




Holmesdale Infant School
Yearly Knowledge and Skills Progression
Subject: Art We follow the KAPOW Curriculum for Art
Year: Reception

We have identified **BIG IDEAS** that run through our Art curriculum. These are evident threads that run through the year group
 1. **Generating ideas** 2. **Making skills (including formal elements)** 3. **Knowledge of artists** 4. **Evaluating and analysing**

Kapow Units Across the Year
(Must be taught in order throughout the year)

Across the year in Reception, these modules will be covered to ensure children meet the Early Learning Goals by the end of the year. Through a wide range of creative experiences, children develop artistic skills by exploring mark making, drawing, paint, collage, and mixed media, building fine motor control, observational skills, and confidence with different tools and techniques. Crafting, cutting, joining, and working with malleable materials such as clay and playdough support planning, designing, and refining ideas, while collaborative and artist-inspired projects encourage creativity, reflection, and problem-solving across both two- and three-dimensional art forms.

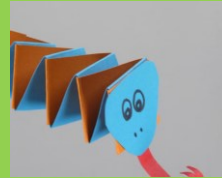
Autumn Term	Spring Term	Summer Term
<p>Drawing – Marvellous Marks</p>  <p>6 sessions</p> <p><i>Marvellous Marks</i> introduces children to a range of mark-making tools and techniques, helping them develop fine motor control and observational skills. They explore pattern-making with felt tips and chalk, both indoors and outdoors, and compare the different effects of each medium. Using pencils, children practise drawing from observation and reflect on how well their drawings represent what they can see. These skills are then applied to creating self-portraits using mirrors, before looking</p>	<p>Painting and mixed media – Paint My World</p>  <p>6 sessions</p> <p><i>Paint My World</i> encourages children to explore paint and mixed media in imaginative and expressive ways. They begin by experimenting with finger painting, describing colours, textures, and their own creations, before using natural materials as tools to make abstract and figurative artworks. Children express emotions through paint in response to music and independently explore collage and transient art using a range of materials. Building on</p>	<p>Sculpture and 3-D – Creation Station</p>  <p>6 sessions</p> <p><i>Creation Station</i> introduces children to working with malleable materials and creating in three dimensions. They explore clay and playdough through hands-on manipulation, developing fine motor skills and understanding material properties. Children use natural objects to create imaginative 3D landscapes, then study shapes and patterns in clay animal sculptures to design their own. The module culminates in shaping, refining, and decorating clay animal sculptures, with children</p>

at how artists use colour and producing a final colourful self-portrait inspired by their learning.

this, they create landscape collages inspired by Megan Coyle and finish the module by working collaboratively on a large-scale painting inspired by the colours and patterns of fireworks.

reflecting on their creative process and problem-solving along the way.

Craft and design – Let's Get Crafty



6 sessions

Let's Get Crafty helps children build confidence and control with a range of crafting skills. They practise scissor skills by cutting different materials, develop fine motor control through threading, and explore ways of joining paper and card using various tools and techniques. Children learn to fold, cut, and curl paper to create colourful paper snakes, then refine their drawing and colouring skills to design tissue paper flowers. The module concludes with children using their designs to create bright, finished tissue paper flowers.

Autumn Term

Drawing – Marvellous Marks



Key Knowledge gained:

- Names of simple shapes (e.g., circle, square, triangle, rectangle).
- Lines can be described and recognised (straight, curved, wavy/zig-zag).
- Texture words (e.g., smooth, rough, bumpy) describe how things feel/appear.
- Tone: the same colour can be lighter or darker
- Artists make choices about colours, tools and subjects.

Key Skills developed:

- Make a wide range of marks using different drawing tools (pencil, chalk, crayon, felt tip, oil pastel)
- Control large and small movements when drawing (gross → fine motor control).
- Draw from observation (e.g., faces/self-portraits) with growing attention to key features.
- Compare different drawing tools and choose appropriate ones for a purpose.
- Combine media (e.g., pencil + pastel) to create pictures and patterns; refine with increasing care

Key vocabulary to be grasped:

<i>hard</i>	<i>long</i>	<i>rough</i>	<i>short</i>	<i>smooth</i>	<i>soft</i>	<i>straight</i>	<i>thick</i>	<i>thin</i>	<i>wavy</i>
<i>circle</i>	<i>curved</i>	<i>line</i>	<i>squiggly</i>	<i>zig zag</i>	<i>chalk</i>	<i>drawing</i>	<i>felt tips</i>	<i>marks</i>	<i>wax crayons</i>
<i>observational</i>	<i>pencils</i>	<i>picture</i>	<i>self-portrait</i>	<i>artist</i>	<i>colours</i>	<i>observe</i>	<i>oil pastel</i>	<i>paint</i>	<i>mark making</i>
<i>pencils</i>									

Unit Outcomes

Pupils who are secure will be able to:

Name and point out common shapes and line types in pictures and in their own work (e.g., circle, square, straight, curved, zig-zag).

Choose from a small range of drawing tools for a purpose (e.g., pencil for detail, chalk for bold marks) and use them with growing control.

Create an observational drawing (e.g., face/self-portrait) that shows key features placed in sensible positions.

Talk about their drawing using at least 3 art words (e.g., line, shape, smooth, dark/light).

Spring Term**Painting and mixed media – Paint My World**

Key Knowledge gained:

- Names of a wide range of colours, including primary and common secondary colours.
- Colour mixing fact: colours can be mixed to make new colours
- Pattern = a repeated arrangement of colours/shapes/marks
- Some art can be temporary/transient; collage combines materials to make new images.
- Artists use different materials and are inspired by many things (e.g., landscapes, celebrations).

Key Skills developed:

- Experiment with paint using a variety of tools (hands, brushes, found/natural tools).
- Mix paints to explore new colours and adjust thickness/texture (e.g., add water/materials).
- Create and talk about patterns and simple compositions in collage and paint.
- Select, rip/tear/cut and stick materials to construct mixed-media images; respond to music/ideas with colour and gesture.
- Talk about their own and others' work, describing choices of colour/texture and what they might change

Key vocabulary to be grasped:

<i>dab</i>	<i>dot</i>	<i>shiny</i>	<i>silky</i>	<i>slimy</i>	<i>slippery</i>	<i>smooth</i>	<i>squelchy</i>	<i>sticky</i>	<i>wet</i>
<i>feathers</i>	<i>flower buds</i>	<i>grass</i>	<i>leaves</i>	<i>mix</i>	<i>pine cones</i>	<i>pattern</i>	<i>texture</i>	<i>twigs</i>	<i>wipe</i>
<i>happy</i>	<i>sad</i>	<i>excited</i>	<i>worried</i>	<i>sleepy</i>	<i>fast</i>	<i>slow</i>	<i>loud</i>	<i>quiet</i>	<i>transient</i>
<i>collage</i>	<i>fixed</i>	<i>not fixed</i>	<i>permanent</i>	<i>temporary</i>	<i>collage</i>	<i>landscape</i>	<i>rip</i>	<i>tear</i>	<i>cut</i>
<i>stick</i>	<i>flick</i>	<i>glide</i>	<i>splat</i>	<i>splatter</i>	<i>stroke</i>	<i>swish</i>			

Unit Outcomes

Pupils who are secure will be able to:

Name primary colours and identify at least two secondary colours; explain simply that colours can be mixed to make new ones.

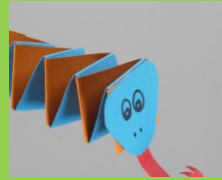
Apply paint with a variety of tools (hands/brushes/natural tools) and control big and small movements.

Create a simple pattern or composition (paint and/or collage) and talk about what was repeated or arranged.

Respond to a stimulus (music, image, celebration) by choosing colours and marks to show a feeling or idea.

Spring Term

Craft and design – Let's Get Crafty



Key Knowledge gained:

- Pattern is made by repeating colours/shapes/lines.
- Common joining methods exist (e.g., glue, tape, slotting, tying, clipping).
- Paper/card can be manipulated (fold, curl, roll) to change shape/form.
- A design is a simple plan for making; 2D plans can be turned into simple 3D makes.
- Artists/designers make choices about materials based on the effect/function they want.

Key Skills developed:

- Use scissors safely to make different kinds of cuts (straight, wavy, zig-zag) and follow simple cutting lines.
- Join paper/card using appropriate techniques (stick, tape, tie, clip) to make stable constructions.
- Thread, fold, curl and roll materials with increasing control; choose tools/materials for a purpose
- Sketch or outline a simple plan and then make it; refine by adding details or strengthening joins
- Evaluate their makes in simple terms (what worked/what to change) and improve stability/finish

Key vocabulary to be grasped:

<i>blade</i>	<i>handle</i>	<i>scissors</i>	<i>snip</i>	<i>straight</i>	<i>wave</i>	<i>zig zag</i>	<i>down</i>	<i>over</i>	<i>pattern</i>
pinch	pull	push	thread	through	under	up	fix	flange	glue
join	slot	string	sturdy	tape	tie	wobbly	fold	bend	crease
roll	wrap	strip	cut	create	design	plan	template	plan	rip
scrunch	stick	tear							

Unit Outcomes

Pupils who are secure will be able to:

Cut along a simple line and make different cuts (straight/wavy/zig-zag) with improving accuracy.

Join paper/card with at least two methods (e.g., glue + tape) and comment on which felt stronger or neater.

Manipulate paper/card (fold, curl, roll) to change form for a planned purpose.

Plan and make a simple 2D→3D product (e.g., flower/snake/mini-model) and say one thing they would change next time.

Summer Term
Sculpture and 3-D – Creation Station



Key Knowledge gained:

- Modelling materials (e.g., playdough, clay) are malleable and can be shaped with hands/tools.
- 3-D art has form and can be viewed from different sides.
- Texture describes surface qualities (smooth, rough, bumpy); colour can be added to finished models.
- Some sculpture is temporary (ephemeral/natural materials).
- Artists use clay and other materials to represent real/imagined forms.

Key Skills developed:

- Pinch, roll, squeeze, flatten, cut, score and join soft materials to form simple 3D shapes/figures.
- Select and arrange natural/found materials to build simple 3D compositions
- Plan a simple sculpture (talk or quick sketch), make it, and add colour/finish; solve simple making problems (attach parts, strengthen).
- Talk about their sculpture using material/shape/texture words and suggest a change or improvement.
- Use tools safely and with increasing control to refine detail.

Key vocabulary to be grasped:

<i>pinch</i>	<i>roll</i>	<i>slimy</i>	<i>slippery</i>	<i>smooth</i>	<i>squash</i>	<i>sticky</i>	<i>stretch</i>	<i>squelchy</i>	<i>twist</i>
<i>bend</i>	<i>chop</i>	<i>cut</i>	<i>slice</i>	<i>soft</i>	<i>3-D</i>	<i>bark</i>	<i>collage</i>	<i>landscape</i>	<i>leaves</i>
<i>petals</i>	<i>seed pods</i>	<i>twigs</i>	<i>clay</i>	<i>design</i>	<i>sculpture</i>	<i>flatten</i>	<i>join</i>	<i>evaluate</i>	<i>model</i>
<i>plan</i>	<i>reflect</i>								

Unit Outcomes

Pupils who are secure will be able to:

Name clay/playdough as malleable materials and say they can be shaped with hands/tools.

Form basic 3D shapes (pinch, roll, squeeze, flatten) and join simple parts securely (score/press).

Arrange natural/found materials into a simple 3D composition and talk about its shapes/textures from different sides.

Finish a model with colour or surface texture and explain one choice they made.

End points – by the end of Reception pupils should be able to:

- **ELG: Creating with materials:** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- **ELG:** Use a range of small tools.
- **ELG:** Begin to show accuracy and care when drawing.

- **ELG: Creating with materials:** ELG: Fine motor skills: Use a range of small tools, including scissors, paint brushes and cutlery.
- **ELG: Creating with materials:** Share their creations, explaining the process they have used.