

PYE BANK ART SKILLS PROGRESSION

	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing Autumn Term		<ul style="list-style-type: none"> Understand and use the terms light and dark. 	<ul style="list-style-type: none"> Practise altering pressure to create different tones. 	<ul style="list-style-type: none"> Create shading value scales thinking about the pressure used with art pencils, coloured pencils and charcoal Explore the effect of light from one direction on an object and how you represent this through shading. Recognise and draw shadows on still life objects. 	<ul style="list-style-type: none"> Explore shading to create dark, medium and light tones. Practise the composition of the face, focussing on specific features. 	<ul style="list-style-type: none"> Explore shading techniques to create tone (including hatching). 	
Tone		<ul style="list-style-type: none"> No evidence required 					
Form	Exploration of form			<ul style="list-style-type: none"> Practise shading by altering the pressure used to create different tones. Explore the effect of light from one direction on an object and how you represent this through shading. Recognise and draw shadows on still life objects. 		<ul style="list-style-type: none"> Use texture and form to create a 3D effect. 	<ul style="list-style-type: none"> Draw buildings using a single point perspective.
Shape	<ul style="list-style-type: none"> Using vocabulary such as thick, thin, wavy, and straight. 	<ul style="list-style-type: none"> Create self-portraits considering the correct composition of the human face. 			<ul style="list-style-type: none"> Practise the composition of the face, focussing on specific features Use shapes to create figure drawings 		<ul style="list-style-type: none"> Practise drawing both positive and negative shapes/space.
Line	<ul style="list-style-type: none"> Use different thickness and shapes of line. Using vocabulary such as thick, thin, wavy, and straight. 	<ul style="list-style-type: none"> Create self-portraits considering the correct composition of the human face. 	<ul style="list-style-type: none"> Experiment with the use of lines including straight, curved, horizontal, vertical diagonal and change in direction. 		<ul style="list-style-type: none"> Practise the composition of the face, focussing on specific features Use shapes to create figure drawings 		<ul style="list-style-type: none"> Practise drawing both positive and negative shapes/space.

Space	<ul style="list-style-type: none"> Use different, open-ended spaces to explore creativity. 		<ul style="list-style-type: none"> Identify the parts of a landscape (ground, sky, horizon). Draw a landscape with the composition of ground and sky being accurate. 	<ul style="list-style-type: none"> Draw both positive and negative shapes/space. 			<ul style="list-style-type: none"> Identify foreground, background and middle ground in landscapes/cityscapes. Practise drawing both positive and negative shapes/space. Draw buildings using a single point perspective.
Texture	Create texture using natural resources Being creative with different man-made and natural textures					<ul style="list-style-type: none"> Create a range of visual textures. Use texture and form to create a 3D effect. 	
Painting Spring Term	<p>Exploring colour:</p> <ul style="list-style-type: none"> Learn the names of different equipment we use to create colour; pastels, paint, felt tips, crayons and coloured pencils. Use the primary colours and be secure in their names. Use a range of tools to make coloured marks on paper – sponges, brushes, printing blocks, fingers and finger brushes. Use different coloured paper to apply the paint on. Use different sized brushes to experiment. Use powder paints to experiment with mixing. 	<p>Colour:</p> <ul style="list-style-type: none"> Know all the names of the colours (rainbow order) Learn how to hold a paint brush properly. Practise the step-by-step process of using power paints and ready-mix paints. Introduce mixing colours to produce new colours. Evaluate families of colours and discuss how there can be different shades. Continue to use a range of tools to apply paint. Discuss why there are different sized brushes and allow the children to select. <p>Artist Study: Mondrian Klee Creative Practise:</p>	<p>Portraits:</p> <ul style="list-style-type: none"> Begin to describe colours by using objects- 'sky blue' 'lime green'. Investigate how to make colours darker and lighter. Make as many shades of one colour as possible. Become familiar with secondary colours. Paint pictures using paint brush only. Carry on using different sized brushes and ask children to select them independently. Artist Study: Van Gogh - portrait 	<p>Landscapes:</p> <ul style="list-style-type: none"> Begin to think about how a whole picture can be painted- starting with the background and then moving onto the positive. Be secure with primary and secondary colours. Create colour washes for backgrounds. Imitate pointillism and make decisions about what tools could be used. Artist study: Seurat (pointillism), Van Gogh, Cezanne Creative Practise: 	<p>Still Life/Flowers:</p> <ul style="list-style-type: none"> Create shades and tints of secondary colours by making colour charts. Introduce tertiary colours. Experiment with water colours. Explore the different effects that the type of paint can create (ready mix, powder, water colour) Study a range of still life paintings. Explore still life art work by Georgia O'Keeffe (flowers) Creative Practise: Create a still life piece of the child's choice using the skills we have learnt to do with colour. 	<p>Fauvism:</p> <ul style="list-style-type: none"> Introduce term contrasting and complimentary colours. Experiment using the same drawing but different colours. Discuss the impact. Experiment with painting with ink. Create an ink wash painting. Introduce the art movement Fauvism. Study the work of Henri Matisse. Creative practise: Children to create a painting (subject of their choice) using the skills and knowledge acquired with regards to colour. 	<p>Abstract:</p> <ul style="list-style-type: none"> Experiment with using acrylic/oil paint. Compare with other types of paint. Discuss effect. Explore how paint can be applied in layers to create effect. Introduce abstract art. Investigate how mood is portrayed in colour and shape. Study a range of abstract art from different artists (Pollock, Miro, Delaunay, Kandinsky) Explore abstract art work by Kandinsky. Creative practise: Create a piece of abstract art to represent a particular mood.
Sculpture /Modelling Summer Term	<p>Focus: Manipulating Clay</p> <p>Use modelling materials to:</p> <ul style="list-style-type: none"> Handle, feel and manipulate materials Construct different shapes and objects using a range of materials. 	<p>Focus: Building Shapes</p> <p>Use modelling materials to:</p> <ul style="list-style-type: none"> Use both hands and tools to build more complex shapes. Starting with 	<p>Focus: Shaping and joining clay - faces</p> <p>Use modelling materials to:</p> <ul style="list-style-type: none"> Create clay shapes using observations from still life; starting 	<p>Focus: Body parts and Figures</p> <p>Use modelling materials to:</p> <ul style="list-style-type: none"> Shape, form, model and construct from observation and / or 	<p>Focus: Joining Materials</p> <p>Use modelling materials to:</p> <ul style="list-style-type: none"> Think about how materials can be attached together, experimenting with 	<p>Focus: Investigating Texture</p> <p>Use modelling materials to:</p> <ul style="list-style-type: none"> Produce more intricate patterns and textures. Teach 	<p>Focus: Abstract Sculpture</p> <p>Use modelling materials to:</p> <ul style="list-style-type: none"> Study abstract sculpture Discuss how feelings can be represented in art.

	<ul style="list-style-type: none"> • Use air dry clay to make simple 3D shapes. • Apply paints to dried clay. • Use sensory language to describe objects- small, big, hard, soft. • Look at different materials and describe how they look and feel. 	<p>basic 2D-maths- Move on to food and familiar objects.</p> <ul style="list-style-type: none"> • Cut shapes using scissors- learn to use the material purposefully. To make patterns. Then fruit bowl/ favourite meal etc. • Build models using material such as pipe cleaners, lollipop sticks and straws. • Use materials to make known objects for a purpose, i.e puppet. Teaching idea that objects can be used to represent/ be made to look like food etc • Use rolling, pinching and flattening to change modelling materials. Clay/ plasticine etc. Teaching techniques. • Plan ideas in sketch books. • Creative practice: Using your knowledge of materials and modelling/ shaping create a piece on 'My Favourite Meal' 	<p>simple, moving on to vase, cup etc</p> <ul style="list-style-type: none"> • Begin to use a range of tools for shaping, mark making, etc. Teach techniques for joining – slip and tools for mark making • Begin to make simple observations about own work and that of other sculptors. Make comparisons. • Plan ideas in sketch books. • Creative practise: Using your knowledge of materials and modelling/ shaping, create a face to show a chosen expression. 	<p>imagination with increasing confidence. Starting really simple. Move on to body parts/ figures basic.</p> <ul style="list-style-type: none"> • Plan and develop ideas in sketchbook • Drama- linked to actions • Plan ideas in sketch books. • Reflect and edit ideas in sketch books. • Creative practise: Using your knowledge of materials and modelling/ shaping create a piece on 'I like to....' 	<p>joints, wire, glue, staple, suspending.</p> <ul style="list-style-type: none"> • Practise modelling ideas using air-drying clay. • Introduce the use of a glue gun. • Plan ideas in sketchbooks. Reflect and edit ideas in sketch books. • Discuss own work and work of other assemblage sculptors with comparisons made. • Creative practise: Using your knowledge of materials and modelling/ shaping create a headpiece that could be worn by a child. (Oliver & the Sea Wigs) 	<p>techniques with tools.</p> <ul style="list-style-type: none"> • Work directly from observation or imagination with confidence. • Think about patterns/ texture in nature- use close up photos. • Discuss and evaluate own work and that of other sculptors. • Plan ideas for project in sketchbook-making independent decisions on material. • Reflect and edit ideas in sketch books. • Creative practise: Using your knowledge of materials and modelling/shaping, create a clay tile piece based on the things that make you happy 	<ul style="list-style-type: none"> • Become more confident in attaching materials together. • Design, plan and build a structure using various materials. • Make imaginative use of the knowledge of tools, techniques and materials to express own ideas and feelings. • Plan ideas for project in sketchbook-making independent decisions on material. • Reflect and edit ideas in sketch books • Creative practise: Using your knowledge of materials and modelling/ shaping to create an abstract piece on a particular emotion.
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