

Pye Bank Art progression skills- Drawing

KS1 OBJECTIVES		KS 2 OBJECTIVES				
FS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
			DRAWING SKILLS			
 Use HB pencils to: Use own 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. Using vocabulary such as thick, thin, wavy, and straight. To observe peer drawings and say what they think it is. Experiment with recreating pencil drawing with finger brushes. 	 Use HB pencils and charcoal to: Record ideas in sketchbook. Draw a landscape- with the composition of ground and sky being accurate. Review their own and peer drawings and make comments on what they like and what they like and what they would change. Use known geometric shapes to recreate a famous piece of art. Become familiar with the terms portrait and landscape. 	 Use HB pencils, charcoal to: Continue recording ideas in sketchbook. Evaluate work against their previous work and discuss how they have improved. Experiment with sketching and use terms light and dark. Create shading colour scales thinking about the pressure used with the pencil. Experiment with rubbers. Draw/ sketch from observation- Create self-portraits considering the proportion and composition of the human face. 	 Use 2H- 2B pencils, charcoal and ball point pens to: Continue development in shading using different grades of pencils Experiment in using smaller shapes to create surface detail. Build up to more accurate drawings of faces- working overtime on specific features. Use shapes to create figure drawings. Begin to plan initial sketches to aid later painting. Start to recognise and draw the third dimension. Draw from still life. Draw both positive and negative shapes. 	 Use 2H- 2B pencils, charcoal and ball point pens to: Recognise and draw shadows on still life objects. Introduce scale and proportion. Encourage more accurate drawings of whole figures, building on their work on facial features to include proportion, placement and shape of body. Look at the pattern and texture in objects and recreate this. Work on a variety of scales- wrist movement for a4 and arm movement for A3 + Critically analyse own and artists work. 	 Use 4H- 4B pencils, charcoal, ballpoint pen and ink. Work from a variety of sources including observation, photographs and digital images. Study different shading techniques such as contouring, hatching and stippling. Continue to work on different scales. Use rubbers to lighten shades on portraits and landscapes. Begin to work from a single point perspective. Share drawings with each other and make comparisons to known artists. Become aware blending techniques. 	 Use 4H- 4B pencils, charcoal, ballpoint pen and ink. Use architectural drawings to reinforce the importance of scale and proportion. Continue with different sketchin skills. Look at the effect on light from different direction on one object. Produce increasingly more accurate drawing of humans- focus on body language and facial expressions. Develop an awareness of composition- including foreground, background and middle ground. Link with Park wood.

MODELLING AND 3D WORK	 Use powder paints and poster paints to: Learn the names of different tools that bring colour, pastels, and paint, felt tips, crayons. Use the primary colours and be secure in their names. Uses a range of tools to make coloured marks on paper – glue sticks, sponges, brushes, 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. 	 Use powder paints and poster paints to: Learn how to hold a paint brush properly. Use a range of brushes. Discuss why there are different sized brushes and allow the children to select. Know all the names of the colours. Introduce mixing colours to produce new colours. Evaluate families of colours and discuss how there can be different shades. Create textured paint by adding sand, plaster and sawdust. Continue to use a range of tools to apply paint. Apply paint to drawings. 	 Use powder paints, poster paints and block paints to: Begin to describe colours by using objects- 'sky blue' 'lime green'. Match colours to objects. Investigate how to make colours darker and lighter. Make as many shades of one colour as possible. Paint pictures using paint brush only. Carry on using different sized brushes and ask children to select them independently. Begin to think about how a whole picture can be painted- starting with the back ground and then moving onto the positive. 	 Use powder paints, poster paints and block paints to: Begin to apply colour using dotting, scratching, splashing, blocking and washes. Imitate pointillism and make decisions about what tools could be used. Focus on how the different parts of the brush can be used to create different shapes. Become familiar with secondary colours- create a colour wheel to show how these are mixed. Begin to mix neutral colours. Continue to think about how a whole picture can be painted- starting with the back ground and then moving onto the positive. Use the equipment and media with increasing confidence. 	 Use powder paints, poster paints and water colours to: Explore how paint can be applied in layers to create effect. Begin to work on larger scales. Create more shades and tints of secondary colours by making colour charts. Observe flesh tones and begin to mix these. Explore the difference between poster and watercolour paints. Make judgements on which media artists have used and give reasons why. Begin to think about abstract art and how mood is portrayed in colour. Develop this by using music to create soundscapes. Experienced surface patterns / textures. 	 Use powder paints, poster paints, water colours and ink to: Introduce term contrasting and complimentary colours. Experiment with these using the same drawing but different colours. Continue to make judgements on which media has been used in a piece of art. Encourage children to used mixed media in final pieces. Develop ink skills and look at how to incorporate pen drawings with ink washes. Become more independent in making decisions about what tools they will need: Apron, different sized paint brushes. Use sketchbook to inform, plan and develop ideas. 	 Use powder paints, poster paints, water colours , ink and aycrillic to: Evaluate types of colours using warm and cool. Discuss where people might use these. Visit a gallery and look at the thickness of paint applied. Create thicker paint by using glue and experiment with acrylic paints. Relate back to history thinking about how people created different paint forms. Complete final pieces on canvases of different sizes. Hold a gallery and auction paintings. Encourage children to build on a project of their own interest. Be able to identify primary, secondary, complementary and contrasting colours
Use modelling Use modelling Use modelling Use modelling Use modelling Use modelling Use modelling	Use modelling	Use modelling		1	1	Use modelling	Use modelling

 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. 	 Use both hands and tools to build more complex shapes. Build models using material such as pipe cleaners, lollipop sticks and straws. Use materials to make known objects for a purpose, i.e puppet. Cut shapes using scissors- learn to use the material purposefully. Use rolling, pinching and flattening to change modelling materials. Plan ideas in sketch books. 	 how awareness of natural and man-made forms and environments Study a building and make using various modelling materials. Create clay shapes using observations from still life. Begin to use a range of tools for shaping, mark making, etc. Collect and study junk materials. Construct using these different materials. Begin to make simple thoughts about own work and that of other sculptors. Make comparisons. Plan ideas in sketch books. 	 Shape, form, model and construct from observation and / or imagination with increasing confidence. Plan and develop ideas in sketchbook and make simple choices about media. Use a range of decorative techniques: applied, impressed, painted, etc. Begin to think about how materials can be glued together. Conduct simple discussion about aesthetics. Plan ideas in sketch books. Reflect and edit ideas in sketch books. 	 Discuss own work and work of other sculptors with comparisons made. Investigate, analyse and interpret natural and manmade forms of construction. Think about how stronger materials can be attached together. Introduce the use of a glue gun. Visit Yorkshires sculpture park. Look at initial plans of sculpture's work. Plan ideas in sketchbooks. Reflect and edit ideas in sketch books. 	 Produce more intricate patterns and textures. Work directly from observation or imagination with confidence. Take into account the properties of media being used. 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. 	 Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings. Design, plan and build a structure using various materials. Become more confident in attaching materials together. Plan ideas for project in sketchbook- making independent decisions on material. Reflect and edit ideas in sketch books.
Use wax crayons to take	 Create a pattern using a range of 	Extend repeating	Introduce mono printing- use cut	Introduce simple relief printing.	Continue with relief printing.	Plan a picture and build it up

 rubbings from different materials. Use different body parts to print (fingers, hands and feet). Block print in colour using different materials (potatoes, foam, leaves) Print onto a range of different materials (newspaper, sugar paper, cardboard or material). Create a simple picture using repetitive printing. 	 different objects and colours. Print with a range of hard and soft materials. Introduce 3D printing using card and string. Create simple printing blocks for press print. Design a pattern using repetitive printing. Roll ink over different materials (stencils, netting). Roll ink over different materials Roll ink over different materials Use a range of different materials to create a completed print piece. 	 outs and rollers. Extend to using a background colour. Use engraved printing to overlap mono printing. Become confident in how to use different tools. Continue to develop mono printing. Continue to develop mono printing. 	 Design ideas in sketchbook and transfer to printing material. Introduce screen printing with a single colour Create mono prints by collecting different materials. Print on to different materials and colours. Create mono printing with a single colour for effect. Explore printing techniques using by various artists. Replicate famous pieces of art through printing.
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