

## ART SKILLS AND PROGRESSION COVERAGE MAP 2025 - 2026

*This Art skills and progression document is a working document based on overarching Cornerstones themes – the objectives for each cycle are non-negotiable as they describe a sequential progression carefully designed to build substantive and disciplinary concepts. The lesson ideas listed however are suggested. Individual teaching teams may find alternative resources that teach the same objectives appropriately. We operate a Year A/B model for substantive learning. Within disciplinary learning, some aspects are taught with an ‘introduce and embed’ model, and some have discrete learning which is bespoke to that theme.*

Key Stage 2 National Curriculum		Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: * to create sketch books to record their observations and use them to review and revisit ideas * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials * about great artists, architects and designers in history.			
Suggested Units	Cycle	YEAR 3/4 Year A 2025-2026	YEAR 3/4 Year B 2026-2027	YEAR 5/6 Year B 2026-2027	YEAR 5/6 Year A 2025-2026
	Class	Islamic Art (patterns) Vista Mosaic Masters Animal	Contrast and Compliment Ammonite People and Places Functional and Fancy Fabrics (DT)	Line, Light & Shadows Mixed Media Bee’s, Beetles and Butterflies	Colour in Landscapes Inuit Distortion and Abstraction
	Forest School	Beautiful Botanicals (Weaving)	Beautiful Botanicals (Printing)	Stone Sculptures (Sculpture)	Fairy Houses (Sculpture)
	Y5			Expression Combining Textiles (DT)	
Each mini-project must include an artist and/or movement study – annotated notes to be included in sketchbook					

Disciplinary Knowledge	Developing knowledge of the elements of art: line, shape, colour, value, texture, space and form.	<p><b>Introduce and embed:</b></p> <ul style="list-style-type: none"> <li>To explore the colour wheel including - primary, secondary and tertiary colours, analogous, complementary colours and warm and cool colours.</li> <li>To know how artists, use colour in their artwork to evoke emotions</li> </ul> <p>(1 year written task in book and 1 year LoTC – e.g., show me two things that are complementary colours – photos for books)</p> <p><b>Discrete learning:</b></p> <ul style="list-style-type: none"> <li>To discuss how artists, use shade and tone to create space and atmospheric perspective.</li> </ul>	<p><b>Introduce and embed:</b></p> <ul style="list-style-type: none"> <li>To explore the colour wheel including - primary, secondary and tertiary colours, analogous, complementary colours and warm and cool colours.</li> <li>To know how artists, use colour in their artwork to evoke emotions</li> </ul> <p>(1 year written task in book and 1 year LoTC – e.g., show me two things that are complementary colours – photos for books)</p> <p><b>Discrete learning:</b></p> <ul style="list-style-type: none"> <li>Investigate the use of colour, pattern, borders and subject matter in existing works</li> </ul>	<p><b>Introduce and embed:</b></p> <ul style="list-style-type: none"> <li>To understand, tint, tone and shade and experiment with different tints, tones and shades of colours</li> </ul> <p><b>Discrete learning</b></p> <ul style="list-style-type: none"> <li>To use different techniques to show shade</li> <li>To explore and apply the element of texture by using a range of materials and mark-making techniques to represent both real and imagined surfaces.</li> </ul>	<p><b>Introduce and embed:</b></p> <ul style="list-style-type: none"> <li>To understand, tint, tone and shade and experiment with different tints, tones and shades of colours</li> </ul> <p><b>Discrete learning:</b></p> <ul style="list-style-type: none"> <li>To use distortion, abstraction and exaggeration to create interesting effects</li> <li>To explore and apply the elements of shape, space and form by creating a three-dimensional artwork</li> </ul>
	Possible lesson ideas	<p>* Team choose to use Set 1 with one cycle and Set 2 with the other so these are used on alternate years</p> <p>Introduce and Embed: <b>Set 1</b> <b>Colour Theory</b> - Engage – Colour Theory Develop, Lesson 1 – Comparing works of art Develop, Lesson 2 – Colour Collectors Innovate – Colour compositions</p> <p><b>Set 2</b> <b>Warm and Cool Colours</b> – Engage, Develop and Innovate</p> <p>Discrete Learning: <b>Vista</b> – Engage, Develop and Innovate</p>	<p>* Team choose to use Set 1 with one cycle and Set 2 with the other so these are used on alternate years</p> <p>Introduce and Embed: <b>Set 1</b> <b>Colour Theory</b> - Engage – Colour Theory Develop, Lesson 1 – Comparing works of art Develop, Lesson 2 – Colour Collectors Innovate – Colour compositions</p> <p><b>Set 2</b> <b>Warm and Cool Colours</b> – Engage, Develop and Innovate</p> <p>Discrete Learning: <b>Ammonite</b> – Engage</p>	<p>Introduce and Embed: <b>Tints, Tone and Shade</b> – use Y5 lesson ‘Tints, Tone and Shade’ to teach stand-alone skill and Y6 ‘Tints, Tones and Shade’ to demonstrate in existing art work</p> <p><b>Line, Light and Shadows</b>–Develop - Lesson 2, 3, 4 and then innovate challenge</p> <p>Discrete Learning: <b>Stand-alone</b> - Collect texture rubbings using wax crayons or graphite and white paper. Lay paper over objects or surfaces (e.g., tree bark, leaves) and rub gently. Create a texture grid: 6 or more different rubbings labelled with the texture word. (Mixed Media)</p>	<p>Introduce and Embed: <b>Colour and Style</b> – Engage, Develop Lesson 1, Lesson 2</p> <p>Discrete Learning: <b>Distortion and Abstraction</b> – Engage, Develop and Innovate <b>Line, Light and Shadow</b> – Pablo Picasso (Picasso information sheet)</p> <p><b>Inuit</b> – Develop, Lesson 1 - Soap Carving animals</p>

	<b>Study great artists, architects and designers in history</b>	<b>Discrete learning:</b> <ul style="list-style-type: none"> <li>To describe and discuss how different artists and cultures have used visual elements in their work</li> <li>To explore art from a different culture, including exploring its symbolism in colours and materials</li> </ul>	<b>Discrete learning:</b> <ul style="list-style-type: none"> <li>Compare and contrast different artist interpretations of similar inspiration points</li> </ul>	<b>Discrete learning:</b> <ul style="list-style-type: none"> <li>To learn about how artists are inspired by nature and observe the artist's work sharing their ideas about the style and use of colour.</li> </ul>	<b>Introduce and embed:</b> <ul style="list-style-type: none"> <li>To understand that art can be significant for many different reasons</li> <li>To delve more deeply into the composition and meaning of artwork</li> </ul> <b>Discrete learning:</b> <ul style="list-style-type: none"> <li>To begin to make a statement with their own artworks</li> </ul>
	Possible lesson ideas	<b>Vista – Develop – Lesson 1 – Mountainous Landscapes</b> (links to Lake District landscape) <b>Islamic Art – Engage, Develop 1, 2, 3</b>	<b>People and Places</b> - LS Lowry – Engage, Develop Lesson 1	<b>Bee's, Beetles and Butterflies –</b> Develop, Lesson 1 – insect artists Develop, Lesson 4 – pop art bees	<b>Distortion and Abstraction Engage and Develop lessons 1 – 4</b> Develop Lesson 5 – Guernica - Analysing a significant work – Picasso and La Guernica – Cubism Painting  <b>Distortion and Abstraction – Innovate –</b> adapt to be in the style of Picasso portrait (make statements with their own artwork)
<b>Substantive Knowledge</b>	<b>Drawing and Painting</b>	<ul style="list-style-type: none"> <li>To use line to represent objects seen, remembered or imagined</li> <li>To experiment with colour and colour mixing</li> <li>To draw landscapes and use colour in painting for a stated effect on the viewer</li> </ul>	<ul style="list-style-type: none"> <li>Explores tone using different grades of pen, pencil, pastel and chalk</li> <li>To draw figures</li> <li>To identify, mix and use paint colours to evoke warmth or coolness in a painting</li> </ul>	<ul style="list-style-type: none"> <li>To explore shading, using different media</li> <li>To use line, value, texture and form to create realistic and detailed drawings</li> </ul>	<ul style="list-style-type: none"> <li>To use a range of materials to produce line, tone and shade</li> <li>To use a range of materials to create imaginative and fantasy landscapes</li> <li>To know perspective in artwork, gives the illusion of depth and distance</li> </ul>
	Possible lesson ideas	<b>Vista</b> - Engage and Innovate – use <i>viewfinders</i> to create a landscape scene	<b>Ammonite – Develop 1</b> <b>People and Places – Engage, Develop Lesson 1, Lesson 2, Lesson 3 and innovate –</b> study strong artist link – LS Lowry	<b>Line, Light and Shadows–Develop - Lesson 2, 3, 4 and then innovate challenge</b>  <b>Bee's, Beetles and Butterflies –</b> Develop, Lesson 2 - Observational Drawing Innovate	<b>Tints, Tone and Shade –</b> use Y5 lesson 'Tints, Tone and Shade' to teach stand-alone skill and Y6 'Tints, Tones and Shade' to demonstrate in existing art work <b>Tints, Tone and Shade – Y6 – Develop – Lesson 1</b>  <b>Colour in Landscapes –</b> Develop lesson 1, 2 – Y5/6 adapt to be in the style of Sue Slack  <b>Perspective in artwork –</b> stand-alone lesson to teach this skill

	<b>Collage and Printing</b>  Y3/4 Cycle A – Collage Y3/4 Cycle B – Printing – single layer Y5/6 Cycle A – Printing – multi layer Y5/6 – Collage – with printing on top of it	<b>Collage</b> <ul style="list-style-type: none"> <li>To sort materials and develop awareness of contrasts in texture and colour e.g. shiny, smooth, warm, cold</li> <li>To develop skills of overlapping and overlaying in collage using a range of materials</li> <li>To experiment with creating mood, feeling, movement and areas of interest</li> </ul>	<b>Printing</b> <ul style="list-style-type: none"> <li>Recreates patterns through relief printing</li> <li>Makes connections between own work and existing patterns</li> </ul>	<b>Collage</b> <ul style="list-style-type: none"> <li>Create photo collages</li> <li>To create a mixed media collage, embellishing, using a variety of techniques, including drawing, painting and printing</li> </ul>	<b>Printing</b> <ul style="list-style-type: none"> <li>To create prints using own stencils</li> <li>Create a print with more than one layer</li> </ul>
	Possible lesson ideas	<b>Mosaic Masters</b> - Whole project – <i>add a paper mosaic-based lesson before the mosaic tiles to ensure the overlapping and overlaying objective is met.</i>	<b>Functional and Fancy Fabrics</b> - William Morris - Textiles	<b>Mixed Media – Develop – Lesson 5 (Photo Collage)</b> <b>Mixed Media – Develop – Lesson 2, 4 (Mixed Media), Innovate.</b> <b>Bee’s, Beetles and Butterflies – Develop, Lesson 3</b>	<b>Inuit – Engage, Develop - Lesson 2, Lesson 3, Innovate – my print</b>
	<b>Sculpture or Textiles unit in cycle</b>  <i>Textile’s objectives to be taught <b>in addition</b> to DT objectives</i>	<b>Sculpture:</b> <ul style="list-style-type: none"> <li>Explores how stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture.</li> <li>To show an awareness of texture, form and shape by recreating an image in 3D form (relief printing)</li> <li>Embellish 3D work for effect</li> </ul>	<b>Textiles:</b> <ul style="list-style-type: none"> <li>To use simple stitching - uses a long needle to make straight stitches (running, cross stitch, running stitch)</li> <li>To use contrasting colours in stitching</li> </ul>	See Y5 stand-alone below	<b>Sculpture:</b> <ul style="list-style-type: none"> <li>To recreate images in 2D and 3D, looking at one area of experience, e.g. carving</li> <li>To create a relief form using a range of tools, techniques and materials.</li> </ul>
	Possible lesson ideas	Sculpture: <ul style="list-style-type: none"> <li>Islamic Art – Develop – Lesson 4 and Innovate</li> <li>Animal - Bankura Horse Sculpture companion project to vista</li> </ul>	Textiles: <i>See Functional and Fancy fabrics DT unit</i> William Morris – Textiles		Sculpture: Inuit – Soap Carving

Forest School	Year 3 Beautiful Botanicals (Weaving)	Year 4 Beautiful Botanicals (Printing)	Year 5 Stone Sculptures (Sculpture)	Year 6 Fairy Houses (Sculpture)
	<ul style="list-style-type: none"> <li>To create simple weaving with wool</li> <li>To weave using natural materials and botanicals</li> </ul>	<ul style="list-style-type: none"> <li>Make a two-colour print Lotus Flower Pebble Painting</li> </ul>	<ul style="list-style-type: none"> <li>To create larger scale installations using natural materials.</li> <li>To use 3D work from a variety of genres and cultures to develop own response through experimentation</li> </ul>	<ul style="list-style-type: none"> <li>To use materials knowingly and for effect within sculpture</li> </ul>
	Beautiful Botanicals - Engage	Beautiful Botanicals – Develop – Lesson 4 – unit printing	Nature's Art – Whole project	
Y5				
Expression				
<b>Drawing and Painting:</b> <ul style="list-style-type: none"> <li>To explore and create expression in portraiture, including use of colour to show mood</li> <li>To discuss how artists use visual elements to convey emotions</li> </ul>				
Possible Lesson Ideas - <b>Expression</b> – Develop lesson 3 and 4, Innovate <b>Expression</b> –Engage Gallery Rebels – Exploring Expressionist Art <b>Expression</b> – Edvard Munch (Develop lesson 1)				
Combining Textiles (DT)				
<b>Textiles:</b> <ul style="list-style-type: none"> <li>Uses plaiting, pinning, stapling, stitching and sewing techniques</li> <li>To experiment with soft sculpture; cuts and joins patterns, embellishing the components</li> </ul>				
Possible Lesson Ideas - See DT unit – case				

<b>Vocabulary</b> The key art vocabulary is linked to <b>colour</b> , <b>pattern</b> , <b>texture</b> , <b>line</b> , <b>shape</b> , <b>form</b> and <b>space</b> . This vocabulary must be taught within the year group but reference to previous year group's vocabulary is essential in order for children to secure their understanding of the technical art vocabulary and skills. Children should use this art vocabulary when they are talking about artwork as well as when they are annotating work in their sketchbooks.				
Year 3	Year 4	Year 5	Year 6	
<p><b>Primary</b> – primary colours are red, yellow and blue.</p> <p><b>Secondary</b> – secondary colours are made by mixing two primary colours. They make orange, green and purple.</p> <p><b>Tertiary</b> – tertiary colours are made by mixing one primary colour with one secondary colour</p> <p><b>Complementary colours</b> – are opposite to each other on the colour wheel, so they create a strong contrast.</p> <p><b>Pattern</b> – a design in which lines, shapes, forms or colours are repeated.</p> <p><b>Texture</b> – what artwork feels like or looks like it might feel like.</p> <p><b>Perspective</b> – depicting 3D objects on a 2D piece of paper.</p>	<p><b>Contrasting colours</b> – are colours that differ from one another</p> <p><b>Tone</b> – is produced either by mixing a colour with grey, or by both tinting and shading.</p> <p><b>Line</b> – a continuous path drawn on a surface to create an image</p> <p><b>Focal point</b> – is the area the viewer's eye is naturally drawn.</p> <p><b>Horizon</b> – is a horizontal line that runs across the paper to represent where the sky meets the ground.</p> <p><b>Background and foreground</b> – what is perceived as furthest away and closest to the viewer.</p>	<p><b>Tint</b> – is a mixture of colour with white, which reduces darkness.</p> <p><b>Shade</b> – is a mixture with black, which increases darkness.</p> <p><b>Atmosphere</b> – a feeling or mood created pictorially.</p> <p><b>Scale</b> – refers to the size of an object in relationship to another object.</p> <p><b>Proportion</b> – refers to the size of the parts of an object in relationship to the other parts of the same object.</p> <p><b>Mixed media</b> – art form that combines a variety of media in a single artwork</p>	<p><b>Tonal contrast</b> – is created when light tones and dark tones lie alongside each other e.g. monochrome images</p> <p><b>Form</b> – the shape in artwork.</p> <p><b>Negative and positive space</b> – positive space is the area taken up by objects in the picture and negative space is the area around.</p>	