

Overview of Key skills in Drawing (Early Years to Year 6) 2023-24 Wheatfields Primary

	KS1	LKS2	UKS2
Exploring and Developing Ideas	<p>Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve.</p> <p>KS1 Art and Design National Curriculum To produce creative work, exploring their ideas and recording experiences.</p> <p>Children can:</p> <ul style="list-style-type: none"> a respond positively to ideas and starting points; b explore ideas and collect information; c describe differences and similarities and make links to their own work; d try different materials and methods to improve; e use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve. 	<p>Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning and skills with others, giving and receiving feedback to improve.</p> <p>KS2 Art and Design National Curriculum Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use sketchbooks to record ideas; b explore ideas from first-hand observations; c question and make observations about starting points, and respond positively to suggestions; d adapt and refine ideas; e use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine. 	<p>Children start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve.</p> <p>KS2 Art and Design National Curriculum Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Children can:</p> <ul style="list-style-type: none"> a review and revisit ideas in their sketchbooks; b offer feedback using technical vocabulary; c think critically about their art and design work; d use digital technology as sources for developing ideas; e use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.

Drawing Progressive overview

EYFS

Expressive Arts and Design (Exploring and Using Media and Materials)

Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Expressive Arts and Design (Being Imaginative)

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

- **Environmental Art** - To replicate patterns/textures from the real world. Mark making, rubbings, patterns, textures, line, tone, replicating patterns and textures in the real world.
Artists - Andy Goldsworthy & Van Gogh

Year 1 & Year 2

Children continue to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.

KS1 Art and Design National Curriculum

To become proficient in drawing techniques.

To use drawing to develop and share their ideas, experiences and imagination.

Children can:

- draw lines of varying thickness;
- use dots and lines to demonstrate pattern and texture;
- use different materials to draw, for example pastels, chalk, felt tips;

Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.

Year 1: (Cycle B)

- **Media exploration sheets.** To explore mark making, patterns, textures, line and tone using mixed Media – pencils, felt tips, pastels, biro, handwriting pens.
- **Explore patterns and make rubbings of surface patterns and textures.**
- **Replicate patterns brought in from home. Line only.**
Artists - The Kiss by Klimt and Aboriginal paintings.
- **Expressive Art.** To use their knowledge about linear pattern and texture and tools, to create a landscape at night.
Artist - Van Gogh

Year 2: (Cycle A)

- **To explore shapes and outlines. Drawing outlines of shapes from observation and infilling. Positive and negative infilling.**
Artists – Escher, Caulfield
- **Colour pencil exploration sheet.** Blending techniques to explore the range of tones you get from coloured pencils.
- **Observational drawings of flowers.** Use what they have learned about shape, outline, patterns, infilling and blending to complete their work. Focusing on the separate parts of the plant. Shapes of petals, stem and leaves. Artists - Leonardo Da Vinci, and Botanical artists.

Progression:

- **Early Years: Mark making, rubbings, patterns, textures, line, tone, replicating patterns and textures in the real world.**
- **Year 1: Exploring mark making, patterns, textures, line and tone.**
- **Year 2: Drawing outlines of shapes from observation and infilling. Positive and negative infilling.**

Year 3

Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin.

KS2 Art and Design National Curriculum

To become proficient in drawing techniques.

To improve their mastery of art and design techniques, including drawing, with a range of materials.

Children can:

- experiment with showing line, tone and texture with different hardness of pencils;
- use shading to show light and shadow effects;
- use different materials to draw, e.g. pastels, chalk, felt tips;
- show an awareness of space when drawing;

Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone and outline.

Portrait Drawing

- To learn that different types of sketching pencils give us different marks on paper.
- To learn to use the side of a pencil to sketch and look at what shades can be developed with each type of sketching pencil.
- To learn about the patterns and shapes that can be made using a pencil to draw the features of a face.
- To develop knowledge about the layout of a face.
- To continue to develop drawing skills and techniques.

Mark making with pencils, drawing a face and background.

Artists - Busto di Donna or Giovane Bacco by Da Vinci, self-portrait by Rembrandt, Portrait of the artist by Van Gogh, Head of Man by Klee, Portrait No. 1 by Miro, Cariatide or Ritratto Di Donna by Modigliani.

Progression:

Year 2: Drawing outlines of shapes from observation and infilling and drawing the parts of plants

Year 3: Applying this skill to shapes in the features of a face and infilling with tones and patterns.

Year 4

Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin.

KS2 Art and Design National Curriculum

To become proficient in drawing techniques.

To improve their mastery of art and design techniques, including drawing, with a range of materials.

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Elevations of Objects

- **To develop an awareness of the different elevations of objects.**
- **To develop colour pencil work.**
- To develop knowledge about use of materials.
- To continue to develop drawing skills and techniques.

Drawing objects from different angles, coloured pencil exploration work replicating colours and patterns on swatches.

Artist – Escher

Progression:

Year 2: Colour pencil exploration.

Year 4: Explorative work replicating colours and patterns on swatches.

Year 3: Portrait work drawing a face.

Year 4: Use shading to show light and dark shadow effects creating different moods.

- use shading to show light and shadow effects;
- use different materials to draw, e.g. pastels, chalk, felt tips;
- show an awareness of space when drawing;

Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone and outline.

Year 5

Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills.

KS2 Art and Design National Curriculum

To become proficient in drawing techniques.

To improve their mastery of art and design techniques, including drawing, with a range of materials.

Children can:

- use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;
- depict movement and perspective in drawings;
- use a variety of tools and select the most appropriate;

Use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait and graffiti.

One Point Perspective

- To develop and use one point perspective.
- To continue to develop drawing skills and techniques

Drawing a street to show perspective and a vanishing point, observational drawings of buildings.

Apply this learning in the Spring term to create a perspective drawing of a WW2 Blitz scene.

Artists - Venice or Ponte di Rialto by Canaletto, The Last Supper by Da Vinci, Pazzetta di S. Morco by Turner, The Street by Chagall.

- **Observational drawings of plants.**

Progression:

Year 2: Focussing on the separate parts of the plant. Shapes of petals, stem and leaves.

Year 5: Drawing a complete plant with stem, leaves and flowers.

Year 6

Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills.

KS2 Art and Design National Curriculum

To become proficient in drawing techniques.

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- use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;
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Landscape and portraiture in the style of an artist

- To continue to develop drawing skills and techniques, landscapes - Lowry
 - To develop portrait drawing. Lowry
- Artists – Lowry

Progression:

Year 6 use all their key skills from Early Years mark making, portraiture in Yr3 and Yr4 and one point perspective in Yr5 to complete a Lowry landscape and portrait to demonstrate their skills.

(reference - [Twinkl.co.uk](https://www.twinkl.co.uk) for Curriculum Statements/Expectations)