



## Pye Bank Art progression skills- Drawing

KS1 OBJECTIVES			KS 2 OBJECTIVES			
FS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>DRAWING SKILLS</b>						
<ul style="list-style-type: none"> <li>Use HB pencils to:</li> <li>Use own drawings to tell stories from own life and imagination.</li> <li>Draw humans with all the correct body parts- (head, body, arms ,legs, hands and fingers)</li> <li>Use different thickness and shapes of line. Using vocabulary such as thick, thin, wavy, and straight.</li> <li>To observe peer drawings and say what they think it is.</li> <li>Experiment with recreating pencil drawing with finger brushes.</li> </ul>	<ul style="list-style-type: none"> <li>Use HB pencils and charcoal to:</li> <li>Record ideas in sketchbook.</li> <li>Draw a landscape- with the composition of ground and sky being accurate.</li> <li>Review their own and peer drawings and make comments on what they like and what they would change.</li> <li>Use known geometric shapes to recreate a famous piece of art.</li> <li>Become familiar with the terms portrait and landscape.</li> </ul>	<ul style="list-style-type: none"> <li>Use HB pencils, charcoal to:</li> <li>Continue recording ideas in sketchbook.</li> <li>Evaluate work against their previous work and discuss how they have improved.</li> <li>Experiment with sketching and use terms light and dark.</li> <li>Create shading colour scales thinking about the pressure used with the pencil.</li> <li>Experiment with rubbers.</li> <li>Draw/ sketch from observation-</li> <li>Create self-portraits considering the proportion and composition of the human face.</li> </ul>	<ul style="list-style-type: none"> <li>Use 2H- 2B pencils, charcoal and ball point pens to:</li> <li>Continue development in shading using different grades of pencils</li> <li>Experiment in using smaller shapes to create surface detail.</li> <li>Build up to more accurate drawings of faces- working overtime on specific features.</li> <li>Use shapes to create figure drawings.</li> <li>Begin to plan initial sketches to aid later painting.</li> <li>Start to recognise and draw the third dimension.</li> <li>Draw from still life.</li> <li>Draw both positive and negative shapes.</li> </ul>	<ul style="list-style-type: none"> <li>Use 2H- 2B pencils, charcoal and ball point pens to:</li> <li>Recognise and draw shadows on still life objects.</li> <li>Introduce scale and proportion.</li> <li>Encourage more accurate drawings of whole figures, building on their work on facial features to include proportion, placement and shape of body.</li> <li>Look at the pattern and texture in objects and recreate this.</li> <li>Work on a variety of scales- wrist movement for a4 and arm movement for A3 +</li> <li>Critically analyse own and artists work.</li> </ul>	<ul style="list-style-type: none"> <li>Use 4H- 4B pencils, charcoal, ballpoint pen and ink.</li> <li>Work from a variety of sources including observation, photographs and digital images.</li> <li>Study different shading techniques such as contouring, hatching and stippling.</li> <li>Continue to work on different scales.</li> <li>Use rubbers to lighten shades on portraits and landscapes.</li> <li>Begin to work from a single point perspective.</li> <li>Share drawings with each other and make comparisons to known artists.</li> <li>Become aware blending techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Use 4H- 4B pencils, charcoal, ballpoint pen and ink.</li> <li>Use architectural drawings to reinforce the importance of scale and proportion.</li> <li>Continue with different sketching skills.</li> <li>Look at the effect on light from different directions on one object.</li> <li>Produce increasingly more accurate drawings of humans- focus on body language and facial expressions.</li> <li>Develop an awareness of composition- including foreground, background and middle ground.</li> <li>Link with Park wood.</li> </ul>
<b>PAINTING SKILLS</b>						



<ul style="list-style-type: none"> <li>• Handle, feel and manipulate materials</li> <li>• Construct different shapes and objects using a range of materials.</li> <li>• Use air dry clay to make simple 3D shapes.</li> <li>• Apply paints to dried clay.</li> <li>• Use sensory language to describe objects- small, big, hard, soft.</li> <li>• Look at different materials and describe how they look and feel.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Use both hands and tools to build more complex shapes.</li> <li>• Build models using material such as pipe cleaners, lollipop sticks and straws.</li> <li>• Use materials to make known objects for a purpose, i.e puppet.</li> <li>• Cut shapes using scissors- learn to use the material purposefully.</li> <li>• Use rolling, pinching and flattening to change modelling materials.</li> <li>• Plan ideas in sketch books.</li> </ul>	<ul style="list-style-type: none"> <li>• how awareness of natural and man-made forms and environments</li> <li>• Study a building and make using various modelling materials.</li> <li>• Create clay shapes using observations from still life.</li> <li>• Begin to use a range of tools for shaping, mark making, etc.</li> <li>• Collect and study junk materials.</li> <li>• Construct using these different materials.</li> <li>• Begin to make simple thoughts about own work and that of other sculptors. Make comparisons.</li> <li>• Plan ideas in sketch books.</li> </ul>	<ul style="list-style-type: none"> <li>• Shape, form, model and construct from observation and / or imagination with increasing confidence.</li> <li>• Plan and develop ideas in sketchbook and make simple choices about media.</li> <li>• Use a range of decorative techniques: applied, impressed, painted, etc.</li> <li>• Begin to think about how materials can be glued together.</li> <li>• Conduct simple discussion about aesthetics.</li> <li>• Plan ideas in sketch books.</li> <li>• Reflect and edit ideas in sketch books.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss own work and work of other sculptors with comparisons made.</li> <li>• Investigate, analyse and interpret natural and manmade forms of construction.</li> <li>• Think about how stronger materials can be attached together.</li> <li>• Introduce the use of a glue gun.</li> <li>• Visit Yorkshires sculpture park.</li> <li>• Look at initial plans of sculpture's work.</li> <li>• Plan ideas in sketchbooks.</li> <li>• Reflect and edit ideas in sketch books.</li> </ul>	<ul style="list-style-type: none"> <li>• Produce more intricate patterns and textures.</li> <li>• Work directly from observation or imagination with confidence.</li> <li>• Take into account the properties of media being used.</li> <li>• Discuss and evaluate own work and that of other sculptors.</li> <li>• Plan ideas for project in sketchbook-making independent decisions on material.</li> <li>• Reflect and edit ideas in sketch books.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings.</li> <li>• Design, plan and build a structure using various materials.</li> <li>• Become more confident in attaching materials together.</li> <li>• Plan ideas for project in sketchbook-making independent decisions on material.</li> <li>• Reflect and edit ideas in sketch books.</li> </ul>
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**PRINTING**

<ul style="list-style-type: none"> <li>• Use wax crayons to take</li> </ul>	<ul style="list-style-type: none"> <li>• Create a pattern using a range of</li> </ul>	<ul style="list-style-type: none"> <li>• Extend repeating</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce mono printing- use cut</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce simple relief printing.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue with relief printing.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan a picture and build it up</li> </ul>
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<p>rubbings from different materials.</p> <ul style="list-style-type: none"> <li>• Use different body parts to print (fingers, hands and feet).</li> <li>• Block print in colour using different materials (potatoes, foam, leaves)</li> <li>• Print onto a range of different materials (newspaper, sugar paper, cardboard or material).</li> <li>• Create a simple picture using repetitive printing.</li> </ul>	<p>different objects and colours.</p> <ul style="list-style-type: none"> <li>• Print with a range of hard and soft materials.</li> <li>• Introduce 3D printing using card and string.</li> <li>• Create simple printing blocks for press print.</li> <li>• Design a pattern using repetitive printing.</li> <li>• Roll ink over different materials (stencils, netting).</li> </ul>	<p>patterns - overlapping, using two contrasting colours etc.</p> <ul style="list-style-type: none"> <li>• Look at the different uses of printing in life (wallpaper, book and fabrics).</li> <li>• Introduce engraved printing.</li> <li>• Create a tiled piece of work using engraved prints.</li> <li>• Become more accurate with equipment ensuring clean image.</li> <li>• Use a range of different materials to create a completed print piece.</li> </ul>	<p>outs and rollers.</p> <ul style="list-style-type: none"> <li>• Extend to using a background colour.</li> <li>• Use engraved printing to overlap mono printing.</li> <li>• Become confident in how to use different tools.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the reflection of patterns.</li> <li>• Discuss artists work</li> <li>• Explore colour mixing through overlapping colour prints deliberately.</li> <li>• Continue to develop mono printing.</li> </ul>	<ul style="list-style-type: none"> <li>• Design ideas in sketchbook and transfer to printing material.</li> <li>• Introduce screen printing with a single colour</li> <li>• Create mono prints by collecting different materials.</li> <li>• Print on to different materials and colours.</li> </ul>	<p>using the different print methods learnt throughout.</p> <ul style="list-style-type: none"> <li>• Continue with screen printing using more than one colour for effect.</li> <li>• Explore printing techniques using by various artists.</li> <li>• Replicate famous pieces of art through printing.</li> </ul>
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