contour lines and awareness of space.	Use a variety of techniques for effects; use line and contour with increasing control; select appropriate tools.
Tone, light & texture	Observe details and patterns; use drawing to represent ideas, including movement.	Develop shading/toning; begin light and shade; hatching and cross-hatching appear in Year B work.	Use shading to show light/shadow; develop hatching/cross-hatching, tone, texture and 3D form.	Use shadows, reflection, hatching and cross-hatching; smudge/blend and vary marks to achieve effects.

Aspect	EYFS	Y1/2	Y3/4	Y5/6
Space, form & perspective	Represent objects using shapes; draw observed features such as faces, animals and natural objects.	Use size and space; observational drawing and simple composition vocabulary.	Show awareness of space and viewpoint; use shape/form and contour to create 3D qualities.	Depict movement and perspective; use scale, proportion, horizon/vanishing point and realistic observation where appropriate.
Materials	Pens/pencils, chalk, paint brushes and varied mark-making materials in continuous provision.	Pastels, chalk, felt tips, pencils and charcoal within investigations.	Different pencil hardness plus pastels, chalk and felt tips.	Select from a variety of tools/materials according to the effect intended.
Key vocabulary	shape, line, detail, draw, mark, pattern, texture, colour	portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, line, bold, size, space; sketch, shade, tone, contrast, hatching, cross-hatching	portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, outline, space, shade, cross-hatch, viewpoint, contour	line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti; perspective, scale, proportion, vanishing point, realistic

3. Painting & Colour Progression

Aspect	EYFS	Y1/2	Y3/4	Y5/6
Colour knowledge	Explore colour and colour-mixing; use colour to express emotions and seasonal ideas.	Name primary/secondary colours; mix primary to secondary; add white/black to alter tints/shades; recognise warm/cool/neutral colours.	Mix colours effectively using tint, shade, primary/secondary; explore warm/cold and complementary colour language.	Create a colour palette and demonstrate mixing techniques; use colour deliberately in abstract/representational work.
Paint & tools	Use paint brushes and easels; experiment with colour mixing and different artistic effects.	Use powder paint, watercolour and acrylic experiences; experiment with different brushes, brushstrokes and painting tools; watercolour wash.	Use varied brush techniques for shapes, textures, patterns and lines; use watercolour effectively; explore underpainting and texture/effects.	Use a range of paint including acrylic, oil paints and watercolours; develop acrylic techniques and create visually interesting effects.
Composition/eff ect	Use drawing/painting to express ideas and feelings.	Notice composition and artist techniques; use sweep, dab and bold brushstrokes.	Develop composition using foreground, middle ground and background; use a viewfinder; explore abstract/emotion and fresco.	Explore abstract work, distortion/anamorphosis and deliberate effects; compare techniques, colours and styles.

Aspect	EYFS	Y1/2	Y3/4	Y5/6
Key vocabulary	colour, mix, paint, brush, light/dark, texture	primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint	colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco; opaque, translucent, complementary colours, underpainting	blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists; acrylic, technique, texture, distortion, anamorphosis

4. Sculpture / 3D & Construction Progression

Aspect	EYFS	Y1/2	Y3/4	Y5/6
Materials & construction	Join different materials; explore textures; use glue, scissors and tape; select materials by shape/texture; make models stronger.	Use natural, recycled and manufactured materials such as clay, straw and card; create 3D constructions.	Use clay and other malleable materials; combine shapes and add materials for detail.	Plan and design sculpture; use clay and other materials; create 3D sculpture in different media.
Techniques	Cut, join, stick, build, model and collaborate; explain how a model was made.	Roll, cut and pinch; explore carving, modelling, casting and constructing; use shape, line and texture.	Cut, make and combine shapes; practise joining; revisit carving, modelling, casting and constructing.	Carve, add shape/texture/pattern; develop cutting and joining including wire, coils, slabs and slips.
Structure & form	Build enclosures, towers, houses and vehicles; explore strength and function.	Develop understanding of structure through architecture/box modelling.	Create recognisable forms; consider strength, stability, form, shadow and light.	Plan for form and structure; choose joining methods and materials to achieve intended 3D outcomes.
Key vocabulary	join, cut, stick, material, texture, shape, model, strong	sculpture, statue, model, work of art, 3D, land art, sculptor, carving, sculpture installation, shapes, materials, abstract, geometric; modelling, constructing	shape, form, shadow, light, architect, 2D shape, marionette puppet; carving, modelling, casting, constructing	form, structure, texture, shape, mark, soft, join, cast; wire, coil, slab, slip

5. Printing Progression

Aspect	EYFS	Y1/2	Y3/4	Y5/6
Experience & process	Use natural objects for printing and pattern-making; explore materials, colour and texture.	Copy an original print; use sponges, fruit and blocks; roll, press, stamp and rub; create repeated patterns.	Use more than one colour to layer a print; make printing blocks; replicate observed patterns; repeat with precision.	Design and create printing blocks/tiles; develop mono, block and relief printing; create and arrange accurate patterns.
Design & pattern	Create patterns with natural objects and materials.	Choose shapes/colours and build simple repeated patterns.	Develop repeated patterns, mixed media and layered/build-up images; explore collograph processes.	Investigate and select printing designs; use pattern, shape and arrangement with increasing precision.
Key vocabulary	print, pattern, shape, colour, texture	colour, shape, printing, print making, woodcut, relief printing, objects; repeating pattern, mixed media	line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers; collograph	Hapa-zome, hammering, pattern, shape, tile, colour, arrange, collograph; monoprinting, relief print

6. Artists, Designers & Cultural Knowledge

Aspect	EYFS	Y1/2	Y3/4	Y5/6
Named studies in supplied plans	No named visual-artist study is specified in the supplied EYFS MTPs; provision focuses on exploration, observation, making and expressing ideas.	Cycle A: Claude Monet, Georges Seurat; L. S. Lowry, Vincent van Gogh; Sir Christopher Wren, Renzo Piano. Cycle B: Piet Mondrian; Leonardo da Vinci, Albrecht Dürer; Peter Blake.	Cycle A: Michele Clamp, Albrecht Dürer; Giorgio Morandi, Vincent van Gogh; Antony Gormley, Salvador Dalí. Cycle B: Giotto; Henry Moore, Patrick Seymour; Gordy Wright, Sarah Alps.	Cycle A: Kandinsky, Matisse; Vincent van Gogh, Salvador Dalí; Andy Warhol, Claes Oldenburg. Cycle B: Matisse, Picasso; Beatrix Potter; Islamic art, William Morris.
Progression in response	Notice, talk about and express feelings/ideas through art and making.	Notice features and techniques; give simple responses and comparisons.	Compare artists, techniques, subject, media, colour and style; make links to prior artists.	Analyse similarities/differences, movements/styles, media and techniques; use artists as inspiration while making independent choices.

7. At-a-Glance Progression: What Gets Harder?

Aspect	EYFS	Y1/2	Y3/4	Y5/6
Drawing	marks → shapes → observed detail	controlled line → pattern/texture → early tone	pencil hardness → light/shadow → contour/space	effects → perspective/movement → tool selection
Painting	explore colour → mix → express	primary/secondary → tint/shade → brush control	effective mixing → texture/effects → composition	palette → varied paints → deliberate sophisticated effects
Sculpture	join → build → strengthen	materials → rolling/cutting/pinching → 3D structure	combine forms → joining → detail/stability	plan/design → carve/shape/texture → advanced joining
Printing	natural-object prints → patterns	stamp/press/rub → repeat	blocks → layering → precision	mono/block/relief → accurate designed patterns
Thinking like an artist	explore → choose → talk	notice → try → describe	compare → investigate → refine	analyse → select → justify → refine

Curriculum note: This map describes progression evidenced in the supplied planning. Where a strand is not explicitly named in EYFS, the closest foundations in Creating with Materials / Being Imaginative and Expressive have been used rather than adding unsupported content.

8. Key Concepts: What Pupils Learn to Think About in Art

These concepts recur across the curriculum. They become more sophisticated as pupils gain greater control, make more deliberate choices and explain the effects they create.

Concept	EYFS	Y1/2	Y3/4	Y5/6
Line & mark	Marks and lines can describe, decorate and communicate.	Use varied lines and marks to show detail, pattern and texture.	Use line, contour and pencil hardness to create tone, texture, space and form.	Select and control line/mark-making to show movement, perspective, reflection and realistic or expressive effects.
Shape & form	Use shapes and continuous lines to represent objects; build and model forms.	Use shape and space in drawing, painting, printing and simple 3D structures.	Use shape, contour and combined forms to create recognisable 2D/3D outcomes.	Manipulate shape, form, scale and proportion deliberately in sophisticated 2D and 3D work.

Concept	EYFS	Y1/2	Y3/4	Y5/6
Colour	Explore colour and colour mixing; use colour to express ideas and feelings.	Know primary/secondary colours; mix colours and begin to alter tints and shades.	Mix colour effectively; use tint, shade, warm/cold and complementary colour ideas.	Create and select palettes deliberately; use colour to support mood, abstraction, representation and intended effects.
Tone, light & shadow	Notice light/dark differences and detail in what is observed.	Begin to use shading, tone and light/dark effects.	Control tone and shading to show light, shadow and 3D form.	Combine tone, shadow, reflection, hatching, cross-hatching, smudging and blending for deliberate effects.
Texture & pattern	Explore different textures and make simple patterns with materials and natural objects.	Create texture/pattern through marks, paint, print and 3D materials.	Replicate and layer patterns; create surface effects with drawing, paint, print and sculpture.	Select and combine techniques to create purposeful texture and accurate/complex pattern.
Space, composition & perspective	Arrange shapes/materials and represent familiar objects and scenes.	Begin to consider size, space and how elements are arranged.	Develop foreground, middle ground/background and awareness of space/viewpoint.	Use composition, scale, proportion, movement and perspective deliberately.
Materials, tools & process	Explore materials freely; choose, join, cut, stick, paint and build.	Learn safe routines and control a widening range of tools/materials.	Select techniques for purpose and investigate alternatives.	Independently select appropriate media, tools and processes; combine and adapt techniques.
Structure & joining	Join materials and explore how to make models stronger.	Construct simple 3D forms; roll, cut, pinch and join materials.	Combine forms and choose joining methods with greater stability and detail.	Plan/design structures; carve, shape and use advanced joining such as wire, coils, slabs and slips.
Print, repetition & layering	Print with natural objects and explore repeated pattern.	Roll, press, stamp and rub; create simple repeated prints.	Make blocks, layer more than one colour and repeat patterns with precision.	Design blocks/tiles and develop mono, block and relief processes with accurate arrangement.
Artists, response & meaning	Notice, talk about and express feelings/ideas through art and making.	Notice techniques and give simple opinions/comparisons using taught vocabulary.	Compare artists, media, subject, colour and style; make links to prior learning.	Analyse artists/movements, explain influences and use studied work to inform personal choices.

Concept	EYFS	Y1/2	Y3/4	Y5/6
Develop, refine & evaluate	Return to ideas, choose materials and share/explain creations.	Experiment, talk about work and make simple changes.	Investigate alternatives and refine work as it develops.	Make intentional choices, evaluate effects and refine work towards a higher-quality outcome.

9. Progressive Art Vocabulary

Vocabulary is drawn from, or closely organised around, terminology used in the supplied plans. Earlier words should continue to be revisited; the later columns show vocabulary added or used with greater precision.

Strand	EYFS	Y1/2	Y3/4	Y5/6
Creative process / response	idea, make, create, choose, material, tool, feel, explain	artist, artwork, sketch, sketchbook, technique, detail, first impressions, like, dislike	observe, compare, media, subject, style, composition, evaluate, refine, foreground, middle ground, background	influence, movement, contemporary art, figurative, surrealism, abstract, impressionism, realistic, distortion / anamorphosis
Drawing	mark, line, shape, draw, detail, pattern	portrait, self-portrait, line drawing, landscape, cityscape, building, pastel, bold, size, space, sketch, pencil, observation, contrast, shade, tone, hatching, cross-hatching	light, dark, shadow, texture, form, outline, contour, pencil hardness, space	smudge, blend, hard, soft, light, heavy, reflection, perspective, scale, proportion, realistic, movement
Painting & colour	paint, brush, colour, mix, light, dark	primary colour, secondary colour, palette, watercolour, powder paint, acrylic, tint, shade, brushstroke	blend, warm, tone, texture, effect, underpainting, foreground, middle ground, background, fresco, complementary	colour palette, acrylic, oil paint, watercolour, absorb, impressionism, impressionist, abstract, distortion / anamorphosis
Sculpture / 3D	build, model, join, cut, stick, strong, shape, texture, material	3D, structure, clay, roll, cut, pinch, carve, model, construct, cast	form, stability, combine, malleable, detail, shadow, light	form, structure, texture, mark, carve, wire, coil, slab, slip, join, cast

Strand	EYFS	Y1/2	Y3/4	Y5/6
Printing	print, pattern, shape, colour, texture	printing, print making, woodcut, relief printing, object, rolling, pressing, stamping, rubbing, repeating pattern, mixed media	block printing ink, polystyrene printing tile, inking roller, layer, printing block, collograph, repeated pattern	Hapa-zome, hammering, tile, arrange, monoprinting, block print, relief print, collograph, monochrome

10. Core Concepts at a Glance

Across the school, pupils repeatedly encounter these core ideas: **line • shape • form • colour • tone • texture • pattern • space • composition • materials • structure • process • artist • response • refine**. The progression is not simply learning more terms: pupils move from exploring and noticing, to controlling techniques, selecting for purpose, combining processes and explaining artistic choices.

Source note: Key concepts and vocabulary have been organised from the EYFS and Art & Design planning; where EYFS does not use specialist art terminology explicitly, the wording remains close to Creating with Materials / Being Imaginative and Expressive rather than introducing a separate taught vocabulary list.