

Cuddington Primary School

Art & Design Essential Learning, Assessment and Skills Progression



CUDDINGTON
Primary School



Respect Collaborate Aspire

Creating Success Together

Art Essential Learning and Assessment Questions

Our Art and Design curriculum is structured around key disciplinary concepts, including **drawing, painting, sculpture, colour, form, texture, pattern, and evaluation**. These concepts are revisited from Reception to Year 6, enabling pupils to build confidence, creativity, and technical skill over time. Through this progression, pupils develop the ability to experiment, refine, and communicate their ideas visually. They explore the work of a diverse range of artists, designers, and craftspeople, developing an understanding of how art reflects and shapes the world around us. Practical exploration is at the heart of the curriculum. Pupils are taught to use a range of materials and techniques, reflect on their work, and improve their outcomes. Over time, they learn to make purposeful artistic choices and explain their thinking. By revisiting key concepts and building disciplinary skills, pupils think increasingly like artists, able to explore ideas, develop techniques, evaluate outcomes, and express themselves with confidence and creativity.

Reception		
Essential Learning		
Paint – Colour theory	Drawing and sketching – Cutting accurately	Sculpture – fixing methods
I know/can.... - The primary colours are red, yellow and blue - An artist is ... - How to select paint tools for a purpose including rollers, sponges, brushes from a given range Texts: The hungry caterpillar The Rainbow Fish	I know/can... - Use scissors correctly - Draw a shape and cut it out neatly - Add materials for effect - Use a variety of drawing tools including markers, chalk, pencils, pens - Use attaching methods such as glue and tape to create collage Texts: Stickman Colour Monster Not now Bernard Links to Christmas Crafts	I know/can ... - A sculpture is made by a sculptor - Identify the difference between 2D and 3D - Transform my drawing into a 3D piece - Join 2D and 3D materials using fixing methods Texts: The Extraordinary gardener David Attenborough

Assessment Questions

- What are the three primary colours? - What is an artist? - Which materials did you use for your piece of art?	- What shape is this? - Can you show me how to cut out this shape? - Which drawing tools did you use?	- What is a sculpture? - What do we call an artist (sculptor) who makes models? - How did you join together your art?
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Essential Vocabulary

paint, brush, roller, sponge, tool, colour, red, yellow, blue, artist, picture	draw, drawing, sketch, scissors, cut, shape, line, neatly, glue, tape, collage, pencil, pen, chalk, marker, material	sculpture, sculptor, model, plan, 2D, 3D, join, fix, materials, structure, cube, sphere, cone, cylinder
Tier 1 (Core): paint, brush, roller, colour	Tier 1 (Core): draw, cut, shape, glue	Tier 1 (Core): model, build, join
Tier 2 (Subject): artist, tool, sponge	Tier 2 (Subject): scissors, collage, material, line	Tier 2 (Subject): sculpture, sculptor, fix, plan
Tier 3 (Disciplinary): primary colours	Tier 3 (Disciplinary): attach, composition	Tier 3 (Disciplinary): three-dimensional (3D), structure, form

Year One

Essential Learning

Sketching – Spirals	Paint – Exploring Watercolour	Sculpture – Making Birds
I know/can ... - Explain how different artists make different art and use shape to create motion - Use chalk and oil pastels to explore line and continuous	I know /can... - Which primary colours make secondary colours - How to create effects/patterns/textures with watercolours like a wash	I know/can ... - How to use graded pencils to sketch and invent hatching - Add details with markers and pen

mark making to blend/vary pressure • Draw through observation with varieties in scale and materials	• Give an opinion to contrast 2 artists	• Make a 3D shape by using different construction techniques to make a sculpture • Use my sketching skills and imagination to mark, make and alter papers ready to construct a 3D object
Assessment Questions		
• Which materials did you use? • What is your opinion of the work you have just done? • Which artist have you learned about?	• Which primary colours make secondary colours? • What sort of art did Paul Klee do? • What is a wash? • Which watercolour technique did you enjoy using best? Why?	• How do we know which are the softest pencils? • Which shapes did you combine to make the sculpture? • How did you get your sculpture to balance and stand up?
Essential Vocabulary		
sketching, spiral, spirals, line, continuous line	paint, watercolour, primary colours, secondary colours, texture, pattern, effects, wash, artist	sculpture, sculptor, model, imagine, design, construct, shape, graded pencils, marker, pen, balance
Tier 1 (Core): blend, motion,	Tier 1 (Core): texture, pattern, effects	Tier 1 (Core): imagine
Tier 2 (Subject): blend, motion, pressure	Tier 2 (Subject): wash, secondary colours	Tier 2 (Subject): design, construct
Tier 3 (Disciplinary): spirals, continuous line	Tier 3 (Disciplinary): colour theory	Tier 3 (Disciplinary): sculpture, sculptor, three-dimensional (3D)

Year Two		
Essential Learning		
Sketch – Explore and Draw	Paint -Expressive painting	Sculpture -Stick transformation
I know/can ... - Still life is a static collection of objects - Artists are curious and inspired by their surroundings and collections Collate /arrange my own collection - Use a variety of materials to make observational drawings of my own collection noting light and shade	I know /can... - The meaning of expressionism - Explain how to create secondary colours - Use my paint mixing skills to create abstract patterns - Combine materials to create a still life composition	I know /can... - How to manipulate materials, like twisting, tearing or folding, to create a new form - Photograph my own work to reflect on - Combine, balance, join and fasten objects to transform them - How to create scale and angles
Assessment Questions		
- What do we mean by still life? - What inspires artists? - Why do artists collect things?	- What is expressionism? - How do we create secondary colours? - How did you put together your still life?	- How did you combine your materials to make something new? - Why did you choose these materials to make this piece?
Essential Vocabulary		
still life, sketch, observation, collection, curious, light, shade, graded pencils	paint, expressionism, secondary colours, abstract, impression, composition	stick, sculpture, combine, manipulate, scale, angle, photograph
Tier 1 (Core): blend, motion, pressure	Tier 1 (Core): texture, pattern, effects	Tier 1 (Core): imagine
Tier 2 (Subject): blend, motion, pressure	Tier 2 (Subject): wash, secondary colours	Tier 2 (Subject): design, construct
Tier 3 (Disciplinary): spirals, continuous line	Tier 3 (Disciplinary): colour theory	Tier 3 (Disciplinary): sculpture, sculptor, three-dimensional (3D)

Year Three		
Essential Learning		
Sketching – Gestural Drawing Through Charcoal	Paint – Cloth, thread, paint	Sculpture Making Animated Drawings
I know/can ... - Contrast two artists to understand contemporary and traditional art - Use charcoal and other materials to create Chiaroscuro (balance between light and shade) thinking about line, shape and tone	I know/can ... - Compare two contrasting artists - Identify marks within the work of 2 artists, Alice Kettle and Hannah Rae - Combine stitches with my paint to create mixed media	I know/can ... - How to create an animation using sketching and exaggeration - How to transform my 2D plan into a 3D puppet that moves - How Lauren Child created moving sketches with personality - Film my animation
Assessment Questions		
- What do we mean by Chiaroscuro? - What can you do with charcoal to create new effects?	- What does Alice Kettle do? - How could I mix a purple? - Why did you add stitches to your work?	- How does Lauren Child make her sketches move? - Which part of your film would you like to talk to me about?
Essential Vocabulary		
light and shade, charcoal, line, shape, tone, gestural, chiaroscuro	focus, stitches, cloth, thread, paint, compare, arrange, elements, mixed media	exaggerate, gesture, film, personality, layer, animation
Tier 1 (Core): light and shade, charcoal	Tier 1 (Core): focus, stitches	Tier 1 (Core): exaggerate, gesture, film
Tier 2 (Subject): expressive, tone	Tier 2 (Subject): compare, arrange, elements	Tier 2 (Subject): personality, layer, animation

Tier 3 (Disciplinary): gestural, chiaroscuro	Tier 3 (Disciplinary): mixed media	Tier 3 (Disciplinary): disciplinary emphasis in this unit is practical and expressive
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Year Four		
Essential Learning		
Sketch – Storytelling Through Art	Paint -Still Life	Sculpture – Art of Display
I know/can ... - Contrast two graphic novel illustrators - Use visual and auditory stimulus to create art that tells a story – visual literacy - Combine charcoal, chalk, graphite, inks and pastels (mixed media) to create a still life scene with annotations	I know/can ... - Respond to an artist (Cezanne) - Understand the term “contemporary” - Plan by sketching tone, shapes and lines, explore foreground and background - Create a still life in paint/clay/card/ photography (teacher’s choice whether to offer options or use one. - Use my knowledge of line and shape - display my work for others	I know/can ... - How a sculptor creates figures and uses scale (Gormley) - Understand art needs to communicate to an audience - Learn how figurative art informs the viewer - Use scale to create a wire model on a plinth - Understand my model needs context - Use clay as a short term planning material
Assessment Questions		
- How are Laura Carlin and Shaun Tan different? - Tell me what story your art depicts	- Why was Cezanne successful? - Which shapes did you build your work around? - What do we mean by contemporary?	- Why do you think Gormley made his beach figures? - What does your figure communicate?

Did you learn any new techniques using mixed media?		How did clay help you when you moved onto wire modelling?
Essential Vocabulary		
annotations, visual literacy, graphic novel illustrator, quality of line, mixed media, charcoal, chalk, graphite, ink, pastel	background, foreground, lighting, tone, line, shape, contemporary, arrangement	meaning, scale, figurative, communicate, plinth, clay, wire, model
Tier 1 (Core): none	Tier 1 (Core): background, foreground, lighting	Tier 1 (Core): meaning
Tier 2 (Subject): annotations, visual literacy	Tier 2 (Subject): contemporary, arrangements, tone	Tier 2 (Subject): scale, figurative, communicate
Tier 3 (Disciplinary): visual literacy, graphic novel illustrator, quality of line	Tier 3 (Disciplinary): none	Tier 3 (Disciplinary): plinth

Year Five		
Essential Learning		
Sketch - Typography	Collaboration and Community – Fashion Design	Sculpt – Architecture Dream Big/Small
I know/can ... - Understand artists use type to communicate thoughts and ideas, personality. - Use large scale to create letters to communicate a phrase for a purpose - Interpret what Grayson Perry is communicating with his type	I know/can..... - Explain what a fashion designer does - Explore fashion related to history, contemporary - Combine elements of form, pattern, colour and texture in response to a brief - Create and transfer 2D pattern pieces into 3D forms to drape on a manikin - Gather and prepare materials to create a fashion item	I know/can ... know/can ... - Create my own sketchbook using a variety of papers and textures - Explain how two artists use their environment in their work - Work outdoors (plein air) to observe architecture and collect images in my new sketchbook. Compare landscapes/cityscapes - I will create my own architectural art piece using my images and different mediums in 3D contrast textures - Consider the responsibilities of an architect in society, visionary architects - Photograph my work to display it's best aspect
Assessment Questions		
- What sort of art does Grayson Perry make? - Why have you made your letter in this style?	- What does a fashion designer do? - What styles does Alice Fox design? - Can you tell me which textures and patterns you used and why?	- Explain the terms architecture and architect - Which of your sketches did you prefer?

• What is a typographer? • How do typographers make maps in different ways?		• How did your new sketchbook alter the way you worked? • What purpose would your building have in society • How is your building inspirational or different?
Essential Vocabulary		
• purpose, playful, graphics, identity, typographer, typography	• brief, fashion, designer, contemporary, historical, texture, pattern, pattern pieces	• energy, capture, exterior, interior, context, environment, aspirational, visionary, landscape, cityscape, plein air artist, textures
Tier 1 (Core): purpose, playful	Tier 1 (Core): brief, fashion, designer	Tier 1 (Core): energy, capture, exterior, interior
Tier 2 (Subject): graphics, identity	Tier 2 (Subject): contemporary, historical, texture, pattern	Tier 2 (Subject): context, environment, aspirational, visionary
Tier 3 (Disciplinary): typographer, typography	Tier 3 (Disciplinary): pattern pieces	Tier 3 (Disciplinary): landscape, cityscape, plein air artist, textures

Year Six

Essential Learning

Sketch - Set Design	Paint and Collage - Identity	Sculpture – Product Design - Take a Seat
I know/can ... - Understand what a set designer does - Understand the difference between theatre and animation set design - Use my drawing, painting and modelling skills to create a set (maquette) according to my design - Combine backdrop, flats and props for the purpose of my chosen show - Include features and props that communicate drama and moods, within my show, in my set - Photograph my work to create a design diary document with my team	I know/can ... - Explore identity through portraiture - Compare 4 artists and contrast their style - Use my sketchbook to collect a series of portraits of my peers - Manipulate materials to create a layered portrait of my peer to capture their personality and identity	I know/can ... - Understand what a product designer is - Know that objects are designed in a variety of styles and can portray personality - Create a 3D box-card chair prototype to reflect a message or personality using mixed media
Assessment Questions		
What is the difference between a theatre and an animation set?	Tell me how the portrait artists, Thandiwe Muriu and Yinka Shonibare differ?	- What does Yinka LLori do? - How did you decide on the theme of your chair?

- Describe how the set can influence the audience - What impression does your set try to portray	- How did you show the personality of your sitter? - Which materials did you prefer and why?	- What does your chair say/ What message did you want it to give?
Essential Vocabulary		
mood, drama, interpretation, lighting, maquette, set, props, backdrop	layer, personality, construct, identity, portraiture	message, personality, display, portray, prototype, product design
Tier 1 (Core): mood, drama	Tier 1 (Core): layer, personality	Tier 1 (Core): message, personality, display, portray
Tier 2 (Subject): interpretation, lighting	Tier 2 (Subject): construct, identity	Tier 2 (Subject): prototype
Tier 3 (Disciplinary): maquette, set, props, backdrop	Tier 3 (Disciplinary): portraiture	Tier 3 (Disciplinary): product design

Assessment Approach

Cuddington assesses pupils through practical outcomes and discussion. Staff use this progression grid to judge how well pupils are developing as artists, moving from exploring and describing in EYFS/KS1 to refining, evaluating, and creating with purpose in KS2.

Expected Standard: Pupils can independently demonstrate the 'can' statements for their year group using a range of materials, techniques, and ideas.

Skill Area	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	Can make marks to represent ideas	Can draw simple shapes and lines	Can add detail and pattern to drawings	Can use line, tone, and texture	Can sketch with increasing accuracy and proportion	Can use shading and perspective	Can draw with precision to communicate ideas clearly
Painting & Colour	Can explore colours through play	Can use primary colours and simple mixing	Can mix colours to create new shades	Can use colour for effect and mood	Can control tone, shade, and blending	Can use colour purposefully to create atmosphere	Can select and apply colour techniques effectively
Sculpture & Form	Can manipulate materials (clay, playdough)	Can create simple forms	Can shape and join materials	Can create 3D forms with structure	Can refine and add detail to sculptures	Can plan and construct more complex forms	Can create detailed, purposeful 3D outcomes
Techniques & Materials	Can explore different materials	Can use basic tools and materials safely	Can select appropriate materials	Can combine materials and techniques	Can refine use of tools and control	Can experiment and adapt techniques	Can confidently select and master techniques
Creativity & Ideas	Can express ideas through art	Can generate simple ideas	Can develop ideas from observation	Can explore and improve ideas	Can plan and adapt ideas	Can independently develop creative ideas	Can refine and realise personal artistic intentions
Evaluation & Reflection	Can talk about own work	Can describe what they have made	Can say what they like/dislike	Can explain choices and improvements	Can evaluate own and others' work	Can justify artistic decisions	Can critically evaluate and refine outcomes
Knowledge of Artists	Can recognise art in stories/play	Can talk about an artist or piece	Can describe simple features of artwork	Can compare artists and styles	Can explain influence of artists	Can use artists to inspire own work	Can analyse and evaluate artists' work in depth
Vocabulary	Use simple art words (colour, mark)	Use basic art vocabulary	Use subject-specific vocabulary	Use technical terms (tone, texture)	Apply accurate art vocabulary	Use analytical language	Use precise evaluative artistic vocabulary
Making Connections	Can relate art to own experiences	Can link art to simple ideas	Can recognise patterns in art	Can link art across topics	Can connect techniques and styles	Can explain influences and themes	Can make broader artistic and cultural connections