St Barnabas CE Primary School and Kirmington St Helena's CE Primary School

ART & DESIGN — KNOWLEDGE PROGRESSION MATRIX

EYFS foundation → KS1 (Stages 1–2) → Lower KS2 (Stages 3–4) → Upper KS2 (Stages 5–6)

Read across each row to see how pupils' artistic knowledge deepens. Stage statements are developmental rather than fixed-year expectations; cycles revisit different artistic disciplines.

RED = alignment with the statutory Art & Design National Curriculum (KS1/KS2). EYFS connects to Expressive Arts & Design.

1 Core artistic knowledge — read horizontally to see progression

Knowledge strand	EYFS foundation	KS1 knowledge Stage 1	KS1 knowledge Stage 2	Lower KS2 knowledge Stage 3	Lower KS2 knowledge Stage 4	Upper KS2 knowledge Stage 5	Upper KS2 knowledge Stage 6
Drawing: line, observation and mark-making **NC link: KS1: drawing and techniques in line, shape, texture; KS2: mastery of drawing with materials**	Knows pencils, crayons and chalk make different marks; lines can be thick, thin, light or dark and objects can be observed closely.	Knows a portrait shows a person; different marks and lines represent features, shape and observed detail (Picasso; Matisse).	Knows that the surface and pressure affect printed marks and that drawn designs can be adapted for printing or collage.	Knows that HB/2B pencils and hatching build areas of light and shadow; graphite and charcoal create different tones (Kollwitz).	Knows graded pencils, tonal hatching and proportion help drawings show form; lines can communicate emotion and meaning.	Knows that proportion, tone and simple one-point perspective give depth; pencil, ink and charcoal can be combined (Kahlo).	Knows symbolism, deliberate media choice and accurate perspective can convey identity and intention in a resolved mixed-media portrait.
Painting: colour, tone and expression **NC link: KS1: painting and colour techniques; KS2: mastery of painting with a range of materials**	Knows paints can be mixed; colours and brush marks change the appearance of a picture (Mondrian; Kandinsky; Pollock).	Knows primary colours can mix into secondary colours; warm and cool colours create contrasting effects (Kandinsky).	Knows that combining colours, repeated shapes and different brush marks changes a composition and its visual effect.	Knows mixtures of primary/secondary colours can be recorded; adding white/black creates tints/shades (Cézanne).	Knows complementary colours, washes and layered paint affect contrast, depth and the arrangement of a composition.	Knows that composition, colour selection and impasto texture can communicate atmosphere, mood and movement (van Gogh).	Knows dry-brush, impasto and layering can be combined intentionally to express a chosen mood or reference an art movement.
Sculpture: materials, form and structure **NC link: KS1: sculpture, shape, form and space; KS2: mastery of sculpture and materials**	Knows clay and dough can be squeezed, pinched, rolled and joined; three-dimensional objects have shape and texture.	Knows sculpture has form and can be viewed from different sides; joining and decorating change a clay model (de Saint Phalle).	Knows different joining methods and found materials influence a model's stability, surface and finished appearance.	Knows clay/papier-mâché parts need secure joins; an armature can support sculpture and textures change a surface (Moore).	Knows form, overall shape and viewpoint affect how sculpture is experienced; plans can show a work from several angles.	Knows a maquette is a model for a sculpture; scale, balance and material choice can communicate a theme (Gormley).	Knows large-scale sculpture and installation interact with place and audience; form, finish and symbolism support meaning.
Printmaking: repeated image and layering **NC link: KS1: creative materials and pattern; KS2: control and mastery of art and design techniques**	Knows objects or hands can leave repeated marks; different surfaces and tools make different patterns.	Knows printing transfers a mark from one surface to another; repeating a motif makes a pattern (William Morris).	Knows changing colour or arrangement alters a repeated print; a printing block or everyday object produces recognisable marks.	Knows monoprinting makes one-off images; raised areas of a relief block transfer ink (Hokusai).	Knows registration keeps successive print colours aligned; overlapping and pressure change a layered print.	Knows repeated printed images can communicate a message; multiple blocks and colour variants influence impact (Warhol).	Knows precisely registered, multilayer/reduction-style prints can be designed for an audience and critically interpreted in context.
Textiles: weave, stitch and surface **NC link: KS1: creative use of materials, pattern and texture; KS2: mastery and experimentation in craft**	Knows fibres, fabrics and found materials feel different and can be folded, arranged and joined into collages.	Knows weaving follows an over/under pattern; a large needle and running stitch can join or decorate fabric (Ringgold).	Knows fabric, yarn and colour choices change textile pattern and texture; story quilts can communicate experiences.	Knows back stitch and cross stitch form patterns; appliqué attaches fabric shapes (Kaffe Fassett).	Knows textile traditions, such as Kente cloth, use particular techniques, colours and patterns linked to culture.	Knows stitched, woven and recycled components can be combined for an artistic purpose (El Anatsui).	Knows textile materials and methods carry cultural meanings; combining tradition and personal innovation can express an idea.
Collage, craft and digital composition **NC link: KS1: use materials creatively; KS2: control, experimentation and wider art/craft/design approaches**	Knows natural and found materials can be arranged and joined; overlapping shapes makes a new composition.	Knows cutting, tearing and rearranging paper create different shapes and visual effects (Eric Carle).	Knows painted-paper collage, textures and layering can be selected for a final arrangement or visual purpose.	Knows simple digital tools can make and fill shapes, and layers place elements in front of or behind others.	Knows designers research an audience and purpose; revised digital drafts communicate more effectively.	Knows vector drawing, photo editing and animation offer different approaches to digital image-making.	Knows digital design for a real audience requires iterations, suitable tools and deliberate choices about message and context.
Visual elements and composition **NC link: KS1: colour, pattern, texture, line, shape, form and space; KS2: increasing mastery and control**	Knows that artworks contain colours, marks, shapes and textures, and that these can be noticed and named.	Knows line, colour, pattern and shape may be repeated or contrasted to create a recognisable visual effect.	Knows overlapping, arranging, different textures and warm/cool colour combinations influence a composition.	Knows tone, proportion, complementary colour and planned arrangement influence the effect of a study.	Knows contrast, symmetry, viewpoint and layered colour can guide attention in print, textile and digital work.	Knows proportion, perspective, depth, balance and contrast can serve a visual intention in different media.	Knows composition, symbol, scale and surface can be controlled independently to communicate complex meanings.

Knowledge strand	EYFS foundation	KS1 knowledge Stage 1	KS1 knowledge Stage 2	Lower KS2 knowledge Stage 3	Lower KS2 knowledge Stage 4	Upper KS2 knowledge Stage 5	Upper KS2 knowledge Stage 6
Sketchbooks, experimentation and planning **NC link: KS2: sketchbooks to record observations and review/revisit ideas; KS1: developing and sharing ideas**	Knows it is acceptable to explore tools and marks before making a final piece; can talk about what was tried.	Knows a sketchbook holds trials of lines, colour or ideas without needing a perfect finished outcome.	Knows a sketchbook can capture a print, stitch or collage idea before a final arrangement is chosen.	Knows tests of pencil grades, colour mixes and sculpture sketches record how different methods work.	Knows annotations and trial prints or samples help explain successful effects and inform refinements.	Knows purposeful tests of media, colour swatches and design iterations help develop personal intention.	Knows sustained independent sketchbook work records research, alternative ideas, refinements and artistic decisions.
Artists, makers and cultural context **NC link: KS1: work of artists, craft makers and designers; KS2: great artists, architects and designers in history**	Knows named artists such as Picasso, Matisse, Mondrian, Kandinsky, Pollock and de Saint Phalle make art in different ways.	Knows Picasso/Matisse, Kandinsky and de Saint Phalle use different lines, colours and forms; notices similarities.	Knows Morris used repeating pattern, Ringgold used story quilts and Carle used painted-paper collage.	Knows Kollwitz made expressive drawings, Cézanne explored colour and Moore created sculptural forms.	Knows Hokusai printed woodblocks, Fassett uses patterned textiles and digital illustrators build layered designs.	Knows Kahlo explored identity, van Gogh used expressive marks, Gormley explores space and figure; Warhol used repeated images.	Knows El Anatsui transforms found materials and artists/designers make work shaped by cultural, historical and social contexts.
Reflection, critique and meaning **NC link: KS1: compare artists and link to own work; KS2: review/revisit ideas and develop artistic understanding**	Knows artists can describe what they made, what they liked and how a material behaved.	Knows artwork can be compared with an artist's work and a favourite feature explained using "because".	Knows similarities and differences in pattern, colour or technique can be used to compare a partner's work.	Knows a named technique can be linked to an observed effect; feedback can suggest a practical improvement.	Knows comments about an artwork are stronger when supported with visual examples and artist references.	Knows artistic intention and effectiveness can be discussed with evidence, including mood, cultural context and audience.	Knows a critique or artist statement can explain intention, justify alternatives and evaluate the final impact of a work.

2 Where knowledge is taught and deepened across the two-year cycle

Phase	Cycle	Autumn	Spring	Summer
EYFS	**A**	Look Closely: mark-making, self-portraits, leaves	Colour Magic: mixing, Kandinsky and Mondrian	Squash, Squeeze, Join
EYFS	**B**	Look Closely: autumn observation; Picasso/Matisse	Colour Magic: primary/secondary, Kandinsky/Pollock	Squash, Squeeze, Join
KS1	**A**	Look Closely: drawing; Picasso/Matisse	Colour Mixing: Kandinsky painting	Squash, Squeeze, Join
KS1	**B**	Pattern Power: Morris printmaking	Weave & Stitch: Ringgold textiles	Collect & Create: Eric C
LKS2	**A**	Sketchbook Explorers: Kollwitz drawing	Mixing & Matching: Cézanne painting	Form & Structure: Henr
LKS2	**B**	Print Lab: Hokusai layered print	Threads & Textures: Kaffe Fassett textiles	Design in Action: digita
UKS2	**A**	Mastering Mark-Making: Frida Kahlo	Expressive Colour: Vincent van Gogh	Sculptural Stories: Anto
UKS2	**B**	Print + Print Mastery: Andy Warhol	Textile Traditions: El Anatsui	Digital Design Studio: c