



South Gosforth First School

Art and Design– Whole School Progression



<p><u>Whole School Curriculum Intent – Our Key Drivers are:</u></p> <p>Character</p> <p>Culture</p> <p>Creativity</p> <p>Challenge</p>	<p><u>Art Curriculum Intent – Our children will:</u></p> <p>Be given opportunities to develop a range of ways in which they can share and express their individuality creatively.</p> <p>Be given an art curriculum that contributes to their personal development in creativity and independence.</p> <p>Be given opportunities to work collaboratively to develop their research skills, develop communication and critical thinking skills.</p> <p>Develop their proficiency in drawing, painting, understanding of colour and tone, sculpture and a progressive understanding of art knowledge, skills and language.</p> <p>Pupils will know why they are doing things, not just how, and will appreciate the value of art in their futures and in the world around them.</p> <p>Develop a natural sense of wonder and curiosity about the world around them which also links strongly to our school core values.</p> <p>Be given an Art and Design curriculum that provides the skills to develop a progressive knowledge and understanding of artistic techniques, processes and language.</p> <p>Develop their critical abilities and understanding of their own and others' cultures through studying a range of male and female artists and designers throughout history and from all around the world.</p> <p>Provide opportunities to evaluate their own artwork and the work of others and express their likes and dislikes, making judgements and self-reflection.</p> <p>They will learn to appreciate various artists, art styles, art movements and cultural heritages alongside formal elements of art and techniques.</p>
<p>To enable our pupils to meet and exceed national curriculum expectations.</p> <p>To enable our pupils to be confident, fluent readers who read widely and for a range of purposes.</p> <p>To enable our pupils to be creative, critical and divergent thinkers who approach problems with a positive and resilient attitude.</p> <p>To enable our children to follow their own lines of enquiry and apply their knowledge and skills in a range of real-life contexts.</p> <p>To teach our pupils to be responsible, global citizens who appreciate what they have, show empathy for others and celebrate diversity.</p> <p>To encourage our children to celebrate achievements, understand what they are good at and appreciate that everyone has something special to offer.</p> <p>To teach our pupils to be confident, articulate speakers who can develop and express their ideas in a thoughtful way.</p> <p>To equip our pupils with the skills to be emotionally intelligent and to have a strong set of core values.</p>	<p><u>Impact – Through delivering this curriculum, our children will:</u></p> <p>The impact of the Art and Design curriculum will be seen through regularly reviewing pupil sketchbooks, final pieces of work, displays and class exhibitions and through pupil voice. During art sessions pupils have opportunities to critically evaluate artists and peers, being encouraged to use appropriate and progressive art vocabulary, as they will also begin to evaluate and reflect on their own skills and learning, being able to talk confidently about their work and sharing their work with others. The Art and Design curriculum will contribute to children's personal development in creativity, independence, judgement and self-reflection. There are opportunities throughout the school year to view the impact of not only the progressive skills learnt in art lessons but a love of creativity and art through Art extra-curricular Art clubs, whole school art gallery visits, Art Afternoons, class Art Exhibitions and Art displays.</p> <p>The successful approach to the teaching of Art and Design will result in an engaging, high-quality education that allows pupils to understand and appreciate the value of Art and Design in the context of their personal wellbeing as well as encouraging them to explore Art further as they leave school and consider the creative and cultural industries and their many career opportunities.</p> <p><u>South Gosforth First School – Core Values</u></p> <p>Kindness</p> <p>Empathy</p> <p>Respect</p> <p>Responsibility</p> <p>Perseverance</p>
<p><u>Art - Key Knowledge by Year Group</u></p> <p>The Whole School Art and Design scheme has been designed as a spiral curriculum with the following key principles in mind:</p> <ul style="list-style-type: none"> ✓ Pupils return to the same skills again and again during their time in South Gosforth First School. ✓ Each time a skill is revisited it is covered with greater complexity. ✓ Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again. <p>Pupils will study the works of a range of artists in the areas of drawing, painting, sculpture and other art, craft and design techniques. Within of each unit of work, pupils will reflect on the work of an artist, their style, skills and lives, before using those techniques to explore work more widely.</p>	

Art – Key Skills Progression




Early Years Foundation Stage:



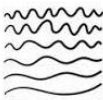




The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

By the end of Reception pupils will have had the opportunity to:





Making Skills (Procedural Knowledge) Become proficient in drawing, painting, sculpture and other art, craft and design techniques.	Generating and Developing Ideas (Conceptual) Explore ideas Record Feelings & Experiences	Knowledge (Factual) Learn about great Artists, Craft & Design	Evaluation (Metacognition) Evaluate and Analyse own & others work
-Draw things they like and learn to draw for pleasure and relaxation. -Draw from imagination and observation. -Develop their control and confidence when drawing using a range of materials. -Draw lines and simple shapes such as circles, squares and triangles. -Shade areas and shapes as neatly and carefully as they can. -Use a range of painting tools to experiment with mark making; brushes, sponges, tissue, fabric, string etc. Colour: Play with colours, experimenting to 'discover' new colours. Tone/Form: Learn that colours can be made darker or lighter by adding black or white or by adding more water/pigment. Pattern & Texture: Paint patterns and add things to paint to make textures such as sand, grit, salt. Line/Shape: Concentrate hard to paint shapes, lines and edges neatly. Design: Make something they have imagined or invented, such as a toy or a creature. Craft: Explore and experiment by cutting, gluing, joining and making collages. Printing: Printing using a variety of materials. 3D sculpture: Create Form by cutting, forming and joining familiar 3D shapes such as packaging, cartons or boxes into desired effects. Simple shapes and forms are made from pliable materials such as modelling clay, foam or dough for example.	Develop & share ideas: Learn how ideas change, grow and develop as work is produced. Experiences and Imagination- Create art from personal experiences and imagination.	Artists, Craftspeople, Designers: Investigate works of art and try to explain how the artwork makes them feel, highlighting areas that interest them. Formal Elements: Describe their work and begin to learn the meaning of the words colour, line, tone, shape, texture and pattern.	Identify similarities and differences to others' work: Make creative decisions about the content of their work, select appropriate media to work with and making choices about outcomes. Make choices and decisions: Begin to compare their art to significant works of art recognising what is the same and what is different.















Key Stage One and Key Stage Two:










	Art & Design Knowledge & Skills Progression	Year 1	Year 2	Year 3	Year 4
		By the end of year 1 pupils will have had the opportunity to:	By the end of year 2 pupils will have had the opportunity to:	By the end of year 3 pupils will have had the opportunity to:	By the end of year 4 pupils will have had the opportunity to:
Making Skills (Procedural Knowledge)	Drawing 	Explore mark making, experiment with drawing lines and use 2D shapes to draw.	Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials	Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media.	Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing.
	Painting 	Develop skill and control when painting. Paint with expression.	Further improve skill and control when painting. Paint with creativity and expression.	Increase skill and control when painting. Apply greater expression and creativity to own paintings.	Develop skill and control when painting. Paint with expression. Analyse painting by artists.
	Craft, Design, Materials and Techniques 	Learn a range of materials and techniques such as clay etching, printing and collage.	Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay.	Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products.	Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work.

	Knowing and applying the formal elements	Colour 	Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify colours for purpose.	Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections.	Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes.	Analyse and describe colour and painting techniques in artists' work. Manipulate colour for print.
		Form 	Learn about form and space through making sculptures and developing language.	Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing.	Further develop their ability to describe 3D form in a range of materials, including drawing.	Develop their ability to describe and model form in 3D using a range of materials. Analyse and describe how artists use and apply form in their work.
		Line 	Use, express and experiment with line for purpose, then use appropriate language to describe lines.	Draw lines with increased skill and confidence. Use line for expression when drawing portraits.	Express and describe organic and geometric forms through different types of line.	Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work.
		Pattern 	Understand patterns in nature, design and make patterns in a range of materials.	Learn a range of techniques to make repeating and nonrepeating patterns. Identify natural and man-made patterns. Create patterns of their own.	Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern.	Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern.
		Shape 	Identify, describe and use shape for purpose.	Compose geometric designs by adapting the work of other artists to suit their own ideas.	Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials.	Create geometric compositions using mathematical shapes. Analyse and describe the use of shape in artist's work.
		Texture 	Use materials to create textures.	Identify and describe different textures. Select and use appropriate materials to create textures.	Analyse and describe texture within artists' work.	Use a range of materials to express complex textures.
		Tone 	Understand what tone is and how to apply this to their own work.	Experiment with pencils to create tone. Use tone to create form when drawing.	Develop skill and control when using tone. Learn and use simple shading rules.	Use a variety of tones to create different effects. Understand tone in more depth to create 3D effects. Analyse and describe use of tone in artists' work.
Generating Ideas (Conceptual) Explore ideas Record Feelings & Experiences	Sketchbooks	To use sketchbooks through teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials.	To use sketchbooks more effectively through further teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials.	To use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments.	Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique.	
	Creating Original Artwork	Explore and create ideas for purposes and intentions.	Use artist sources to develop their own original artwork. Gaining inspiration for artwork from the natural world.	Create personal artwork using the artwork of others to stimulate them.	Use literary sources to inspire art. Express thoughts and feelings through the tactile creation of art. Manipulate materials to achieve desired effects. Represent ideas from multiple perspectives.	
Knowledge (Factual) Learn great Artists, Craft & Design Learn how artists	Artists, craftspeople, designers	Study the work of the artists: Bridget Riley, David Hockney, Vija Celmins, Kandinsky, Pablo Picasso, Beatriz Milhazes, Eloise Renouf	Study the work of the artists: Ed Ruscha, Nancy McCroskey's, Paul Klee Motoko Matsuda, Natalja Picugina, Sarah Lamb, Max Ferguson,	Study the work of the artists: Paul Klee, Georgia O'Keeffe, Ton Schulton, Stephen Wiltshire, Leonardo Da Vinci, Jean Michel	Study the work of the artists: Giorgio Morandi, Grayson Perry, Andrew Judd, Vincent van Gogh, Barbara Hepworth, Leonardo da Vinci, Denis	

use formal elements		Vincent Van Gogh, William Morris, John Dearle, Peter Thorpe, Hubert Phipps, Pippa Hall, Nick Mackman and Kenojuak Ashevak.	Max Ernst, James Brunt, William Morris, Damien Hirst's, Julian Opie, Edwina Bridgeman, Andy Warhol, Atta Kwami, El Anatsui, Roy Lichtenstein and Frieda Kahlo.	Basquiat, Alexander Calder, Ruth Asawa, Vladimir, Nezdiiymnoha, Anni Albers and Lucy Poskitt.	Chernov, William Henry Hunt, Giovanni Stanchi, Henri Rousseau, William Hardie Hay, LS Lowry Paula Rego, Edward Hopper, Pieter Brueghel, Fiona Rae, Luz Perez Ojeda, Paul Cézanne, David Hockney and Katshusika Hokusai
		Pupils from each year group will also study the work of famous and local artists, designers and craftspeople during whole school visits to local art galleries during the Spring and Summer Terms.			
Evaluation (Metacognition) Evaluate and Analyse own & others work	Identify similarities and differences to others' work	Recognise and describe key features of their own and other's work.	Compare other's work, identifying similarities and differences.	Discuss own and other's work using an increasingly sophisticated use of art language (formal elements).	Build a more complex vocabulary when discussing your own and others' art.
	Reflecting	Describe what they feel about their work and the art of others.	Describe choices and preferences using the language of art.	Reflecting on their own work in order to make improvements.	Use their own and other's opinion of work to identify areas of improvement.

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>
Language	Names of artists, designers and craftspeople. sketch, sketchbook, colour, line, pattern, tone, shape, form, abstract art, composition, overlap, background, foreground, outlines, straight, wavy, vertical, horizontal, crosshatch, mark making, dots, emotion, prints, self-portrait, portrait, face, proportion, primary and secondary colours, tints, shades, light, dark, hue, tempera, photograph, image, digital, observation, observational drawing, oil pastel, rub, smudge, 3-dimensional, sculpture, natural materials, junk, create, build, design, texture, collagraph, print, roller, sculpt, etch, decay, landscape, natural form, sculptor, joining techniques, join, space, temporary, clay, mod-roc.	Names of artists, designers and craftspeople. Colour, line, pattern, tone, shape, form, shading, three-dimensional, experiment, design, straight, curved, edge, horizontal, vertical face, proportion, detail, facial features, contours, skull, decorate, pose, collaborate, shape, silhouette, template, overlay, mixed media, collage, tear, flame, fire, fiery, sparks, mood, artists, sculptor, sculpture, modern, materials, man-made, natural, mandala, symmetry, repeating patterns, rubbing, surface, texture, frottage, tear, pastel, shadow, paint wash, scale, explosion, action words, expression, layer, scrape, etch, scratch, swirl, sgraffito, Ghana, Ghanaian, traditions, traditional, ceremony, tribal, geometry, textile designer, symmetry, symmetrical, repeating, colour, block tile.	Names of artists, designers and craftspeople. Pattern, tone, shape, form, shade, shading, light, dark, shadow, shading grip, techniques, geometry, 3D, city, cityscape, structure, monument, landmark, skyline, negative, positive, tints, shades, natural form names, charcoal, scaling, texture, fixative, Viking, raids, longboat, warrior, monastery, settlement, Danelaw, invade, settle, form, wire, foil, attach, join, secure, manipulate, emboss, texture, running stitch, fabric, weave, over-and-under, woven, reverse, warp, weft, tie-dyeing, wax resist, mood board.	Names of artists, designers and craftspeople. Sketching, light, shade, grade, blend, tone, tonal scale, Roman, Romans, Pompeii, Mosaic, Andamento, Marine, Opus palladianum, Opus regulatum, Tesserae, colour, line, form, shape, pattern, texture, symmetrical, mark making, curator, montage, carving, modelling, casting, constructing, pierced form, upright, Benin Empire, invasion, merchant, Oba, pendant, relief, trading, symbols, textures, tone, sculpt, observational study, 3D elements, layers, Incise, biome, plants, vegetation, habitat, nature, vegetation, soil, climate, and wildlife, rainforest, perspective, continuous line, background, foreground, equipment, Victorians, abstract, narrative, shape, pattern, tone, create, evaluate, discuss, form, chinoiserie, op-art, weather, natural disaster, climate change, earthquake, Tsunami.
Enhancements Autumn Term	<u>Y1 'Self-Portrait' Exhibition</u>  <p>Pupils from each class display their self-portraits and discuss work completed and possible improvements. Self-portraits will form an exhibition for parents to visit.</p>	<u>Y2 'Drawing of Animals' Exhibition</u>  <p>Year 2 pupils plan an exhibition for Year 1. Pupils display work and discuss working process with pupils in small groups.</p>	<u>Y3 'Prehistoric Painting' Exhibition for Parents</u>  <p>Prehistoric artwork to be displayed on exhibition for parents to visit. Pupils discuss work completed and possible improvements.</p>	<u>Y4 'Roman Art' Exhibition</u>  <p>Roman artwork and pottery to be displayed on exhibition for parents to visit. Pupils discuss work completed and possible improvements.</p>

Whole School Enhancements	<p><u>Y1 'Autumn Collage' Art Exhibition</u></p>  <p>Working examples (photographs, labels, artwork etc) of colour mixing, shape and composition techniques. Pupils Autumn collages will be displayed as a finished piece of artwork.</p>	<p><u>'Colour and Collage' Art Exhibition</u></p>  <p>Pupils share examples (photographs, labels, artwork etc) of artwork and experimentation with colour, drawing and collage. Pupils Great Fire of Newcastle and candle collages will be displayed as a finished piece of artwork.</p>	<p><u>Y3 'Drawing' Working Wall</u></p>  <p>Working examples (photographs, labels, videos etc) of formal element lessons on shape and tone. Cityscapes to be displayed as final pieces of artwork.</p>	<p><u>Y4 'Working Wall'</u></p>  <p>Working examples (photographs, labels, videos etc.) of formal element lessons on pattern. Lightbulb multimedia artwork to be displayed as final pieces of artwork.</p>
	 <p>Whole School Christmas Card making and Christmas crafts.</p>			
Enhancements Spring Term	<p><u>Year 1</u></p> <p><u>Y1 'Plants' Exhibition</u></p>  <p>Pupils from each class display their clay tiles and collagraph prints. They discuss work completed, how effective each technique was and possible improvements. Print and clay work will form an exhibition for parents to visit.</p> <p><u>Y1 'Bridges' Exhibition</u></p>  <p>Pupils from each class display a selection of their photographs, sketches and bridge designs. They also present their Imaginary Bridge Sculptures. They evaluate their work alongside their peers.</p>	<p><u>Year 2</u></p> <p><u>Year 2 'Patterns all Around' Photo Gallery</u></p>  <p>Year 2 plan and hold a photo gallery of artwork mandala art created for Year 2 area. They also display artwork created using frottage and clay work.</p> <p><u>Y2 'Humans and Animals' Exhibition</u></p>  <p>Pupils from each class display their artwork of humans. They discuss work completed and possible improvements. Class artwork will form an exhibition for parents to visit.</p>	<p><u>Year 3</u></p> <p><u>Y3 'Canopic Jars' Artwork Display</u></p>  <p>Pupils' Canopic jars and Egyptian artwork to be displayed at the front of the school.</p> <p><u>Y3 'Printing' Working Wall</u></p>  <p>Working examples (photographs, labels, artwork etc) of simple lino printing using various materials, rollers and pallets to make products.</p>	<p><u>Year 4</u></p> <p><u>Y4 'Benin Sculpture' Working Wall</u></p>  <p>Working examples of how various sculptures were formed and the different techniques that were applied. Benin paintings and soap sculptures to be displayed as final pieces of artwork.</p> <p><u>Y4 'Plants and Seeds' Exhibition</u></p>  <p>Paintings, drawings, clay tiles and flower sculptures to be displayed on exhibition for parents to visit. Pupils discuss work completed and possible improvements.</p>
	 <p>Whole school visit to Baltic Centre for Contemporary Art. Pupils will have a tour of the gallery, explore the artwork on exhibition and take part in some practical art activities. There will be a whole school art afternoon where pupils will create their own artwork inspired by the collections visited. Artwork will be displayed within the school for parents to visit.</p>			
Whole School Enhancements				

Enhancements Summer Term	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>
	<p><u>Model Rocket craft afternoon for parents</u></p>  <p>Year 1 parents and carers to join pupils for a junk modelling afternoon making rockets.</p>	<p><u>Y2 'African Art' Exhibition</u></p>  <p>Pupils from each class display their weaving, visual art and masks. They discuss work completed and possible improvements.</p>	<p><u>Y3 'Drawing with Wire' Artwork Display</u></p>  <p>Pupils' dragonhead sketches and wire artwork to be displayed at the front of the school.</p>	<p><u>Y4 'Every Picture Tells a Story' Exhibition</u></p>  <p>Pupils choose one piece of artwork to display which can be shared with parents. Pupils discuss their completed work and possible improvements.</p>
	<p><u>Sculpture display for the front of school</u></p>  <p>Both Year 1 classes plan a 3D Modroc sculpture display for the front of school.</p>	<p><u>'The Frame' Kahlo heroines Parent Exhibition</u></p>  <p>Pupils work together to create an exhibition of their paintings for parents. Artwork, labels, captions, making process photographs etc. to be displayed.</p>	<p><u>Y3 'Materials' Exhibition</u></p>  <p>Materials artwork to be displayed on exhibition for parents to visit. Pupils discuss work completed and possible improvements.</p>	<p><u>Y4 'Our World' Exhibition</u></p>  <p>Optical illusions, landscapes and seascapes to be displayed on exhibition for parents to visit. Pupils discuss work completed and possible improvements.</p>
Whole School Enhancements	 <p>Whole school visit to the Laing Art Gallery. Pupils will have a tour of the gallery and will choose 1 piece of artwork per class to study. There will be a whole school art afternoon where pupils will create a piece of visual art, dance, music or other form of expressive art inspired by the chosen piece of artwork.</p>			