

Art progression – Drawing

<u>Knowledge</u>						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
- To know that when drawing you should have a good sitting position (on a chair at a table correctly, feet flat on the floor etc) - To know that you hold a pencil using a tripod grasp. - To know that marks on paper can have a meaning and know how to express ideas. - To know that drawing can be used to express emotions and feelings. - To know that a range of materials and tools can be used for drawing lines and shapes (e.g. chalk, pencils, charcoal etc). - To know that adding colour can enhance a drawing. - To know that Alan M Hunt is a British artist. - To know that Alan M Hunt drew black and white and coloured pictures of animals.	-To know that pencils can make different types of line. -To know that rubbing is a way of creating texture with a pencil. - To know that different types of media produce different effects. -To know L.S Lowry is a famous English artist. -To know that Lowry's art contained simple drawings of people often referred to as 'matchstick men'.	- To know that shading is using a pencil to fill in a space when drawing. - To know that using the side of a pencil is an effective technique for shading. - To know that different grades of pencils create different darker or lighter lines when drawing and shading. - To know that charcoal, pastels and pencils create different effects. - To know that charcoal will create a thick dark line. - To know that Emma Ball is an artist from the Midlands. - To know that many of Emma Ball's images relate to the coast.	-To know that drawings can be made to look like 3D. -To know that making small sketches can support the creation of a final drawing. -To know that lighter sketching can be done with H pencils and darker lines are created with B pencils. -To know that Picasso was an artist from Spain. -To know that Picasso's art work is often broken down into periods, eg. the blue period, cubism. -To know that Picasso often distorted images.	-To know that stippling is an art technique based around the use of dots or specks to create an image. -To know that colours can be blended to create specific effects. -To know that smaller sketches can be useful when building up a larger piece of art. -To know that Georgia O'Keeffe is a significant American artist. -To know that much of Georgia O'Keeffe's work contained bold colours. -To know that much of Georgia O' Keeffe's work is based around the natural world.	-To know that monochromatic means in one colour. -To know that pencils range in tones from a light H to a dark B. -To know that images can be enlarged using grids and proportion. -To know that Chuck Close is an American artist. -To know that some of Chuck Close's work is related to large scale portraits.	-To know that using a range of drawing techniques and materials can create a desired effect. -To know that using a range of techniques can develop their own style. - To know that using a variety of medias can enhance and progress drawing techniques. - To know that effective evaluation of drawings can develop future projects - To know that adapting and adding to a drawing, over a prolonged period, supports technicality. -To know that Gary Hodges is an artist from the UK who is famous for his pencil drawings of wildlife.
<u>Skills</u>						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<u>Birth to three years</u> - Use large and small motor skills to do things independently. - Start to make marks intentionally. - Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. <u>3 and 4 year olds</u> - Use a comfortable grip with good control when holding pens and pencils. - Show a preference for a dominant hand. - Create closed shapes with continuous lines, and begin to use these shapes to represent objects. - Draw with increasing complexity and detail, such as representing a face with a circle and including details. - Use drawing to represent ideas like movement or loud noises. - Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. <u>Children in Reception</u> - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them.	-To explore pencil types and their properties, creating lines of different thickness and colour. -To begin to observe line and texture when drawing from observation. -To investigate texture through rubbing and describing when drawing. -To experiment with a variety of media when drawing including coloured pencils, chalks, coloured pens, crayons. Summary: <i>Explore pencils, crayons, rubbing, observe line and tone</i>	- To continue to add detail to a picture using the side of a pencil to add shading. -To experiment with different grades of pencils to create different tones when drawing. -To extend the use of drawing material to include charcoal and pastels. -To include detail onto observational drawings by focusing on shape, form and space. -To continue to investigate texture through the creation of a range of patterns. Summary: <i>shading, grade of pencils, charcoal, pastels, observations drawing, investigate texture, create patterns</i>	-To develop control in order to create intricate patterns/marks with a variety of media. -To create texture, tone and patterns with a range of drawing implements including different grades of drawing pencils. -To use mixed media to create a detailed drawing, eg. mixing graded pencils, charcoal, colour. -To use a sketch book to record media explorations and experimentations in preparation for future works. -To use smaller sketches to build up a final drawing. -To show an awareness of objects having a third dimension when drawing. Summary: <i>variety of mixed media, record explorations in sketch books, smaller sketches leading to final pieces, awareness of 3D</i>	- To investigate a range of drawing techniques for different purposes including stippling and blending. -To review and revisit work on pencil techniques to choose appropriate pencils and implements for a specified purpose. -To use sketch books to collect and record visual information and ideas from different sources for use in future works. -To develop skills of drawing objects showing the third dimension. -To use smaller sketches to build up a final drawing to include colour. Summary: <i>stippling, blending, review and revisit grading of pencils, drawing 3D, smaller sketches leading to larger pieces including colour</i>	-To investigate and experiment with a range of drawing techniques and materials for different purposes including shading and hatching. -To develop perspective using a single focal point. -To develop an awareness of composition, scale and proportion when drawing. -To revisit work in sketch books to create a shared piece of art work using contrasting tones and mixed media. -To work in a sustained, controlled and independent way to create a detailed drawing. -To develop a key element of work: line, tone, pattern, texture. Summary: <i>shading, hatching, perspective, scale and proportion, mixed media, revising sketch work,</i>	-To choose from and mix a range of techniques and materials previously experienced to create a desired effect when drawing and explain choices. -To develop their own style using developed control, tonal contrast and mixed media. -To use drawing techniques to work from a variety of courses, eg. observation, photographs and digital images. -To show shape, proportion and perspective in drawing and art work. -To review and revisit work in sketch books and adapt/improve their work for use in future projects explaining how this might be developed further. -To draw for a sustained period of time over a number of sessions working on one piece. Summary: <i>making and explaining choices, shape, proportion and perspective, reviewing and improving work, combining techniques taught in a sustained way.</i>
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Possible artists: : Lowry, Seurat, Durer, Da Vinci, Cezanne, Picasso, Hopper, Goya, Sargent, Holbein, Moore, Rossetti, Klee, Calder, Cassat.