



St Nicholas Church of England First School

**Progression of Disciplinary Knowledge**

# **Art and Design**

(Essential substantive knowledge related to this subject are mapped out on a separate document to support the distinguishment between what we need children to know and what we expect children to do to gain new knowledge and what they do with that new knowledge)

# The What and The Why

## What does this progression document outline?

This progression document outlines the disciplinary knowledge we aim for our children to acquire and apply; it outlines **what we expect children to do to gain new knowledge, and what they do with that new knowledge**. On the other hand, essential substantive knowledge related to this subject are mapped out on a separate document to outline what we need and aim for our children to know and remember.

## What is the rationale behind our building block approach for disciplinary knowledge?

- We recognise and appreciate that our children will progress at different rates and therefore it is important to be open-minded and flexible with how their disciplinary knowledge is developed, as opposed to being prescriptive; this is why our disciplinary knowledge has been organised across the school by Key Stage; it is equal in ambition, accessibility, and appreciation of children's development.
- We have set out our disciplinary knowledge into progressive building blocks (that build on and feed into one another) with clearly set expectations that these will lead to by the end of each key stage.
- Plans for units of learning set out the focused building blocks of disciplinary knowledge that children will aim to develop; our building block approach means that prior building blocks of disciplinary knowledge are activated and applied over time for greater depth and breadth.

**St Nicholas CE First School**  
**Key Stage 1 Art and Design**  
**Progression in Disciplinary Knowledge**

| <b>Drawing</b>     |                                                                         |                                                                           |                                                                                 |                                                                              |                                                                                |
|--------------------|-------------------------------------------------------------------------|---------------------------------------------------------------------------|---------------------------------------------------------------------------------|------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
|                    | Be spontaneously expressive, using marks, lines and curves.             | Use lines to represent objects seen, remembered, or imagined.             | Explore tone using different grades of pencil, pastel and chalk.                | Use line and tone to represent objects drawn or observed.                    | Control the range of marks and lines made when drawing and representing shape. |
| <b>Painting</b>    |                                                                         |                                                                           |                                                                                 |                                                                              |                                                                                |
|                    | Use a range of tools to spread paint, in addition to brushes.           | Experiment with and enjoy mixing colour.                                  | Create patterns using different tools and colours.                              | Use colour to express moods and feelings.                                    | Represent things observed, remembered or imagined using colour.                |
| <b>3D Work</b>     |                                                                         |                                                                           |                                                                                 |                                                                              |                                                                                |
|                    | Pull apart and reconstructs basic shapes.                               | Become aware of the form, feel, texture and pattern on objects.           | Experiment using basic tools on rigid and plastic materials.                    | Compare and recreate form and shape.                                         | Create texture and specific effects using a range of tools.                    |
| <b>Collage</b>     |                                                                         |                                                                           |                                                                                 |                                                                              |                                                                                |
|                    | Select and sort materials into given criteria/qualities.                | Engage in more complex activities - cutting and sewing materials.         | Decide which adhesives might be the most effective for the task.                | Develop skills of overlapping and overlaying.                                | Develop awareness of contrasts in texture and colour.                          |
| <b>Printing</b>    |                                                                         |                                                                           |                                                                                 |                                                                              |                                                                                |
|                    | Use one colour of paint or ink to create patterns; random or organised. | Extend repeating patterns – overlapping, using 2 contrasting colours etc. | Explore and recreate patterns and textures with an extended range of materials. | Create range of prints and can identify prints in my own environment.        | Explore images through mono-printing on a variety of papers.                   |
| <b>Photography</b> |                                                                         |                                                                           |                                                                                 |                                                                              |                                                                                |
|                    | Collect photographs for theme.                                          | Aware of famous or specialist photographers.                              | Develop awareness of scale, perspective, movement and colour.                   | Alter images through collage, jigsaws, positives and negative shapes.        | Experiment with lenses and aware of their effect on images.                    |
| <b>Textiles</b>    |                                                                         |                                                                           |                                                                                 |                                                                              |                                                                                |
|                    | Aware of colour, texture and shape.                                     | Sort, collect, discuss and pull apart cloths and threads.                 | Stitch and cut threads and Fibres.                                              | Create simple weaving with strong wool through stiff card using two colours. | Weave paper, progressing from two to three colours to create a pattern.        |
| <b>Evaluating</b>  |                                                                         |                                                                           |                                                                                 |                                                                              |                                                                                |
|                    | Identify things I like in my own work.                                  | Explain and give reasons for what I like about my own/peer's work.        | Identify how my own, peers or other artists work makes me feel.                 | Identify and give reasons for what I might change in my work.                | Generate written evaluation of my own work.                                    |

**St Nicholas CE First School**  
**Lower Key Stage 2 Art and Design**  
**Progression in Disciplinary Knowledge**

| <b>Drawing</b>     |                                                                                       |                                                                                                  |                                                                              |                                                                                    |                                                                                   |
|--------------------|---------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
|                    | Explore shading using a range of media including light and dark.                      | Use line, tone and shade to represent things seen, drawn or imagined.                            | Draw familiar objects from a range of view points.                           | Experiment with line, tone and shade with support.                                 | Use a range of materials to produce line, tone and shade.                         |
| <b>Painting</b>    |                                                                                       |                                                                                                  |                                                                              |                                                                                    |                                                                                   |
|                    | Explore the effect of other media on paint E.g. adding water, sand, glue.             | Identify and use primary and secondary colours with addition of black and white, with mixing.    | Begin using different types of brushes for specific purpose and effect.      | Begin using different techniques including dots, scratches and splashes.           | Investigate symbols, shapes, form and composition.                                |
| <b>3D Work</b>     |                                                                                       |                                                                                                  |                                                                              |                                                                                    |                                                                                   |
|                    | Use stimuli to create simple 2D and 3D images using a variety of tools and materials. | Recreate a 2D image in a 3D piece.                                                               | Show awareness of texture, shape and form by recreating an image in 3D form. | Observe colour and pattern in 3D structures and transfer this to my own creations. | Explore how stimuli can be used as a starting point for 3D work.                  |
| <b>Collage</b>     |                                                                                       |                                                                                                  |                                                                              |                                                                                    |                                                                                   |
|                    | Experiment with creating mood, feeling and movement.                                  | Interpret stories, music, poems and other stimuli using collage.                                 | Use the natural environment or town scape as stimulus.                       | Select and choose materials to achieve a specific outcome.                         | Embellish using a variety of techniques including drawing, painting and printing. |
| <b>Printing</b>    |                                                                                       |                                                                                                  |                                                                              |                                                                                    |                                                                                   |
|                    | Explore images recreating texture using wallpaper, string, polystyrene etc.           | Explore colour mixing through printing, using 2 colours and a variety of materials.              | Use printing to represent the natural environment.                           | Compare my own image and pattern making with that of a well-known artist.          | Make connections between my own work and patterns in my local environment.        |
| <b>Photography</b> |                                                                                       |                                                                                                  |                                                                              |                                                                                    |                                                                                   |
|                    | Explore creating slides using felt-pens, feathers, gauzes and food dyes.              | Aware movement can be photographed in small slides, making photobook showing effect of movement. | Explore negative and positive.                                               | Use a pin hole camera to explore close-up and distant images and movement.         | Superimpose using a combination of techniques and photographs.                    |
| <b>Textiles</b>    |                                                                                       |                                                                                                  |                                                                              |                                                                                    |                                                                                   |
|                    | Recognise and select between materials to create a texture.                           | Print on fabrics.                                                                                | Do simple stitching – using long needles to make straight.                   | Use contrasting colours in stitching and weaving.                                  | Use a range of plaiting, pinning, stitching and sewing techniques.                |
| <b>Evaluating</b>  |                                                                                       |                                                                                                  |                                                                              |                                                                                    |                                                                                   |
|                    | Compare methods and approaches between my own and others work.                        | Annotate own work before creating final piece of work.                                           | Evaluate the work of artists identifying what I like and dislike.            | Use evaluation of artists work to impact and replicate in own work.                | Explain why I like specific features of an artists' work/techniques.              |