

Art Long Term Progression of Skills Plan - Buckstones

<u>Year Group</u>	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
Reception	<p style="text-align: center;">Painting</p> <p>1. Painting self-portraits, focus on correct colour choices and facial features. All about me</p> <p style="text-align: center;">Painting</p> <p>2. Focus Artist: Jackson Pollock Using 'splatter' paint technique to create firework art. Let's Celebrate!</p> <p>3. Skeleton artwork (funnybones)</p> <p>4. Rangoli patterns (Diwali)</p>	<p style="text-align: center;">Collage</p> <p>1. Use collage materials and colouring skills to create own superhero logos. Superheroes</p> <p style="text-align: center;">Drawing</p> <p>2. Focus Artist: Paul Klee Using oil pastels and water-wash to create seascapes. Under the Sea</p>	<p style="text-align: center;">Printing</p> <p>1. Use different resources (including forest school finds) to create animal/nature prints Once Upon a Time...</p> <p style="text-align: center;">Drawing/Painting</p> <p>Focus Artist: Steven Brown</p> <p>2. Observational animal pictures Amazing AnimalsE</p> <p>3. English/British flags painting/collage</p>
Year 1	<p style="text-align: center;">Painting</p> <p>Use a variety of tools and techniques including the use of different brush sizes and types.</p> <p>Mix and match colours from observations.</p>	<p style="text-align: center;">Printing</p> <p>Make marks in print with a variety of objects.</p> <p>Carry out different printing techniques e.g. monoprint, block, relief and resist printing.</p>	<p style="text-align: center;">Drawing</p> <p>Use different types of mark-making tools (e.g. pencils, charcoal etc.)</p> <p>Hold pencils and other tools (e.g. chalks, charcoal) correctly.</p>

	<p>Mix secondary colours & shades Use different types of paint.</p> <p>Create different textures e.g. use of grass, leaves, sawdust.</p> <p>Explore, experiment and respond to colour in the natural and made environment - painting picture with appropriate tones of colour. Select the right tools (paintbrushes) for the job, making sure you use them correctly.</p> <p>Artists: Piet Mondrian and Kandinsky</p>	<p>Investigate textures when making rubbings.</p> <p>Build a repeating pattern and recognise patterns around us.</p> <p>Use a variety of printing tools and techniques, including mark-making tools, computer programs. Use different types of materials for printing - ink, paint, dye, shaving foam etc.</p> <p>Artist: Yayoi Kusama</p>	<p>Position their paper according to whether they are left or right-handed.</p> <p>Use a variety of different sketching and drawing techniques.</p> <p>Investigate marks made when using different mark-making tools (e.g. difference between HB and 2B pencils, charcoal, black and white oil pastels, white chalk etc.).</p> <p>Drawing Portraits, world landscapes (continents)</p>
<p>Year 2</p>	<p>Painting/Drawing</p> <p>Painting Add white to colours to make tints and black to colours to make tones</p> <p>Mix and match colours using artefacts and objects.</p> <p>Focus Artist: Helen Bradley</p>	<p>Textiles/Collage</p> <p>Textiles Use a variety of techniques, inc. weaving, tying, knotting and use other manipulative skills.</p> <p>Engage in opportunities to increase awareness of colour, pattern, shape, and texture by combining textile materials/ fabrics in different ways.</p> <p>Experiment with combinations of materials.</p> <p>Use a simple weaving loom</p>	<p>Drawing/Sculpture</p> <p>Drawing- Understand the basic use of a sketchbook and work out ideas for drawings.</p> <p>Draw for a sustained period of time from the figure and real objects.</p> <p>Experiment with the visual elements; line, shape, pattern and colour.</p> <p>Draw lines of different sizes and thickness.</p>

		<p>Identify methods used in the production of textiles.</p> <p>Isle of Coll topic</p>	<p>Show pattern and texture by adding dots and lines.</p> <p>Show different tones by using coloured crayons.</p> <p>3D Form- To use sculpture to develop and share their ideas, experiences and imagination.</p> <p>Explore sculpture with a range of malleable media e.g tin foil, pipe cleaners, wire, tissue paper, newspaper.</p> <p>Use techniques such as rolling, cutting, moulding</p> <p>Experiment with, construct and join recycled, natural and man-made materials.</p> <p>Explore shape and form.</p> <p>Minibeasts</p>
Year 3	<p>Painting</p> <p>Mix a variety of colours and know which primary colours make secondary colours</p> <p>Use a developed colour vocabulary</p> <p>Experiment with different effects and textures, including blocking in</p>	<p>3D Form</p> <p>Plan, design and make models</p> <p>Join clay adequately and work reasonably independently</p> <p>Construct a simple clay base for extending and modelling other shapes</p>	<p>Drawing</p> <p>Experiment with different grades of pencil and other implements</p> <p>Plan, refine and alter their drawings as necessary</p> <p>Use their sketchbooks to collect and record visual information from different sources</p>

	<p>colour, washes, thickened paint etc...</p> <p>Work confidently on a range of scales e.g. thin brush on small picture etc...</p> <p>Cave Paintings linked to History unit Stone Age to Iron Age.</p>	<p>Select and record ideas and starting points from first hand observation</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures</p> <p>Ancient Egypt - mummies</p>	<p>Draw for a sustained period of time at their own level</p> <p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern</p> <p>Plants/Flowers Georgia O'Keeffe</p>
Year 4	<p>Drawing</p> <p>Use sketchbooks to collect ideas</p> <p>Express likes/dislikes through annotations</p> <p>Experiment with shading by applying different levels of pressure.</p> <p>Discuss and review own and others' work</p> <p>Control a pencil to create an accurate drawing</p> <p>Learn about great artists</p> <p>LS Lowry</p>	<p>Painting</p> <p>Make and match colours with increasing accuracy.</p> <p>Use more specific colour language e.g. tint, tone, shade, hue. Choose paints and implements appropriately.</p> <p>Plan and create different effects and textures with paint according to what they need for the task. Show increasing independence and creativity with the painting process.</p> <p>Monet</p>	<p>Print</p> <ul style="list-style-type: none"> • Print using a variety of materials, objects and techniques including layering. • Talk about the processes used to produce a simple print. • To explore pattern and shape, creating designs for printing. • Research, create and refine a print using a variety of techniques. • Select broadly the kinds of material to print with in order to get the effect they want <p>Anglo Saxon link</p>
Year 5	<p>Painting</p> <p>To create different tints, tones and shades.</p>	<p>Drawing</p> <p>Sketch lightly (no need to use a rubber to correct mistakes).</p>	<p>3D Form</p> <p>Plan and design a sculpture;</p> <p>Use tools and materials to carve,</p>

	<p>To create appropriate tints, tones and shades for different moods.</p> <p>To recognise how colour can be used to show mood in a painting.</p> <p>To explore dry versus wet techniques.</p> <p>To work from light to dark when painting.</p> <p>To splatter for effect.</p> <p>To bleed colours into one another.</p> <p>Compare a violent scene by Turner to the milder version by Xavier Della Gatta's 'Eruption of Vesuvius' of 1794.</p>	<p>Use shading to show light and shadow.</p> <p>Use hatching and cross hatching to show tone and texture.</p> <p>Andy Warhol</p>	<p>add shape, add texture and pattern;</p> <p>Use materials other than clay to create a 3D sculpture;</p> <p>Durdle Door Arch</p>
<p>Year 6</p>	<p>Painting</p> <p>Use a wide range of techniques in your work including texture through paint mix and brush techniques.</p> <p>Mix appropriate colours to create a suitable colour palette that conveys mood and atmosphere.</p> <p>O Little Town of Bethlehem</p>	<p>Collage</p> <p>Combine visual & tactile qualities.</p> <p>Experiment with techniques that use contrasting textures, colours or patterns (rough/smooth, light/dark, plain/patterned)</p> <p>Justify the materials you have chosen.</p> <p>Combine pattern, tone and shape</p> <p>Rousseau.</p>	<p>Drawing</p> <p>Understand the effect of light on objects from different directions.</p> <p>To interpret the texture of a surface.</p> <p>Produce increasingly accurate drawings of structures with the concept of perspective.</p> <p>London landmarks</p>

