
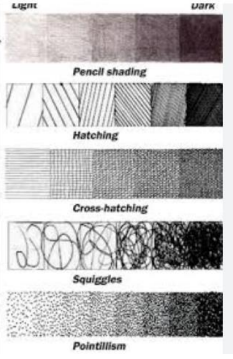


## PYE BANK ART SKILLS PROGRESSION

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

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

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