Cranmore Infant School Art and Design Progression framework

At Cranmore, we believe that every child is an artist, a designer, and a creative thinker. Our Art & Design and Design Technology Progression Framework has been carefully crafted to nurture children's curiosity, imagination, and confidence from their very first days in EYFS through to the end of Key Stage 1.

The Kapow scheme of work has been designed as a spiral curriculum with the following key principles in mind:

✓ Cyclical: Pupils return to the key strands again and again during their time in primary school.

✓ Increasing depth: Each time the key strand is revisited it is covered with greater complexity.

✓ Prior knowledge: Upon returning to each key strand, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.

Above all, we want children to feel proud of what they create and excited to explore new ideas.

Our Art and DT Progression Framework aims to:

1. Build strong foundations in creativity and problem-solving

- Children develop early artistic and design skills through hands-on exploration, imaginative play, and opportunities to experiment with materials, tools, and techniques.

2. Develop confident young artists and designers

We support children to express their ideas, make choices, and talk about their work with increasing independence and pride.

3. Teach practical skills progressively and safely

From mark-making and cutting to joining, constructing, and using simple mechanisms, children learn skills step by step, building competence over time.

4. Encourage curiosity, imagination, and original thinking

Children are supported to explore, ask questions, try new approaches, and adapt their ideas as they work.

5. Ensure a clear, sequenced journey of learning

Our framework shows how knowledge and skills grow from EYFS through KS1, ensuring consistency, high expectations, and meaningful progression for every child.

6. Promote inclusion and accessibility

We design learning that every child can access and enjoy, with adaptations and scaffolds that support diverse needs, strengths, and learning styles.

7. Introduce children to artists, designers, and real-world contexts

Children learn that art and design are part of everyday life, helping them understand how creativity shapes the world around them.

8. Foster joy, confidence, and a lifelong love of making

FS1

In Art, pupils handle and explore a wide range of materials (paper, fabric, natural objects, paint, clay, dough).They start to notice textures, colours, and shapes. Pupils begin to choose materials based on interest or curiosity. They make marks using fingers, brushes, crayons, chalk, and other tools and explore lines, dots, circles, and patterns. Pupils begin to give meaning to their marks. They explore colour through mixing, splashing, dabbing, and spreading. Pupils notice changes when colours mix. They begin to name familiar colours. Pupils build structures using blocks, boxes and loose parts. They explore how things balance, stack and join. They respond to art by looking closely at images, objects, and artwork and begin to state their preferences.
In DT, pupils express ideas through play, talk, and simple drawings. They begin to choose materials for a purpose. Pupils explore how things work through curiosity and trial and error.
Pupils use simple tools safely (spoons, rollers, child-safe scissors with support). They join materials using glue, tape, or by slotting and stacking. Pupils explore construction kits and loose parts to build imaginative models. Pupils learn basic hygiene routines (washing hands before cooking). Pupils talk about what they made and how they made it. They begin to say what they like or what they might change.

FS2

In Art, pupils use a wider range of tools (pencils, chalks, felt tips, charcoal) with growing control.
They create more intentional shapes, lines, and patterns and begin to represent people, objects, and scenes with recognisable features. Pupils talk about their drawings and the ideas behind them. Pupils mix colours with increasing independence and explore shades, tones, and simple colour changes.
They use brushes and tools with more accuracy and control and begin to use colour to express mood, features, or ideas. Pupils cut with greater accuracy using scissors. They arrange and layer materials to create images or textures. They explore joining methods such as tape, glue, tabs, and simple fixings.
Pupils notice details in artwork such as pattern, texture, and composition. They express preferences and explain their choices. They begin to use artistic vocabulary
In DT, pupils share ideas through drawings, talk, and simple plans. They choose tools and materials based on what they want to create. Pupils use tools safely and with increasing control (scissors, hole punches, glue spreaders). They talk about where food comes from and follow simple hygiene routines when preparing food. They begin to evaluate by talking about what they made and how well it works.

Year 1

Year 1 KNOWLEDGE AND SKILLS **Art**	**ESSENTIAL VOCABULARY**
Drawing • Use a range of drawing tools (pencils, crayons, chalk, charcoal). • Explore line, shape, pattern, and texture. • Add simple details to represent people, objects, and scenes. • Talk about their drawings and the choices they made. Painting & Colour • Name and mix primary and secondary colours. • Use brushes with increasing control. • Apply paint in different ways (dabbing, sweeping, layering). • Begin to use colour to show ideas or features. Sculpture & 3D • Shape and model using clay, dough, or malleable materials. • Build simple structures using natural or recycled materials.	Line Shape Pattern Texture Detail Outline Shading Light / Dark Primary colours (red, blue, yellow) Secondary colours (green, orange, purple) Mix / Mixing Brushstroke Tone Shade Bright / Dull Colour wheel Cut Tear Layer Arrange

• Explore joining techniques such as sticking, pressing, or slotting. Art Appreciation • Look closely at the work of artists, craft makers, and designers. • Notice colours, shapes, patterns, and textures. •press simple likes, dislikes, and comparisons.	Overlap Texture Smooth / Rough Materials Model Shape Form Join Build Artist Designer
Year 1 KNOWLEDGE AND SKILLS **DT**	**ESSENTIAL VOCABULARY**
Designing • Share ideas through drawings, labels, and talk. • Choose materials and tools based on what they want to make. • Begin to think about the purpose of their product. Making • Use tools safely (scissors, glue spreaders, hole punches). • Join materials using tape, glue, tabs, or simple fixings. • Follow steps in order when making a product. Mechanisms • Explore simple mechanisms such as sliders, levers, wheels, and axles. • Understand that mechanisms make parts move. • Create simple moving pictures or models. Evaluating • Talk about what they made and how well it works. • Say what they like and what they would change next time. • Compare their product with existing examples.	Design Plan Purpose User (who the product is for) Function (what the product needs to do) Label Model Tools Materials Equipment Cut Join Attach Fix Fold Shape Assemble Construct Axle Move / Movement Push / Pull Turn Ingredient Recipe Mix Stir Spread Cut Healthy / Unhealthy Hygiene Evaluate Improve Change
Year 2	
Year 2 KNOWLEDGE AND SKILLS **Art**	**ESSENTIAL VOCABULARY**
Use a wider range of drawing tools (pencils, chalk, charcoal, pastels). • Explore different types of lines (thick, thin, broken, curved). • Add more detail to drawings, including simple shading. • Use observational skills to draw from real objects.	Line Tone Shading Texture Detail Observe / Observation Outline Pastel / Charcoal Pressure (light/heavy)

• Mix colours with greater accuracy, including tints and tones. • Use brushes with more control to create different effects. • Explore warm and cool colours and how they change a picture. • Apply paint in layers to add depth or detail. • Begin to choose colours intentionally to express mood or meaning. • Cut and shape materials with improved accuracy. • Arrange and layer materials to create planned effects. • Combine textures, colours, and shapes for a purpose. • Shape and join malleable materials with increasing control. • Use tools to add texture, pattern, and detail to 3D work. • Build more stable structures using a range of materials. • Plan simple 3D forms before making them. • Talk about similarities and differences between artists' work • Begin to talk about how artists use colour, line, and shape.	Primary colours Secondary colours Tint (colour + white) Shade (colour + black) Tone Warm colours Cool colours Brushstroke Layering Texture Shape Cut / Trim Composition Form Structure Mould / Shape Join Carve Texture Surface Artist / Designer / Maker Style Similarities / Differences Pattern Texture Mood Effect Technique
Year 2 KNOWLEDGE AND SKILLS **DT**	**ESSENTIAL VOCABULARY**
• Generate ideas by drawing, talking, and using simple templates or mock-ups. • Plan what they want to make and list the materials they will need. • Describe the purpose of their product and who it is for. • Begin to explain why they have chosen certain materials or tools. • Use tools safely and with increasing accuracy (scissors, hole punches, glue spreaders, child-safe saws if appropriate). • Measure, cut, shape, and join materials with more control. • Use a wider range of joining techniques (tabs, split pins, tape, glue, simple fixings). • Explore and use mechanisms such as wheels, axles, sliders, levers, and simple linkages. • Understand how mechanisms create movement. • Create moving models or pictures that use more than one type of mechanism. • Begin to troubleshoot when mechanisms don't work as expected • Explore how to make structures stronger, stiffer, and more stable. • Use simple techniques such as folding, rolling, and layering to strengthen materials. • Evaluate how well their structure stands or supports weight. • Understand where food comes from (plant or animal).	Design Plan Purpose User Function Template Mock-up List / Materials list Choose / Select Measure Mark out Cut Shape Join Assemble Fix Strengthen Tools / Equipment Materials Mechanism Wheel Axle Slider Lever Linkage Pivot Movement Push / Pull / Turn Structure Stable / Stability

• Follow simple recipes with increasing independence. • Use basic food preparation skills (cutting safely, peeling, grating with support, mixing). • Talk about healthy choices and the importance of hygiene. • Compare their product with existing examples and talk about similarities and differences. • Describe what worked well and what they would improve. • Use simple technical vocabulary to talk about their work.	Strong / Strengthen Stiff / Stiffness Base Ingredient Recipe Prepare Mix Peel Grate Cut safely Hygiene Healthy choices Evaluate Improve Adapt

SEND Inclusion

Our curriculum is fully inclusive and accessible to all children, including those with SEND. We keep pupils with SEND within the curriculum by providing additional scaffolds rather than simplifying the core content. This may include pre-teaching vocabulary, breaking learning into smaller steps, using visual prompts, offering adult modelling, providing practical resources, or giving structured talk opportunities. All pupils learn the same key ideas, but receive the support they need to succeed. We aim for every child to feel confident, capable and part of the learning community.