CHJS ART Progression of Knowledge & Skills

ART Knowledge And understanding,	Year 3	Year 4	Year 5	Year 6
	-Know the primary colours and mix to make secondary colours. -Observe and comment on how artists have made their work. -Learn about artists and their movement. -Understand basic brush care. -Explore ideas and collect visual and other information for own work. -Observe printmaking in the environment such as wallpapers and fabrics. -Comment on differences in others' work and suggest ways of improving own work. -Use the vocabulary of line, tone, colour texture and shape. -Explore plaiting and understand the basic method of plaiting.	Explore ideas and collect visual and other information for own work. Comment on similarities and differences between own work and others' work. Adapt and improve own work. -Explore how artists have used paint and different paint techniques. - Learn about artists and their movement. -Observe how printing is used for everyday objects, in other cultures and throughout history. Compare methods and approaches of different designers and artists. -Use the vocabulary of line, tone, colour texture and shape. -Be aware of textiles from other cultures. -Understand the basics of quilting, padding and gathering fabrics.	-Explore ideas and collect visual information to help develop work. Keep these in art sketchbook. -Begin to develop an understanding of perspective in drawing. -Know the primary colours, secondary colours, tertiary colours, complimentary colours and contrasting colours and have knowledge of the colour wheel. -Adapt and improve own work. -Study other artists' drawings and experiment with their style. -Compare methods and approaches of different designers. -Use the vocabulary of line, tone, colour texture and shape. --Have an understanding of techniques of sewing such as cross-stitch, backstitch also of applique, embroidery, plaiting and finger knitting. -Use the internet to	Analyse and comment on ideas, methods and approaches used in own work and others' work, relating these to its context. Adapt and refine work to reflect own view of its purpose and meaning. - Refine understanding of perspective in drawing. -Know when different materials can be combined and used for effect. -Know that Painting conveys a purpose. -Make choices for effect about pattern, colour, shapes, contrasts and tones. -Write about reasons for choices in sketchbook. -Prints have a starting point from a designer in history or based on a theme from other cultures. -Textile work is based on historical or cultural observations.

		research my art. -Explain ideas in sketchbook.	

Skills Investigating and making	Year 3	Year 4	Year 5	Year 6
Drawing	-Make a variety of lines of different sizes and thicknesses and on different types of paper. -Make a variety of marks to show texture. -Use pencils, pastels, pen and charcoal for drawing. -Show patterns and textures in drawings by adding dots and lines. -Show different tones using coloured pencils. Use line and tone to represent objects seen, remembered or imagined.	-Use different grades of pencils, chalks and oil pastels at different angles and to show different tones. -Use hatching and cross hatching to show tone and texture in drawings -Develop and refine mark-making skills. -Use a viewfinder. -Annotate ideas in sketchbook to explain ideas. - Sketch lightly (so that rubber is not needed). -Use line and tone to represent objects seen, remembered or imagined.	-Use a variety of different shaped lines to indicate movement in drawings. -Use shading to show shadows and reflections on 3D shapes and using different media. -Use shading to add interesting effects using different grades of pencils. -Use line and tone to represent objects seen, remembered or imagined.	-Show movement in drawings. - Still life drawings show shadows and reflections. - Choose appropriate tools /media for drawing depending on purpose, subject and size etc. - Refine understanding of perspective in drawing. -Develop own style of drawing. -Use line, tone and shade to represent objects seen, remembered or imagined.
Painting	-use a variety of tools to apply paint such as cotton buds, matchsticks foam and card strips. -Explore mark making on a variety of surfaces and papers. - Use different sized brushes. -Match colours to natural and man made objects.	-Use different brush techniques, using thick and thin brushes to show shape, texture, patterns and lines. -Mix colours using tints and tones, Add white to make tint. Add black to make tones. -Use watercolour paint to produce washes for background then add detail.	-Use paint, colour and shape to reflect moods and feelings. -Sketch lightly before painting to combine lines with colour to produce images, which convey a purpose. -Explore different effects on paint of adding water, glue, sand, sawdust etc. -Paint lines that are stark and cold or soft and warm to reflect feelings and emotions. -Experiment in creating mood and feelings with colour and marks. -Create colours by mixing to represent observations of natural and man-made subjects.	- Paint from observation to convey realism or an impression of subject. -Explore the effect of light and colour and tone on natural and made objects. -Use paint to show textures through using paint and brush techniques learnt. -Painting techniques are well developed and begin to develop a personal style. -Use techniques previously learnt to decorate and embellish work.
Collage	-Use shapes, textures, colours and patterns in	-Use precise cutting skills and tearing	-Experiment with techniques that use	-Choose most appropriate materials for

	collages. -use cutting and tearing skills. -Create collages independently or as part of a group. -Mix paper and other materials with different textures and appearances.	skills. -Include skills such as coiling, and overlapping. -Experiment with the effects of colour in collage. -Use mosaic, montage, repeated patterns and tessellation and observe them by other artists and cultures.	contrasting textures, colours or patterns. -Interpret stories, music and other stimuli. - Create Collage based on observational drawings. -Create collage from inspiration from artists and designers.	collage. -Make choices for effect about pattern, colour, shapes, contrasts and tones. -Choose most appropriate materials for collage.
3D	-Use clay, dough, and plasticine and add texture/patterns using tools. -Use paper/card to create shapes by rolling, coiling, cutting folding etc. -Make a flat clay tile with added details.	-Make nets of shapes to create recognisable forms. -Experiment with making life size models. -Use clay techniques to apply to pottery. -Make a clay bowl. -Create 3D work with a purpose in mind. -Use the technique of adding materials to create texture, feeling, expression or movement.eg wrinkles on a sculpture, veins on a leaf(bowls) etc.	-Use a variety of tools and techniques for sculpting in clay, papier Mache and other mouldable materials. -Explore paper techniques such as origami, pop-up mechanisms etc. -Add paper rolls, curling or other objects to embellish a surface. -Use carving techniques to reflect images observed and drawn in the natural world and onto surface to create shapes, texture and pattern.	-3d work contains visual and tactile qualities. -Create models on a range of scales communicating observations from the real and natural world. -Make a clay sculpture or model formed with hands and tools.
Printing	-Use a single colour. -Explore techniques such as repeating, overlapping, rotating, arranging shapes. Pressing, rolling, rubbing and stamping using found materials such as leaves.	-Make own printing blocks and experiment with different materials. -Create a one-colour print. -Build up layers of colours to make prints of 2 or more colours.	-Use a number of colours to print, built in a sequence. -Make precise repeating patterns. -Make patterns that are inspired and observed in the natural or man-made environment and based on own observational drawings.	-Print onto fabric, paper or other materials. -Use drawings and design to bring fine detail into the work. -Build up colours in a print. -Recreate a scene, remembered, observed or imagined through printing.
Textiles	Sort and group fabrics and threads by colour and texture. - Make simple weavings with fabrics or threads. -Use glue and running stitch to join fabrics. -stitch and cut threads.	-Use basic cross-stitch and backstitch. -Make simple weaving such as 'God's eye'	-Weave paper. -Combine techniques to create artwork such as a hanging. -Base work on tapestries, artefacts and hangings throughout history and in other cultures.	-Textile techniques are precise.
Communication and computing	-Draw pictures with lines and shapes. -Use a paint program to draw pictures. -Edit art work using cut, copy, paste and erase.	-Use I pad, digital camera to capture textures, colours, lines, tones and shades and inspiration from the natural and man made environment.	-Take digital photos and enhance them using computer software.	-Create digital images with some animation or video or sound to communicate ideas.