



AccessArt Progression (Skills and Knowledge) for Primary Schools Years 1 to 6

This plan has been created to support the [AccessArt Primary Art Curriculum](#)

September 2026

Year 1	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills		www.accessart.org.uk	
Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
Understand drawing is a physical activity. Spirals	Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration. Spirals		Understand watercolour is a media which uses water and pigment. Exploring Watercolour		Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. Playful Making	Look at the work of artists who draw, sculptors, and painters, listening to the artists' intention behind the work and the context in which it was made.
Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. Spirals	Make a simple elastic band sketchbook. Personalise it. Spirals		Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks. Exploring Watercolour		Understand the meaning of "Design through Making" Playful Making	Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.
Use colour (pastels, chalks) intuitively to develop spiral drawings. Spirals	Use sketchbooks to:		Explore watercolour in an intuitive way to build understanding of the properties of the medium. Exploring Watercolour		Use a combination of two or more materials to make sculpture. Playful Making	All Pathways for Year 1
	Develop experience of primary and secondary colours Spirals Simple Printmaking Exploring Watercolour		Paint without a fixed image of what you are painting in mind. Exploring Watercolour		Use construction methods to build. Playful Making	Reflect upon the artists' work, and share your response verbally ("I liked...").
	Practice observational drawing Spirals		Respond to your painting, and try to "imagine" an image within. Exploring Watercolour		Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy. Playful Making	Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well").
	Explore mark making Spirals Exploring Watercolour		Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery. Exploring Watercolour			Some children may feel able to share their response about classmates work.
						All Pathways for Year 1

Year 2	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills		www.accessart.org.uk	
Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. Explore & Draw	Continue to build understanding that sketchbooks are places for personal experimentation.	Understand mono prints or mono types are prints made by drawing through an inked surface, transferring the marks on to another sheet. Explore Through Monoprint		Understand that we can combine collage with other disciplines such as drawing, printmaking and making. Explore & Draw	Understand when we make sculpture by adding materials it is called Construction. Be an Architect Stick Transformation Project	Understand artists take their inspiration from around them, collecting and transforming.
Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. Explore & Draw	Understand that the way each persons' sketchbook looks is unique to them. All Pathways for Year 2	Transfer the skills learnt in drawing and sketchbooks to mono print by making monoprints using carbon copy paper (and or oil pastel prints), exploring the qualities of line. Explore Through Monoprint		Use the observational drawings made (see column 1 "drawing"), cutting the separate drawings out and using them to create a new artwork, thinking carefully about composition. Work into the collage with further drawing made in response to the collaged sheet. Explore & Draw	Architect Stick Transformation Project	Understand that in art we can experiment and discover things for ourselves.
Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting & representing. Photograph. Explore & Draw	Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. Explore & Draw			Collage with drawings to create invented forms. Combine with making if appropriate. Explore & Draw	Use Design through Making philosophy to playfully construct towards a loose brief. Stick Transformation Project	Look at the work of a printmaker, an architect, and artists and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work.
Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen. Explore & Draw	Work in sketchbooks to:				Transform found objects into sculpture, using imagination and construction techniques including cutting, tying, sticking. Think about shape (2d), form (3d), texture, colour and structure. Stick Transformation Project	Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 2
Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. Explore & Draw Explore Through Monoprint	Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. Explore & Draw Explore Through Monoprint					Reflect upon the artists' work, and share your response verbally ("I liked...").
Create final collaged drawings (see column 5 "collage") which explore composition. Explore & Draw	Make visual notes about artists studied. Explore & Draw Explore Through Monoprint					Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well").
						Talk about intention.
						Share responses to classmates work, appreciating similarities and differences.
						Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make

						films thinking about viewpoint, lighting & perspective. All Pathways for Year 2
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Year 3	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills		www.accessart.org.uk	
Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. Gestural Drawing with Charcoal Understand charcoal and earth pigment were our first drawing tools as humans. Gestural Drawing with Charcoal Know that Chiaroscuro means "light/dark" and we can use the concept to explore tone in drawings. Gestural Drawing with Charcoal Understand that animators make drawings that move.	Continue to build understanding that sketchbooks are places for personal experimentation. All Pathways for Year 3 Understand that the way each persons' sketchbook looks is unique to them. All Pathways for Year 3 Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. All Pathways for Year 3 Work in sketchbooks to: Explore the qualities of charcoal. Gestural Drawing with Charcoal	Understand that screen prints are made by forcing ink over a stencil. Working with Shape & Colour Understand that mono print can be used effectively to create prints which use line. That screen prints can be used to create prints which use thicker lines and / or shapes. Working with Shape & Colour Use mono print or screen print over collaged work to make a creative response to an original artwork. Consider use of layers to develop meaning. Working with Shape & Colour	Understand that paint acts differently on different surfaces. Cloth, Thread, Paint Understand the concept of still life and landscape painting. Cloth, Thread, Paint Continue to develop colour mixing skills. Cloth, Thread, Paint Natural Materials Explore painting over different surfaces, e.g. cloth, and transfer drawing mark making skills into thread, using stitch to draw over the painted fabric. Cloth, Thread, Paint	Understand that we can combine collage with other disciplines such as drawing, printmaking and making. Working with Shape & Colour Cut shapes from paper (free hand) and use as elements with which to collage, combined with printmaking (see column 3 "printmaking") to make a creative response to an original artwork. Explore positive and negative shapes, line, colour and composition. Working with Shape & Colour	To understand that visual artists look to other artforms for inspiration. Look at the work of an artist who uses gestural marks which convey movement, illustrators and makers who take inspiration from literature, painters who also use textiles and artists who animate their work. Understand artists often collaborate on projects, bringing different skills together. Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 3 Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of..."). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might..."). Talk about intention. Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may	

						make films thinking about viewpoint, lighting & perspective. All Pathways for Year 3
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Year 4	Purple = Substantive Knowledge	Green = Implicit Knowledge / Skills	www.accessart.org.uk	
Drawing	Sketchbooks	Painting	Making	Purpose/Visual Literacy/Articulation
Understand that artists and illustrators interpret narrative texts and create sequenced drawings. Storytelling Through Drawing	Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. All Pathways for Year 4	Understand that still life name given to the genre of painting (or making) a collection of objects/elements. Exploring Still Life		Look at the work of illustrators and graphic artists, painters and sculptors. Understand the processes, intentions an outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.
Understand artists can work with pattern for different reasons: Understand Surface Pattern Designers work to briefs to create patterns for products: Artists work with pattern to create paintings or other works. Exploring Pattern	Use sketchbooks to: Practise drawing skills. Storytelling Through Drawing Exploring Pattern Exploring Still Life	That still life is a genre which artists have enjoyed for hundreds of years,, and which contemporary artists still explore today. Exploring Still Life		Understand artists often collaborate on projects, bringing different skills together.
Understand working with pattern uses lots of different concepts including repetition, sequencing, symmetry. Exploring Pattern	Make visual notes to record ideas and processes discovered through looking at other artists. Storytelling Through Drawing Exploring Pattern Exploring Still Life	To explore colour (and colour mixing), line, shape, pattern and composition in creating a still life. To consider lighting, surface, foreground and background. Exploring Still Life		Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.
Understand that patterns can be purely decorative or hold symbolic significance. They can be personal or cultural. Exploring Pattern	Test and experiment with materials. Storytelling Through Drawing Exploring Pattern Exploring Still Life	To use close observation and try different hues and tones to capture 3d form in 2 dimensions. (Option to use collage from painted sheets). Exploring Still Life		Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 4
Create owned narratives by arranging toys in staged scenes, using these as subject matter to explore creation of drawings using charcoal and chalk which convey drama and mood. Use light and portray light/shadow. Storytelling Through Drawing	Brainstorm pattern, colour, line and shape. Exploring Pattern Exploring Still Life	Options to work in clay, making reliefs inspired by fruit still lives, or make 3d graphic still lives using ink and foamboard. Exploring Still Life		Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").
Interpret poetry or prose and create sequenced images in either an accordion or poetry comic format. Work in a variety of media according to intention, including handwriting pen, graphite or ink. Storytelling Through Drawing	Reflect. Storytelling Through Drawing Exploring Pattern Exploring Still Life			Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by..."). Talk about intention.
Use colour, composition, elements, line, shape to create pattern working with tessellations, repeat pattern or folding patterns. Exploring Pattern				Work collaboratively to present outcomes to others where appropriate. Present as a team.
Use a variety of drawing media including charcoal, graphite, wax resist and watercolour to make observational and experimental drawings. To feel able to take creative risks in pursuit of				Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.
				Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. All Pathways for Year 4

creating drawings with energy and feeling. Storytelling Through Drawing				
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Year 5	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills	www.accessart.org.uk	
Drawing	Sketchbooks	Printmaking	Painting	Making	Purpose/Visual Literacy/Articulation
Understand that designers create fonts and work with Typography. Typography & Maps Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography. Typography & Maps	Use sketchbooks to: Explore mark making. Typography & Maps, Set Design Fashion Design Brainstorm ideas generated when reading poetry or prose. Making MonoTypes Set Design	Understand that mono types are single monoprints. Understand that artists sometimes use printmaking to create a larger artwork, e.g. an installation or an artists book. Making MonoTypes		Understand that set designers can design/make sets for theatres or for animations. Set Design Understand that designers often create scaled models to test and share ideas with others. Set Design	Look at the work of designers, artists, animators, architects. Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.
Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire, and use creative skills to transform into letters. Typography & Maps Draw over maps/existing marks to explore how you can make mark making more visually powerful. Typography & Maps Combine drawing with making to create pictorial / 3 dimension maps which explore qualities of your personality or otherwise respond to a theme. Explore line weight, rhythm, grip, mark making and shape, and explore how 2d can become 3d through manipulation of paper. Typography & Maps Use charcoal, graphite, pencil, pastel to create drawings of atmospheric "sets" to help inform (though not design) set design (see column 6	Make visual notes to capture, consolidate and reflect upon the artists studied. Typography & Maps Making MonoTypes Set Design Explore ideas relating to design (though do not use sketchbooks to design on paper), exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc. Set Design	Combine mono type with painting and collage to make an "artists book" inspired by poetry or prose. Explore colour, mixing different hues, and explore composition, working with different shaped elements, before using mono print to layer lines and marks. Making MonoTypes		Use Design through Making, inspired by a brief, to create a scale model "set" for a theatre production or an animation. Set Design Construct with a variety of media, using tools. Think about scale, foreground, background, lighting, texture, space, structure and intention. Set Design	Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 5 Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to..."). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....). Talk about intention. Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. Discuss the ways in which artists have a responsibility to themselves/society. What purpose

"making"). Set Design					does art serve? All Pathways for Year 5
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Year 6	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills		www.accessart.org.uk
Drawing	Sketchbooks	Printmaking	Painting	Making	Purpose/Visual Literacy/Articulation
Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects. 2D to 2D Understand that graphic designers use typography and image to create packaging which we aspire to use. 2D to 2D Understand that there are technical processes we can use to help us see, draw and scale up our work. 2D to 2D	Use sketchbooks to: Practise seeing negative and positive shapes. 2D to 2D Activism Using the grid method to scale up an image. 2D to 2D Explore what your passions, hopes and fears might be. What makes you you? How can you find visual equivalents for the words in your head? Activism Exploring Identity Explore colour: make colours, collect colours, experiment with how colours work together. Activism Brave Colour Explore combinations and layering of media. Activism Exploring Identity Develop Mark Making Activism 2D to 2D Exploring Identity Shadow Puppets Make visual notes to capture, consolidate and reflect upon the artists studied. Activism 2D to 2D Exploring Identity Brave Colour Take a Seat Shadow Puppets	Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. Think about what you could create (possibly working collaboratively) to share your voice and passion with the world. Activism Exploring Identity	Explore how we can use layers (physical or digital) to explore and build portraits of ourselves which explore aspects of our background, experience, culture and personality. Exploring Identity Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore. Exploring Identity	Understand that artists use a variety of media including light and sound as well as physical media to create installations. Understand that installations are often immersive, enabling the viewer to enter the artwork. Brave Colour Understand that designers & makers sometimes work towards briefs, but always brings their own experience in the project to bear. Exploring Identity Understand that artists and designers add colour, texture, meaning and richness to our life. Brave Colour Exploring Identity Take a Seat Use the device of scaled model to imagine what your installation might be, working in respond to a brief or "challenge" to enable a viewer to "have a physical experience of colour." Brave Colour Use a variety of materials, including light and sound, to make a model of what you would build. Think about structure of space, how the viewer would enter, what they would see, feel, hear. Use colour in a brave and bold way, reflecting upon how this might make the viewer feel. Brave Colour	Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers. Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 6 Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to..."). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by...."). Talk about intention. Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. All Pathways for Year 6

