

PYE BANK ART DISCIPLINARY CONCEPTS

	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing Autumn Term	<p>Exploring drawing:</p> <ul style="list-style-type: none"> Use the correct pencil grip. Use drawings to tell stories from own life and imagination. Draw humans with all the correct body parts- (head, body, arms ,legs, hands and fingers) Use different thickness and shapes of line. (Line) Using vocabulary such as thick, thin, wavy, and straight. (Shape, Line) To observe peer drawings and say what they think it is. 	<p>Portraits:</p> <ul style="list-style-type: none"> Explore portrait art work from the artists Frida Kahlo and Pablo Picasso. Understand and use the terms landscape and portrait. Understand and use the terms light and dark. (Tone) Create self-portraits considering the correct composition of the human face. (Shape, Line) Create a portrait to show a particular emotion. 	<p>Landscapes:</p> <ul style="list-style-type: none"> Explore landscape art work from the artist L.S.Lowry. Experiment with the use of lines including straight, curved, horizontal, vertical diagonal and change in direction. (Line) Practise altering pressure to create different tones. (Tone) Identify the parts of a landscape (ground, sky, horizon). (Space) Draw a landscape with the composition of ground and sky being accurate. (Space) Create a landscape of the pupil's choice. 	<p>Still Life:</p> <ul style="list-style-type: none"> Explore still life art work by Paul Cezanne (fruit) and Vincent Van Gogh (flowers) Create shading value scales thinking about the pressure used with art pencils, coloured pencils and charcoal. (Tone) Explore the effect of light from one direction on an object and how you represent this through shading. (Form, Tone) Recognise and draw shadows on still life objects. (Form, Tone) Experiment with drawing still life with charcoal, art pencils and chalk pastels. Draw both positive and negative shapes/space. (Space) Create a still life drawing from objects of pupil's choice. 	<p>Figures:</p> <ul style="list-style-type: none"> Explore figure art work by Edgar Degas. Explore shading to create dark, medium and light tones. (Tone) Practise the composition of the face, focussing on specific features (Line, Shape, Tone) Use shapes to create figure drawings (Line, Shape) Experience life drawing observing a model. Create a figure drawing that shows a particular feeling. 	<p>Bringing drawings to life:</p> <ul style="list-style-type: none"> Explore the artist Pete Mckee. Explore line drawing to create facial expression. (Tone, Line) Experience sketching real version of the art piece (studio in town/Kelham Island). Explore using line to draw 3D objects (food a packets) (Line, Shape). Create a picture in the style of Pete Mckee. 	<p>Architecture:</p> <ul style="list-style-type: none"> Identify foreground, background and middle ground in landscapes/cityscapes. (Space) Practise drawing both positive and negative shapes/space. (Shape, Line, Space) Understand and use the terms scale, proportion and perspective. Study architectural drawings (reinforce the terms scale, proportion and perspective). Draw buildings using a single point perspective. (Form, space) Design a building/street in pupil's chosen style.
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, 	<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. 	<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 	<p>Landscapes:</p> <ul style="list-style-type: none"> Begin to think about how a whole picture can be painted- starting with the back ground 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. 	<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. 	<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 	<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)

	<p>fingers and finger brushes.</p> <ul style="list-style-type: none"> Use different coloured paper to apply the paint on. Use different sized brushes to experiment. Use powder paints to experiment with mixing. 	<ul style="list-style-type: none"> Discuss why there are different sized brushes and allow the children to select. <p>Artist Study: Mondrian Klee</p> <p>Creative Practise:</p>	<p>brushes and ask children to select them independently.</p> <ul style="list-style-type: none"> Artist Study: Van Gogh - portrait 	<ul style="list-style-type: none"> Artist study: Seurat (pointillism), Van Gogh, Cezanne Creative Practise: 	<ul style="list-style-type: none"> 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>painting (subject of their choice) using the skills and knowledge acquired with regards to colour.</p>	<ul style="list-style-type: none"> Explore abstract art work by Kandinsky. Creative practise: Create a piece of abstract art to represent a particular mood.
<p>Sculpture/Modelling Summer Term</p>	<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. 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>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 basic 2D-maths- Move on to food and familiar objects. 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>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 simple, moving on to vase, cup etc 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>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 imagination with increasing confidence. Starting really simple. Move on to body parts/ figures basic. 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>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 joints, wire, glue, staple, suspending. 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>Focus: Investigating Texture</p> <p>Use modelling materials to:</p> <ul style="list-style-type: none"> Produce more intricate patterns and textures. Teach techniques with tools. 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 . 	<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. Teach techniques with tools. Become more confident in attaching materials together. Design, plan and build a structure using various materials. Make imaginative use of the knowledge they have acquired 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.

