

Progression in Art Skills - Drawing



Children should be taught to:

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enjoy using	Experiment with a variety of	Begin to control the types of	Develop intricate patterns/	Develop intricate patterns using	Work in a sustained and	Work in a sustained and independent
graphic tools,	media; pencils, rubbers,	marks made with the range of	marks with a variety of media.	different grades of pencil and	independent way to create a	way to develop their own style of
fingers, hands,	crayons, pastels, felt tips,	media such as crayons, pastels,	,	other implements to create lines	detailed drawing. Develop a key	drawing. This style may be through
chalk, pens and	charcoal, pen, chalk.	felt tips, charcoal, pen, chalk.	Demonstrate experience in	and marks.	element of their work: line,	the development of: line, tone,
pencils.	chareeal, pen, chann	reit tips, enarceal, pen, enam	different grades of pencil and		tone, pattern, texture.	pattern, texture.
perionor	Begin to control the types of	Control the types of marks made	other implements to draw	Draw for a sustained period of	tone, pattern, textare.	pattern, textures
Use and begin	marks made with the range of	with the range of media. Draw	different forms and shapes.	time at an appropriate level.	Draw for a sustained period of	Draw for a sustained period of time
to control a	media. Draw on different	on different surfaces with a		Experiment with different	time at an appropriate level.	over a number of sessions working on
range of media.	surfaces with a range of media.	range of media.	Use a sketchbook to record	grades of pencil and other	Use different techniques for	one piece. Use different techniques
Draw on	l annual		media explorations and	implements to achieve	different purposes i.e. shading,	for different purposes i.e. shading,
different	Start to record simple media	Use a sketchbook to plan and	experimentations as well as	variations in tone and make	hatching within their own work.	hatching within their own work,
surfaces and	explorations in a sketch book.	develop simple ideas.	planning and collecting source	marks on a range of media.	Ü	understanding which works well in
coloured paper.		The state of the s	material for future works.		Use sketchbooks to collect and	their work and why.
	Develop a range of tone using a	Continue to investigate tone by		Use sketchbooks to collect and	record visual information from	,
Produce lines of	pencil and use a variety of	drawing light/dark lines,	Begin to show an awareness of	record visual information from	different sources as well as	Use sketchbooks to collect and record
different	drawing techniques such as:	light/dark patterns, light/dark	objects having a third dimension	different sources as well as	planning and colleting source	visual information from different
thickness and	hatching, scribbling, stippling,	shapes using a pencil. Name,	and perspective.	planning and colleting source	material for future works. Start	sources as well as planning and
tone using a	and blending to create light/	match and draw lines/marks		material for future works.	to develop their own style using	colleting source material. Adapt their
pencil.	dark lines.	from observations.	Create textures and patterns		tonal contrast and mixed media.	work according to their views and
			with a wide range of drawing	Have opportunities to develop		describe how they might develop it
Start to	Investigate textures by	Continue to Investigate textures	implements.	further drawings featuring the	Have opportunities to develop	further.
produce	describing, naming, rubbing,	and produce an expanding range	·	third dimension and	further simple perspective in	
different	copying.	of patterns.	Continue to explore the work of	perspective. Experiment with	their work using a single focal	Develop their own style using tonal
patterns and		·	a range of artists, craft makers	different grades of pencil and	point and horizon. Begin to	contrast and mixed media.
textures from	Produce an expanding range of	Explore the work of a range of	and designers, describing the	other implements to achieve	develop an awareness of	
observations,	patterns and textures.	artists, craft makers and	differences and similarities	variations in tone.	composition, scale and	Have opportunities to develop further
imagination and		designers, describing the	between different practices and		proportion in their paintings.	simple perspective in their work using
illustrations.	Explore the work of a range of	differences and similarities	disciplines, and making links to	Further develop drawing a range		a single focal point and horizon.
	artists, craft makers and	between different practices and	their own work	of tones, lines using a pencil.	Use drawing techniques to work	Develop an awareness of
Look and talk	designers, describing the	disciplines, and making links to		Include in their drawing a range	from a variety of sources	composition, scale and proportion in
about what	differences and similarities	their own work.	Discuss own and others work,	of technique and begin to	including observation,	their paintings.
they have	between different practices and		expressing thoughts and	understand why they best suit.	photographs and digital images.	
produced,	disciplines, and making links to	Discuss own work and others	feelings, and using knowledge		Develop close observation skills	Discuss and review own and others
describing	their own work.	work, expressing thoughts and	and understanding of artists and	Discuss and review own and	using a variety of view finders.	work, expressing thoughts and
simple		feelings.	techniques.	others work, expressing		feelings explaining their views and
techniques and	Look at and talk about own work			thoughts and feelings, and	Discuss and review own and	identify modifications/ changes and
media used.	and that of other artists and the	Artists: Durer, Da Vinci,	Artists: Picasso, Hopper,	identify modifications/ changes	others work, expressing	see how they can be developed
	techniques they had used.	Cezanne	Surrealism etc.	and see how they can be	thoughts and feelings, and	further. Identify artists who have
				developed further.	identify modifications/ changes	worked in a similar way to their own
	Artists: Van Gogh, Seurat				and see how they can be	work.
				Begin to explore a range of great	developed further. Identify	
				artists, architects and designers	artists who have worked in a	Explore a range of great artists,
				in history.	similar way to their own work.	architects and designers in history.
				Artists: Goya, Sargent, Holbein.	Explore a range of great artists,	Artists: Have opportunity to explore
					architects and designers in	modern and traditional artists using
					history.	ICT and other resources.
					Artists: Moore sketchbooks,	
					Rossetti, Klee, Calder, Cassat.	
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