TOYNTON ALL SAINTS PRIMARY SCHOOL

# Art Progression

EYFS to Year 6 | Curriculum cycle 2026–27

## Progression overview

### Drawing, mark-making and sketchbooks

| Planned progression |
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| • Use whole-body drawing, continuous line and observation; experiment with graphite, pen, water, pastel and personalised sketchbooks. |
| • Use sketchbooks to respond to stories and still life; develop line, shape, colour, texture, composition, sequencing and visual notes. |
| • Use sketchbooks to test and transform 2D drawing into 3D outcomes; develop tone, negative space, grids, typography and layered identity imagery. |
| • Collect, test and reflect on typography, maps, poetry and artists' mark-making; combine drawing, collage, symbols and personal letterforms. |

### Colour, paint and print

| Planned progression |
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| • Explore watercolour through intuitive mark-making, brush handling and primary/secondary colour mixing. |
| • Develop colour and texture through still-life observation and experimental sculpture. |
| • Use colour and layered physical or digital processes to communicate identity; explore paper cutting and shadow effects. |
| • Create monotypes combining mark-making, painting, collage, colour, line, shape and words. |

## Sculpture and three-dimensional making

| Planned progression |
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| • Understand sculpture as three-dimensional; bend, twist, fold, cut, fasten and combine materials through playful making. |
| • Construct sculpture using varied materials and processes; take creative risks and respond to challenge. |
| • Transform drawings into 3D outcomes; manipulate paper and articulated forms for collaborative shadow puppetry. |
| • Design and build a model set that communicates mood or narrative; consider lighting, focus and composition. |

## Artists, meaning and evaluation

| Planned progression |
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| • Respond to artists, discuss personal outcomes and recognise that viewers may respond differently. |
| • Explore illustrators, graphic novelists and still-life artists; present, compare and explain links between development and final work. |
| • Adapt techniques from artists; articulate creative journeys, respond to feedback and compare outcomes. |
| • Respond to designers and artists; present, photograph or film work, use peer feedback and evaluate communication and composition. |