Accrington Benjamin Hargreaves Church of England Primary School



Our vision is the centre of everything we do. It underpins our teaching and learning, interactions, and environment.

Document Title

Art Curriculum Progression

2026-2027

Vertical Strands

1) Drawing and Sketchbooks

2) Surface and Colour

3) Working in three dimensions

	Unit Title	Drawing and Sketchbooks: Explore and Draw	Surface and Colour: Expressive Painting	Working in Three Dimensions: Stick transformation
Cl.2	**Substantive Knowledge**	• To know that artists explore the world, seeing things around them in new ways and bring things back to their studios to help them make art. • To know that we can go into our own environments, even when they are very familiar to us and learn to see with fresh eyes and curiosity. • To know that we can use the things we find the draw from using close observational looking. • To know that we can use the shape of the page and the way we arrange elements on the page to create compositions which we like.	• To know that artists sometimes use looser, gestural brush marks to create expressive painting. • To know that expressive painting can be representational or more abstract. • To know that artists use impasto and sgraffito to give texture to the painting. • To know that artists sometimes use colour intuitively and in an exploratory manner. • To know that we can enjoy and respond to the way paint and colour exist on the page.	• To know that artists use their creativity to look at the world in new ways, and use their hand to transform materials into new things. • To know that making art can be playful and fun. That we can create things for other people to use/enjoy. • To know that we can use our imagination to help us shape the world.
	Procedural Knowledge	• I have seen how some artists explore the world around them to help find inspiration. • I can explore my local environment and collect things which catch my eye. • I can explore composition by arranging the things that I have collected. • I can talk about how and why I arranged the things I collected. • I can use careful looking to practice observational drawing and I can focus for 5 to 10 minutes. • I can hold an object and I can make a drawing thinking about the way the object feels. • I can combine different drawing media such as wax resist and	• I have seen how artists, contemporary and old masters, sometimes use paint in an expressive, loose way to create paintings full of life and colour. • I can start to share my response to the work of other artists. • I can use my sketchbook to fill full of colour and brush marks inspired by other artists. • I can recognise primary colours and mix secondary colours. • I can experiment with hues by changing the amount of primary colours I add. • I can be inventive in which tools to use to apply paint. • I can make a loose drawing from a still life.	• I can take a familiar object like a stick and use my imagination to think about what it might become. • I can use my sketchbook to generate and test ideas. • I can use a variety of materials to transform my object thinking about form and colour. • I can cut materials with simple tools and fasten materials together to construct my sculpture. • I can share my sketchbook and sculpture with the class and talk about how I made it and what I liked. • I can listen to my classmates' feedback about my work.

		watercolour, graphite and water, wax crayon and pencil in my observational drawings. • I can work small in my sketchbook and on large sheets of paper exploring how I can use line, shape and colour in my work.	• I can see colours and shapes in the still life. • I can use my gestural mark making with paint and incorporate the colours and shapes in the still life to make an expressive painting. • I can share my experiments and final piece with others and share what I liked and what went well.	
	LOs	• To understand that artists find inspiration from their environment. • To explore my environment and collect things that inspire me. • To explore different drawing exercises to record the things you have collected. • To use a range of materials to create lots of varied marks making drawings of natural objects around me. • To display and reflect on the outcomes.	• To identify and respond verbally and visually to an expressive painting. • To use both colour mixing and mark making to make an expressive painting. • To identify different brushwork used by old masters Van Gogh and Cezanne. • To utilise the skills I have picked up relating to mark making, composition and colour mixing and apply it to my own still life painting. • To display and reflect on outcomes.	• To use my imagination to play and explore using materials. • To use my imagination to reinvent the stick. • To display the work made through the half term and reflect on the outcomes.
Cl.3	**Unit Title**	**Drawing and Sketchbooks: Gestural Drawing with Charcoal**	**Surface and Colour: Working with Shape and Colour**	**Working in Three Dimensions: Telling Stories Through Drawing and Making**
	Substantive Knowledge	• To know that when we draw we can use gestural marks to make work. • To know that when we draw we can use the expressive marks we make to create a sense of drama. • To know that when we draw we can move around. • To know that when we draw we can use light to make our subject matter more dramatic, and we can use the qualities of the material (charcoal) to capture the drama.	• To know that we can be inspired by key artworks and make our own work in creative response. • To know that we can use shape and colour as a way to simplify elements of the world. • To know that shapes have both a positive and negative element. • To know that we can arrange shapes to create exciting compositions. • To know that we can build up imagery through layering shapes. • To know that we can use collage to inspire prints.	• To know that we can take inspiration from other artforms such as film and literature and make work in 3 dimensions in response. • To know that through making work in another medium we can make the work our own, re-interpreting and re-inventing. • To know that we can explore character, narrative and context and create objects (sculptures) which convey these qualities through their form, texture, material, construction and colour.
	Procedural Knowledge	• I have seen how artists use charcoal in their work. I have been able to talk about the marks	• I can explore an artwork through looking, talking and drawing. • I can use the “Show Me What You See”	• I have seen how artists are inspired by other artists often working in other artforms.

		produced, and how I feel about their work. • I have experimented with the types of marks I can make with charcoal, using my hands as well as the charcoal. • I can work on larger sheets of paper, and I can make loose, gestural sketches using my body. • I can understand what Chiaroscuro is and how I can use it in my work. • I can use light and dark tonal values in my work, to create a sense of drama. • I have used my body as a drawing tool to make drawings inspired by movement, and seen how other artists do the same. • I have taken photographs of my work, thinking about focus, lighting, and composition. • I have shared my work with my classmates and talked about what I felt was successful and what I might like to try again. I can voice what I like about my classmates work and how it makes me feel.	technique to help me look closely, working in my sketchbook making drawings and notes using pencils and pens. • I can cut shapes directly into paper, using scissors, inspired by the artwork. • I can collage with my cut elements, choosing colour, shape and composition to make my own creative response to the artwork. • I can add to my collage, using line, colour and shape made by stencils. • I can explore negative and positive shapes. • I can take photographs of my work. • I can share my work with my class. I can reflect and share what I like, and what I would like to try again. I can look at the work of my classmates and give useful feedback through class or small group discussion.	• I have understood how artists sometimes use sketchbooks to understand and explore their own response to an artists work. • I can use my own sketchbook to explore my response to the chosen book/film, making visual notes, jotting down ideas and testing materials. • I can make a sculpture using materials to model or construct which is inspired by a character in a book or film. • I can reflect and share how the way I made my sculpture helps capture my feelings about the original character. • I can enjoy looking at the sculptures made by my classmates and see ways in which they are different and similar to each other and to the original character. • I can share my feedback about my classmates work. • I can take photographs of my work thinking about focus, background and lighting.
	LOs	• To explore charcoal. • Introduction to artist Laura McKendry. • Introduction to Edgar Degas. • To explore charcoal. • To draw large. • To draw like a cave person. • To share, reflect and celebrate.	• To choose an artwork to focus exploration. • To look closely and drawing to explore what you see. • To paint with scissors. • To begin to cut shapes. • To collage with cut elements. • To finalise collages. • To add further detail using stencils, masks or lines. • To share, reflect and discuss.	• To introduce the illustrator Inbal Leitner. • To explore the work of Quentin Blake. • To begin making. • To make a modroc or clay character. • To share and celebrate outcomes.
CI.4	**Unit Title**	**Drawing and Sketchbooks: Exploring Form Through Drawing**	**Surface and Colour: Working with Shape and Colour**	**Working in Three Dimensions: Drawing and Making Inspired by Illustrators**
	Substantive Knowledge	• To know that we use the word form to describe a three-dimensional shape.	• To know that we can be inspired by key artworks and make our own work in creative response.	• To know that Illustrators use line, colour and shape to create

		• To know that when we draw on two-dimensional surfaces we can use line, mark making, value, shape, colour, pattern and composition to help us create an illusion of form, mass or volume. • To know that contour marks can help to describe volume and form/mass. • To know that we can mix colours and use a range of media to create atmosphere and meaning in drawings. • To know that drawing and sculpture share a close relationship, and can inform each other.	• To know that we can use shape and colour as a way to simplify elements of the world. • To know that shapes have both a positive and negative element. • To know that we can arrange shapes to create exciting compositions. • To know that we can build up imagery through layering shapes. • To know that we can use collage to inspire prints.	drawings which bring stories to life. • To know that we can use other people's artwork as a creative stimulus, and use lots of different media (paper, pen, paint, modelling materials and fabric) to work towards our own artwork. • To know that we can use our knowledge and curiosity of line, shape, colour and form to make playful and inventive art. • To know that we can make an individual artwork which contributes to a larger shared piece, or we can work on a shared artwork. • To know that making art can be fun and joyful, and that we can find subject matter which inspires us all and brings us together.
	Procedural Knowledge	• I can describe the difference between shape (2d) and form (3d). • I can explore how artists use their skills to make drawings which capture form. • I can use my sketchbook to record and reflect, collecting the ideas and approaches I like which I see other artists use. • I can use line, mark making, tonal values, colour, shape and/or composition to give my drawings a feeling of form. • I can share my work with others, and talk about my intention and the outcome. I can listen to their response and take their feedback on board. • I can appreciate the work of my classmates. I can listen to their intentions and share my response to their work.	• I can explore an artwork through looking, talking and drawing. I can use the "Show Me What You See" technique to help me look closely, working in my sketchbook making drawings and notes using pencils and pens. • I can cut shapes directly into paper, using scissors, inspired by the artwork. • I can collage with my cut elements, choosing colour, shape and composition to make my own creative response to the artwork. • I can add to my collage, using line, colour and shape made by stencils. • I can explore negative and positive shapes. • I can take photographs of my work. • I can share my work with my class. I can reflect and share what I like, and what I would like to try again. I can look at the work of my classmates and give	• I have explored the work of an Illustrator and used my sketchbook to record my observations. • I can draw directly from life, making quick sketches expressing emotion and personality. • I can explore mark making, and use marks to create a (sometimes shared) background. • I can mix colours using soft pastels. • I can make a sculptural creature or person, understanding that by working in 3d my sculpture will be seen from different viewpoints, and be inspired by the drawn background. • I can present my work as part of a larger artwork, and I can share my response to my own work and also to the work of my peers.

			useful feedback through class or small group discussion.	
	LOs	• To introduce Henry Moore's shelter drawings. • To draw dimensions using Lego. • To use ink and pen to draw. • To introduce Christo and Jeanne-Claude. • To complete drawings with mass. • To share, reflect and discuss.	• To choose an artwork to focus exploration. • To look closely and drawing to explore what you see. • To paint with scissors. • To begin to cut shapes. • To collage with cut elements. • To finalise collages. • To add further detail using stencils, masks or lines. To share, reflect and discuss.	• To introduce an artist. • To complete observational drawings. • To complete collaborative shared ink drawings. • To add colour. • To complete drawings from imagination. • To make sculptural 'Wild Things'. • To share, reflect and celebrate.
Cl.5	**Unit Title**	**Drawing and Sketchbooks – Explore sculpture through making a mobile**	**Surface and Colour: Exploring Identity**	**Working in three dimensions: Brave Colour**
	Substantive Knowledge	• To know that a mobile is a kinetic sculpture which relies on balance and counterbalance of materials. • To know that through 'Design through Making' we can explore how we can create objects which balance and move. • To know that we can be inventive and playful exploring sculptural elements which are both abstract and representational when creating a mobile.	• To know that artists embrace the things which make them who they are: their culture, background, experiences, passions – and use these I their work to help them create work which others can relate to. • To know that people are the sum of lots of different experiences and that through art we can explore our identity. • To know that we can use techniques such as working with layers to help create imagery which reflects the complex nature of our identities. • To know that as viewers we can then 'readd' imagery made by other people, unpicking imagery, line, shape, colour to help us understand the experience of the artist.	• To know that as humans we react emotionally to colour. • To know that artists can create immersive environments using colour, light, form and sometimes sound to create a transformative experience for others. • To know that we can use colour in a brave and inventive way, trying new colour combinations and exploring the relationship between colour and form. • To know that we can test ideas, use our imagination, and share our vision with others by creating 2 and 3 dimensional models.
	Procedural Knowledge	• I can explore the work of a sculptor/designer and have explored shape, line, colour and balance. • I can use my sketchbooks to make visual notes to record and reflect and I can progress these notes into drawings in their own right.	• I can use my curiosity to think about how I might adapt techniques and processes to suit me. • I can use my sketchbook to record, generate ideas, test, reflect and record. • I can work digitally or physically to create a layered portrait to explore aspects of my	• I can respond to a creative challenge or stimulus and make a creative response. • I can create a 3D model or 2D artwork which shares my vision with others. • I can use a sketchbook to focus my exploration of colour, taking time to

		• I can use my sketchbook to research the types of elements I might make linking to an appropriate topic or idea. • I can use Design Through Making technique to create elements using colour, marks etc and see how these elements balance as a mobile. • I can handle materials and tools and I can persevere when I need to. • I can present and share my work, talk about it with my classmates and listen to their responses to my work. • I can review my own work and think about what I might do differently.	identity, thinking about line, shape, colour, texture and meaning. • I can share my work with me class mates, articulate how I feel about the journey and outcome. • I can listen to feedback from my classmates and respond. • I can appreciate the work of my classmates and I can reflect upon the differences and similarities of their work to mine.	record thoughts, test ideas and reflect. • I can present my ideas and vision to others, articulate my thoughts and listen to the response of my classmates, taking on board their feedback. • I can listen to the creative ideas of others and share my feedback about the their work.
	LOs	• To explore the work of an artist who created mobiles and public sculptures. • To continue further exploration of Calder's work using a range of drawing materials. • To explore the relationship between line, shape, form and colour when working in 3D. • To create my own mobile inspired by Alexander Calder. • To display the work made through the half term and reflect on the outcomes.	• To understand that artists can explore and express their identity through their artwork. • To explore intuitive observational drawing. • To experience communal drawing and foster a drawing community of peers. • To listen to how other artists construct their work before working physically in drawing and collage to make my own layered and constructed portrait. • To understand how materials can be layered and the effect this creates. • To use sketchbooks effectively to refine ideas. • To display the work made and reflect on the outcomes.	• To understand that a sketchbook can be used to record ideas and discover materials. • To identify that we can react emotionally to colour. • To understand that artists find inspiration for artwork from their responses to colour. • To become familiar with what installation is. • To identify and explore individual responses to colour. • To engage with colour in an intuitive and physical way.