BUDE PRIMARY ACADEMY INFANT SCHOOL

Art & Design Curriculum Coverage & Progression of Skills (EYFS Reception & Key Stage 1 Rolling Programme)



CURRICULUM MAPPING NOTICE: *Bude Primary Academy Infant School is currently mapping our new Nursery curriculum onto our progression of skills and knowledge for each area of the curriculum. This document outlines the Art and Design curriculum progression across EYFS Reception and our 2-Year Mixed-Age Key Stage 1 Rolling Programme (Year A and Year B).*

1. Key Stage 1 Art & Design 2-Year Rolling Programme & EYFS Overview

Art and Design at Bude Primary Academy Infant School nurtures creativity, visual literacy, and self-expression through rich sensory exploration, formal elements mastery, and study of diverse artists. Learning progresses from early mark-making and color play in EYFS Reception through to structured 2D and 3D artistic techniques across our 2-Year Key Stage 1 Rolling Programme.

Half Term	Year B (Current Scheme)	Year A (Alternate Scheme)
Autumn 1	EYFS: Who am I? - Primary colours, face drawing/painting, Kandinsky (Squares with Concentric Circles). KS1 (Drawing): Museum of Me - Observational self-portraits exploring Warhol, Klee, Arcimboldo, Van Gogh, Matisse & Alma Thomas; Tabletop Museum curation.	EYFS: Who am I? - Primary colours, face drawing/painting, Kandinsky. KS1 (Colour & Light): How do Artists use Colour? - Primary colour mixing, secondary colours, tints (+white) & shades (+black), Kandinsky colour study.
Autumn 2	EYFS: What is a map? - Primary shades, people drawing/painting, Mondrian (Composition in Red, Yellow, Blue). KS1: Focus on DT Textiles (Santa's Cup Warmer). Art skills consolidated through winter illustration & nativity design.	EYFS: What is a map? - Primary shades, drawing people, Mondrian. KS1 (Mark-Making & Energy): Fireworks & Celebration Art - Contrasting bright vs dark colours, wax resist + splatter painting, Alma Thomas (Starry Night and Astronauts).
Spring 1	EYFS: What was it like in the past? - Secondary colours, junk model houses, Paul Klee cityscapes.	EYFS: What was it like in the past? - Secondary colours, junk model houses, Paul Klee.

	KS1 (3D Sculpture & Form): Wild Britain Animals - Clay/dough 3D tactile sculpture, St Ives sculptor Barbara Hepworth, comparing 2D painting to 3D form.	KS1 (Abstract Art & Movement): Abstract Celebration - Pollock-style energetic brushstrokes, flicking, dabbing, sweeping, Jackson Pollock (Convergence).
Spring 2	EYFS: What's growing in the garden? - Secondary colour mixing, observational flower drawing, Van Gogh (Sunflowers). KS1 (Craft & Ceramics): Bernard Leach Pottery - Design -> Make -> Evaluate process, moulding & decorating functional clay tiles & pinch pots.	EYFS: What's growing in the garden? - Secondary colour mixing, flower drawing, Van Gogh. KS1 (Warm Colours & Light): Glowing Hanukkah Candles - Warm colours (yellow, orange, red, white, blue base), blending pastels on dark paper, Georges de La Tour.
Summer 1	EYFS: What's in the egg? - Mask making, animal sculptures, junk animals, Henri Rousseau (Tiger in Tropical Storm). KS1: Focus on DT Food & Nutrition (Farm to Fork). Art skills applied to botanical observational sketches & soil texture rubbings.	EYFS: What's in the egg? - Mask making, animal sculptures, Rousseau. KS1 (Collage & Cut-Outs): Festive & Celebration Paper Collages - Cutting, tearing, overlapping, layering bold shapes, Henri Matisse (The Snail & Icarus).
Summer 2	EYFS: What is on the other side of the ocean? - Junk sea creatures, beachcombed land art. KS1: Focus on DT Mechanisms (Moving Railway Vehicles). Art skills integrated through Victorian train design & coastal landscape sketches.	EYFS: What is on the other side of the ocean? - Junk sea creatures, beachcombed land art. KS1 (Combined Media): Magical Night Street Scene - Combining pastel night sky blending, Pollock paint flicking, and torn paper collage shapes.

2. Vertical Art & Design Skills Progression: EYFS Reception to Key Stage 1 Stretch

This vertical progression matrix illustrates how core artistic disciplines develop incrementally from early sensory exploration in EYFS Reception through Year 1 foundational mastery up to Year 2 cognitive stretch, ensuring pupils build confidence, refined technique, and critical evaluation skills.

Strand	EYFS Reception (Foundations)	Year 1 Expectation	Year 2 Cognitive Stretch
Drawing & Line Exploration	• Explores mark-making on varied surfaces. • Uses chalk, charcoal, oil pastels & pencils. • Draws self-portraits, faces & buildings. • Traces outlines & air-draws shapes.	• Controls line weight (thick vs thin markers). • Draws contour lines around focal shapes. • Uses observational drawing for natural objects. • Creates repeating line patterns (zig-zag, diagonal).	• Uses line weight deliberately to show depth & focal point. • Creates spatial composition (foreground/background). • Draws horizon lines to show perspective. • Applies precise line shading & cross-hatching.
Colour Theory, Paint & Blending	• Identifies primary colours (red, yellow, blue). • Explores secondary colours & shades. • Uses brushes, sponges & fingers for paint dabs. • Names colours & describes visual preferences.	• Mixes primary colours to make secondary colours. • Explores warm (yellow/red) vs cool colours. • Applies wet-on-wet watercolour washes. • Uses wax resist & splatter techniques.	• Creates tints (+white) and shades (+black). • Blends soft/oil pastels with fingers for glowing light. • Uses contrasting colours deliberately to convey energy. • Controls paint consistency (thick vs light wash).
3D Sculpture,	• Manipulates playdough, clay	• Manipulates clay/salt dough into	• Uses scoring, slipping & welding

Clay & Form	& paper-mâché. • Rolls, pinches, squeezes & cuts malleable media. • Assembles junk model houses & sea creatures. • Creates simple animal sculptures.	3D tactile forms. • Scores, rolls coils & shapes pinch pots. • Verbally compares 3D sculpture to 2D painting. • Assembles stable 3D structures.	to join clay securely. • Shapes functional pottery tiles & decorated pinch pots (Bernard Leach). • Explores abstract 3D form & negative space (Barbara Hepworth).
Collage, Printmaking & Pattern	• Cuts, tears & glues paper/fabric scraps. • Creates simple repeating stamped patterns. • Uses foil, tissue, ribbons & feathers for texture. • Builds collage pictures with guidance.	• Cuts and tears paper with purpose (Matisse cut-outs). • Overlaps shapes to create full compositions. • Prints repeating patterns using objects & blocks. • Explores texture through paper tearing.	• Etches patterns into foam tiles & rolls printing ink evenly. • Creates 4-block repeat prints (Warhol/Marimekko style). • Layers diverse textures (foil, tissue, glitter card) for 3D card assembly.
Art Appreciation & Evaluation	• Shares personal choices & likes/dislikes. • Explains the creation process to adults. • Observes famous artwork & picture book art. • Demonstrates pride in completed creations.	• Identifies artists by name (Kandinsky, Mondrian, Van Gogh, Hepworth). • Describes colour, line & shape choices. • Participates in gallery walks & peer reviews. • Answers recall & understanding questions.	• Compares techniques across artists (Pollock vs Matisse vs De La Tour). • Evaluates work against success criteria using 'because'. • Refines work through self-regulation checks. • Explains how artistic choices express mood & energy.

3. Substantive Knowledge, Artist Studies, Practical Outcomes & Metacognitive Strategies

Every Art unit embeds explicit metacognitive strategies (I DO, WE DO, YOU DO modelling, strategy chants, and EEF 7-step sequences) alongside structured artist appreciation. The table below details substantive knowledge, disciplinary outcomes, and progression steps for each unit.

Unit & Enquiry Focus	Artist Study & Substantive Concepts	Classroom Investigation & Practical Outcome	Progression & Metacognitive Hook
Museum of Me (Drawing)	Andy Warhol, Paul Klee, Giuseppe Arcimboldo, Vincent van Gogh, Henri Matisse, Alma Thomas. Observational drawing, facial proportions, self-portraiture & mixed media collage.	7-week unit creating detailed self-portraits exploring line, colour, and texture. Curating a Tabletop Museum Exhibition with peer gallery walk.	Y1: Label facial features & use primary colours. Y2: Blend textures & explain artist inspiration. Strategy: LOOK -> SPOT CLUES -> THINK
Colour Mixing & Tints/Shades	Wassily Kandinsky ('Squares with Concentric Circles', 1913). Primary colours (red, yellow, blue), secondary colours, tints (+white), shades (+black).	Mixing primary paints on palettes to create orange, green, purple. Painting a 6-part colour wheel and creating concentric circle artwork.	Y1: Mix primary colours to make secondary. Y2: Mix secondary + add white/black for tints & shades. Chant: Red + Yellow = Orange! Blue + Yellow = Green!
Fireworks & Wax Resist	Alma Thomas ('Starry Night and the Astronauts', 1969).	Drawing bold fireworks with wax crayons on black paper, painting dark watercolour wash over top, and adding	Y1: Use wax crayon + wash. Y2: Layer splatter marks for explosive energy.

	Contrasting colours (bright vs dark), wax resist properties, mark-making for movement.	toothbrush splatter bursts.	Chant: Wax! (mime crayon) -> Wash! (mime brush)
Abstract Art & Movement	Jackson Pollock ('Convergence', 1952). Abstract art (feelings & energy rather than realistic pictures), brushstrokes & paint flicking.	Flicking, dabbing, and sweeping paint onto large sheets to capture movement and celebration without drawing neat shapes.	Y1: Bold primary/secondary brush strokes. Y2: Layer flicked lines & overlapping marks. Rule: 'Use colour with energy!' (Flick, Dab, Sweep)
Glowing Hanukkah Candles	Georges de La Tour ('Magdalen with the Smoking Flame'). Warm colours (yellow, orange, red, white, blue base), light vs dark contrast, soft blending.	Drawing tall candles on dark paper, placing blue at wick base, yellow/orange flame, white tip, and smudging pastels for glowing light.	Y1: Draw warm flame colours. Y2: Layer & smudge pastels for realistic glow. Chant: 'Look for colours... draw flame... blend softly... glow!'
Collage & Paper Cut-Outs	Henri Matisse ('The Snail' & 'Icarus'). Collage art form, cutting vs tearing, arrangement, composition, overlapping & texture.	Cutting and tearing pre-coloured, foil, tissue & patterned paper shapes. Overlapping and gluing bold shapes onto folded card blanks.	Y1: Large, simple torn shapes & few layers. Y2: Smaller details, complex overlaps & varied textures. Rule: 'Big colours, bold shapes, overlap!'
Magical Night Street Scene	Combined Media Synthesis (Pollock + Matisse + Pastel Blending). Combining techniques to create atmosphere and depth in one picture.	A3 card 3-step masterwork: Step 1: Blend pastel night sky. Step 2: Flick Pollock starry paint dots. Step 3: Rip paper houses, windows & tree.	Y1: Cover white patches & rip 3 basic shapes. Y2: Complex town scene with window details & gray shadows. Strategy: Blend -> Flick -> Rip!
3D Sculpture & Form	Barbara Hepworth (St Ives Sculptor). 3D form vs 2D picture, spatial awareness, tactile manipulation, negative space.	Manipulating clay or salt dough to sculpt 3D animal forms (fox, hedgehog, owl). Smooth finishing and comparing 3D form to 2D painting.	Y1: Roll & squeeze basic animal shapes. Y2: Sculpt refined 3D animal forms & explain negative space. Strategy: Plan -> Sculpt -> Compare
Bernard Leach Pottery	Bernard Leach (St Ives Craft Maker). Functional ceramics, moulding, pinch pots, clay tiles, scoring & decorating.	Following explicit Design -> Make -> Evaluate process. Hand-building functional clay pinch pots and etching decorated clay tiles.	Y1: Mould simple pinch pot. Y2: Score, slip & decorate functional tiles. Strategy: Wedge -> Roll -> Score & Slip -> Weld
Nature's Patterns & Plants	William Morris & Ernst Haeckel. Line weight, botanical detail, leaf vein structure, symmetry & pattern in nature.	Observational drawings of natural leaves and flowers. Etching simple leaf patterns into foam tiles and printing repeat patterns.	Y1: Draw simple leaf outlines. Y2: Capture intricate vein detail & print 4-block grid. Strategy: LOOK -> DRAW -> ETCH -> PRINT

EYFS Reception Foundations	Expressive Arts & Design (EAD) Framework. Process over product, mark-making, primary colours, junk modelling, mask making, land art.	Daily continuous provision: paint, collage, clay, junk modelling. Termly artist studies (Kandinsky, Mondrian, Klee, Van Gogh, Rousseau).	Achieves Early Learning Goal (ELG): Creating with Materials & Being Imaginative and Expressive. Pedagogy: Process Over Product