

Chenies School Progression of Skills and Experience in Art and Design 2022

	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
Exploring and developing ideas (ONGOING)	<p>Record and explore ideas from first hand observation, experience and imagination.</p> <p>Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas.</p> <p>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>
Evaluating and developing work (ONGOING)	<p>Review what they and others have done and say what they think and feel about it.</p> <p>Begin to use sketch books to record observations and explore ideas</p> <p>Begin to annotate in their sketch books</p> <p>Identify what they might change in their current work or develop in their future work.</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Collect, review and build on ideas in their sketch books.</p> <p>Annotate work in sketchbook.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Continue to develop, review and build on ideas in their sketch book, annotating purposefully</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Use digital technology to develop ideas</p> <p>To think critically about their artwork and explore how artists use their art to convey important messages</p>
Key vocabulary to be built on in addition to previous years	Work of art, ideas, starting point, observe, compare, similarities, differences, artist, design, improve, imagination, reflect on, sketchbook	Develop, annotate, adapt, plan, process, realistic, unrealistic, abstract	Comparison, contrast, research, experiences, complimentary, purpose, manipulate, atmosphere, symbolic, refine

Drawing	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
	<p>Use a variety of tools; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media, etc.</p> <p>Begin to use a sketchbook to experiment with mark making and observational drawing</p> <p>Draw lines of varying thickness</p> <p>Use dots, lines and marks to demonstrate pattern and texture</p> <p>Experiment with line, shape, pattern and colour.</p>	<p>Experiment with line, tone, colour and texture using different grades of pencil and other implements.</p> <p>Alter and refine drawings and describe changes</p> <p>Use their sketchbook to experiment with techniques, collect ideas and develop observational drawing</p> <p>Begin to use shading to show light and shadow effects</p> <p>Show an awareness of space when drawing</p> <p>Draw for a sustained period of time at their own level.</p> <p>Begin to experiment with simple perspective using a single focal point</p>	<p>Use a variety of tools and select the most appropriate</p> <p>Demonstrate a wide variety of ways to make different marks with dry and wet media.</p> <p>Work in a sustained and independent way from observation, experimentation, experience and imagination.</p> <p>Explore a variety of techniques to add effect, e.g. hatching, cross hatching, shadows, reflection</p> <p>To experiment with depicting movement and develop perspective in drawings</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Develop ideas using different or mixed media, using a sketchbook.</p> <p>Experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p>
Key vocabulary to be built on in addition to previous years	Mark make, draw, line, shape, colour, detail, portrait, pattern, light, dark, texture, sketchbook	Tone, shape, form, outline, smudge, blend, grades of pencil, perspective, focal point, horizon	Graffiti, mural, dry, wet and mixed media, composition

Painting	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
	<p>Use paint to develop, experiment and share ideas, experiences and imagination</p> <p>Name the primary and secondary colours</p> <p>Experiment with mixing primary colours to create secondary colours</p> <p>Experiment with adding white and black to alter tints and shades</p>	<p>Mix a variety of colours and know which primary colours make secondary colours, begin to experiment with mixing tertiary colours.</p> <p>Use correct language when colour mixing; primary, secondary, tint, shade</p> <p>Experiment with different effects, moods and textures including blocking in colour, washes, thickened paint, texture etc. experimenting with varied brush technique</p>	<p>Demonstrate a secure knowledge about primary and secondary, warm and cold and complementary colours.</p> <p>Use a range of paint, paper and implements to adapt and extend their work.</p> <p>Carry out preliminary studies, test media and materials and mix appropriate colours using sketchbooks where appropriate</p>

	<p>Experiment with different brushes, brushstrokes and other tools to create effects</p> <p>Experiment with different textures e.g. mixed media, use of tools, different types of paints</p> <p>Experiment with working on different scales.</p>	<p>Choose paints and implements appropriately showing increased independence</p> <p>Plan and create different effects and textures with paint according to the task.</p> <p>Work confidently on a range of scales</p> <p>Experiment with brush techniques in sketchbooks</p>	<p>Create imaginative work from a variety of sources including those researched independently</p> <p>Show an awareness of how paintings are created (composition).</p>
Key vocabulary to be built on in addition to previous years	Primary colours, secondary colours, tints, shades, warm colours, cool colours, brush strokes, wash, dab, stipple, bold, detail, texture, mix, water colour, impressionism	Tertiary colours, foreground, middle ground, background, emotion, mood, blend, scale, tone, abstract, colour blocking	Composition, complimentary, enhance, qualities (of paint), style, interpret, atmosphere

Printing	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
	<p>To print with a variety of objects, including natural and made objects.</p> <p>To experiment with a range of techniques, e.g. hammering (hapa zome), rubbing, rolling, block and relief</p> <p>Build a repeating pattern and recognise pattern in the environment.</p> <p>Experiment with cyanotypes (sunprints)</p> <p>Begin to use a sketch book to record rubbings and prints</p>	<p>Replicate patterns from observation</p> <p>To explore pattern and shape, creating designs for printing.</p> <p>Make printing blocks using corrugated card, string</p> <p>Make repeated patterns with precision using colour, rotation, symmetry, repetition</p> <p>Talk about the processes used to produce a simple print.</p> <p>Begin to be aware of the positive and negative space and understand what they are</p> <p>Experiment with resist printing e.g. Tie dye</p> <p>Record/document ideas and experimentations in a sketchbook</p>	<p>Develop techniques in mono, block and relief printing</p> <p>Experiment with collagraph printing</p> <p>Experiment with layering to build up layers and colours/textures, combining more than one printing method</p> <p>Talk about the positive and negative space</p> <p>Describe varied techniques.</p> <p>Choose the printing method appropriate to task.</p> <p>Alter and modify work.</p> <p>Work relatively independently.</p> <p>Use a sketch book to record research, ideas and experimentations annotating purposefully</p>

Key vocabulary to be built on in addition to previous years	Colour, shape, natural, made, roll, press, hammer, hapa zome, fabric, pattern, print, rubbing, stamping, printmaking, ink, roller, design, relief print, polystyrene printing tiles, sunprints	Line, pattern, texture, colour, shape, printing block, symmetry, repeated pattern, rotation, tessellation, resist printing	Monoprint, design, collagraph plate, collage, technique, layer, arrange, method, positive and negative space
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Textiles	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
	<p>Experiment with and use a variety of techniques, e.g. weaving, finger knitting, knotting, plaiting, braiding, fraying, twisting</p> <p>Cut, glue and trim material.</p> <p>Embellish using fabric and thread techniques</p> <p>Experiment with wet felt making and explain the process</p> <p>Select and use a range of threads and materials to create a weaving</p>	<p>Experiment with using a variety of techniques; printing, dyeing, weaving, embroidery to create different effects</p> <p>Name the tools and materials they have used.</p> <p>Develop skills in a variety of stitches.</p> <p>Sew a variety of stitches to create pattern and decoration</p>	<p>Join fabrics in different ways, including stitching.</p> <p>Use different grades of threads and needles.</p> <p>Extend their work within a specified technique.</p> <p>Apply decoration</p> <p>To experiment with a range of media by overlapping and layering to create texture, effect and colour</p>
Key vocabulary to be built on in addition to previous years	Textiles, fabric, woven, weaving, warp, weft, loom, decoration, knit, knot, plait, braid, apply, wool tops, dye, felt	Colour, shape, pattern, needle, thread, stitches decoration,	Layering, embellish, texture, effect, applique

Collage	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
	<p>Create textured collages from a variety of media.</p> <p>Use and experiment with a combination of materials that have been cut, torn and glued</p> <p>Add texture by experimenting with using a wide variety of media, e.g. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.</p>	<p>Select colours and materials to create effect giving reasons for choices</p> <p>Choose collage or textiles as a means of extending work already achieved.</p> <p>Continue to explore a range of media e.g. overlapping, layering, tessellation, mosaic, montage, etc.</p> <p>Refine and alter ideas explaining choices</p>	<p>Use a wide range of media imaginatively and with purpose to plan and create collage</p> <p>To carefully consider composition.</p> <p>Choose and use different techniques, colours and textures etc. when designing and making pieces of work.</p> <p>To thoughtfully adapt, extend and justify their work</p>

	<p>Create images from imagination, experience or observation.</p> <p>Begin to collect collage samples and ideas in a sketch book</p>	<p>Collect visual information from a variety of sources, describing with appropriate vocabulary based on the visual and tactile elements.</p> <p>Use a sketchbook to collect ideas and experimentation with materials</p>	<p>Use a sketchbook to collect ideas and experimentation with materials purposefully annotating</p>
Key vocabulary to be built on in addition to previous years	Collage, texture, join, natural, recycled, synthetic	Shape, form, pattern, mosaic, tessellate, montage,	Arrange, mixed media, technique, extend, adapt, composition

3D Form	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
	<p>Experiment with, construct and join recycled, natural and man-made materials.</p> <p>Manipulate clay in a variety of ways, e.g. rolling, cutting, pinching, kneading and shaping.</p> <p>Manipulate clay for a variety of purposes, e.g. thumb pots, simple coil pots and models, beginning to join clay with an awareness of the method</p> <p>Build a textured relief tile.</p> <p>Understand the safety and basic care of materials and tools.</p> <p>Document models in sketchbooks and begin to label/annotate these</p>	<p>Use a sketch book to plan, design and reflect on models</p> <p>Join clay and other materials and practise joining techniques of scoring and slip with increasing confidence</p> <p>Experiment with a simple papier mache object.</p> <p>Add materials to a sculpture to add detail</p> <p>Use a variety of materials and tools to make and adapt models with increasing accuracy and care</p> <p>Explore different ways of finishing work, e.g. paint, varnish,</p>	<p>Describe the different qualities involved in modelling, sculpture and construction.</p> <p>Use recycled, natural and synthetic materials to create sculpture.</p> <p>Plan a sculpture through drawing and other preparatory work using research and sketchbooks to record ideas and reflect on them</p> <p>Develop skills in using clay e.g. slabs, coils, slips, sprig moulds with increasing independence</p> <p>Demonstrate an understanding of the different ways of finishing work and select the most appropriate.</p>
Key vocabulary to be built on in addition to previous years	Sculpture, sculptor, model, natural, made, recycled, 3D, land art, clay, carve, score, join, slip, architect, construct, slab	Shape, form, manipulate, malleable, design, papier mache	Sprig moulds, slab building, purpose,
Breadth of Study	Work independently and collaboratively in pairs, small groups or project work across all year groups, on projects in 2 and 3 dimensions and on different scales.		

	<p>Take part in the National Gallery 'Take One Picture' project – Summer Term</p> <p>Schools of Chesham Carnival art workshops – Spring Term</p> <p>Forest school</p> <p>Playground enrichment</p> <p>After school clubs</p> <p>Use of ICT.</p> <p>Investigate different kinds of art, craft and design through research, gallery visits, virtual artist visits, art/artist practical workshops in the locality and in a variety of genres, styles and traditions.</p>
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