



South Gosforth First School
Art & Design - Subject Progression



In line with the National Curriculum, the South Gosforth Art Curriculum aims to ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

	Disciplinary What is art?	Substantive Knowledge				
		Theoretical History of Art, meanings, interpretations, processes	Practical Methods, techniques, media			
			Drawing	Painting	Sculpture	Craft
Nursery	Talk about their artwork, stating how it makes them feel.	Enjoy looking at and talking about art.	Use a range of drawing materials to draw things from their experience and imagination.	Use a range of painting materials to draw things from their experience and imagination. Explore paint, using hands and fingers as a tool.	Experiment using playdough and clay. Use modelling tools to cut and shape soft materials eg. playdough, clay. Make sculptures using junks modelling material.	Explore and experiment by snipping and cutting paper, card and other materials. Explore techniques for joining paper and card by using glue, sticky tape and masking tape.
Reception	Talk about their artwork, stating what they feel they did well. Say if they like an artwork or not and begin to form opinions by explaining why.	Enjoy looking at and talking about art. Recognise that artists create varying types of art and use lots of different types of materials. Recognise that artists can be inspired by many things.	Begin to develop observational skills (for example, by using mirrors to include the main features of faces)	Use a range of painting materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome	Manipulate soft materials using a range of tools eg. shape cutters, moulds, rolling pins, scissors. Select and arrange natural materials to make 3D artworks.	Explore techniques for joining paper and card eg stick, clip, tie, tape. Apply craft skills eg. cutting, threading, folding to make their own artworks. Design something on paper ready to make in three dimensions.
Year 1	Know that art is made in different ways by many people. Know that an artist is someone who creates.	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.	Develop some control when using a wide range of tools. Combine primary-coloured materials to	Cut and glue paper to make 3D structures. Create a variety of shapes in paper, eg spiral, zig-zag.	Explore and analyse a wider variety of ways to join and fix materials in place.



	Describe and compare features of their own and others' artwork.	Understand how artists choose materials based on their properties in order to achieve certain effects.	Develop observational skills to look closely and reflect surface texture.	make secondary colours.	Make larger structures using paper, card and foil.	
Year 2	Know that there is a range of reasons people make art e.g. to tell stories, share their feelings, for fun, to help others understand something. Begin to talk about how they could improve their work. Talk about how art is made.	Talk about art they have seen using some appropriate subject vocabulary. Begin to compare different artists, describing what they notice as well as their own likes and dislikes.	Further demonstrate increased control with a greater range of media. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.	Mix a variety of shades of a secondary colour. Make choices about which materials and techniques to use to create an effect.	Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.	Make choices about which materials and techniques to use to create an effect. Use hand tools with confidence when cutting, shaping and joining paper, card and malleable materials.
Year 3	Know there are no rules about how must be Discuss how artists can use art to communicate ideas and meanings. Make changes to improve their work.	Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.	Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion	Confidently use a range of materials and tools, selecting and use with more independence. Develop direct observation, for example by using tonal shading and start to apply an understanding of shape to communicate form and proportion.	Plan a sculpture by drawing. Join larger pieces of materials, exploring what gives 3D shapes stability.	Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.
Year 4	Recognise and talk about the formal elements of art: line, colour, shape, form, texture and tone and how they are used in the work of others. · Using art specific language, give a personal response to a piece of art when answering questions such as What do you see? What do you feel? How do you think it is made? Evaluate their work regularly.	Develop further knowledge of artists in the past. Consider the meanings and interpretations behind works of art that they study and explore artists' materials and processes.	Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.	Organise painting equipment independently, making choices about tools and materials. Apply paint using different techniques eg. stippling, dabbing, washing etc.	Know how different tools can be used to create different sculptural effects and add details and are suited for different purposes. Use a range of materials to make 3D artwork Create a cardboard relief sculpture	Use growing knowledge of different materials, combining media for effect. Apply an understanding of architecture to design a building.



Progression of Formal Elements

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4
Pupils know:						
Colour 	Play with colours, experimenting to 'discover' new colours.	• The names of a wide range of colours. • Colours can be mixed to make new colours.	• That the primary colours are red, yellow and blue. • Primary colours can be mixed to make secondary colours	• Different amounts of paint and water can be used to mix hues of secondary colours (statement also included under 'Tone'). • Colours can be mixed to 'match' real life objects or to create things from your imagination.	• Using light and dark colours next to each other creates contrast. • Paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.	• Adding black to a colour creates a shade. • Adding white to a colour creates a tint.
Form 	• Modelling materials can be shaped using hands or tools.	• Modelling materials can be shaped using hands or tools.	• Paper can change from 2D to 3D by folding, rolling and scrunching it. • That three-dimensional art is called sculpture.	• That 'composition' means how things are arranged on the page. • Pieces of clay can be joined using the 'scratch and slip' technique. • A clay surface can be decorated by pressing into it or by joining pieces on.	• Three dimensional forms are either organic (natural) or geometric (mathematical) shapes, like a cube. • Organic forms can be abstract.	• Using lighter and darker tints and shades of a colour can create a 3D effect. • Simple 3D forms can be made by creating layers, by folding and rolling materials.
Line 	• How to draw and paint straight and wiggly lines.	• Lines can be curved or straight and described in simple terms such as: wiggly,' 'straight,' 'round'	• Drawing tools can be used in a variety of ways to create different lines. • Lines can represent movement in drawings.	• Lines can be used to fill shapes, to make outlines and to add detail or pattern	• Using different tools or using the same tool in different ways can create different types of lines.	• Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.
Shape 	• The names of simple shapes in art.	• The names of simple shapes in art.	• A range of 2D shapes and confidently draw these. • Paper can be shaped by cutting and folding it.	• Collage materials can be shaped to represent shapes in an image. • Shapes can be organic (natural) and irregular. • Patterns can be made using shapes	• Negative shapes show the space around and between objects. • Artists can focus on shapes when making abstract art.	• How to use basic shapes to form more complex shapes and patterns.
Pattern 	• When they have made a pattern with paint and objects.	• When they have made a pattern with objects/ colours/drawn marks and be able to describe it.	• That a pattern is a design in which shapes, colours or lines are repeated.	• Drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. • Patterns can be used to add detail to an artwork.	• Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). • Surface rubbings can be used to add or make patterns.	• Patterns can be irregular, and change in ways you wouldn't expect. • The starting point for a repeating pattern is called a motif, and a motif can be



						arranged in different ways to make varied patterns.
Texture 	• How to describe textures that they can feel. • How to add things to paint to make textures such as sand, grit, salt.	• That texture means 'what something feels like'. • Different marks can be used to represent the textures of objects. • Different drawing tools make different marks	• Collage materials can be chosen to represent real-life textures. • Collage materials can be overlapped and overlaid to add texture. • Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. • Tools can create varied textures in paint.	• Collage materials can be chosen to represent real-life textures. • Collage materials can be overlapped and overlaid to add texture. • Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. • Painting tools can create varied textures in paint.	• Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.	• How to use texture more purposely to achieve a specific effect or to replicate a natural surface.
Tone 	• Learn that colours can be made darker or lighter by adding black or white or by adding more water/pigment.	• There are different shades of the same colour and identify colours as 'light' or 'dark'.	• That there are many different shades (or 'hues') of the same colour. • Changing the amount of the primary colours mixed affects the shade of the secondary colour produced.	• Different amounts of paint and water can be used to mix hues of secondary colours (statement also included under 'Colour').	• 'Tone' in art means 'light and dark'. • Shading helps make drawn objects look realistic. • Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. • Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.	• That using lighter and darker tints and shades of a colour can create a 3D effect. • Tone can be used to create contrast in an artwork.