








Drawing progression – skills and vocabulary.



Year	Key Skills		Vocab
EYFS	<ul style="list-style-type: none"> Begin to use a variety of drawing tools – e.g. finger, stick, pencil, coloured pencils, pastels, chalk. Use drawings to tell a story from retelling or from imagination. Investigate different lines - thick, thin, wavy, straight. Ensure sensitivity and visual awareness. Make simple representations of objects familiar to them eg. my house, my cat, my family. <p>Encourage accurate drawings of people that include all the visible parts of the body. (head, hands, fingers, where are they?)</p>		<ul style="list-style-type: none"> Mark make Drawing Thick Thin Wavy Straight
Y1	<ul style="list-style-type: none"> Experiment with a variety of drawing media. Use thick felt tip pens/chalks/charcoal/wax crayon. Control the types of marks made. Begin to control lines to create simple drawings. Colour within the line. Draw on different surfaces with a range of media. Observe and draw shapes from observations. Begin to investigate tone by drawing light/dark lines. Make rubbing to collect textures and pattern. <p>Ensure sensitivity and visual awareness. Observe anatomy - encourage accurate drawing of people. Sketch objects in both the natural and man-made world.</p>		<ul style="list-style-type: none"> Portrait Self-portrait Artist Mark making Line Sketch Reflection
Y2	<ul style="list-style-type: none"> Experiment with a variety of drawing media. Use thick felt tip pens/chalks/charcoal/wax crayon. Control the types of marks made. Continue to add detail to picture and begin to use side of pencil to add shading to detail. Draw on different surfaces with a range of media. Observe and draw shapes from observations. Investigate tone by drawing light/dark lines. Look at drawings and comment thoughtfully, begin to discuss use of shadows, use of light and dark. Make rubbing to collect textures and pattern. <p>Ensure sensitivity and visual awareness. Observe anatomy - encourage accurate drawing of people. Sketch objects in both the natural and man-made world.</p>		<ul style="list-style-type: none"> Portrait, Self-portrait, Artist Line, Sketch Control, Shade, Position Shape Light/dark lines

Y3	<ul style="list-style-type: none"> Experiment with different media and ways in which surface detail can be added to drawings. Draw the outline of the object and the shapes it creates within it. Experiment with different grades of pencil (2B-HB) and other implements to create lines, marks, tone and texture. Begin to show an awareness of objects having a third dimension. Build on skills of tonal shading in their drawing. Apply tone in a drawing in a simple way. Create textures with a wide range of drawing implements. <p>Encourage close observation of objects in both the natural and man-made world. Encourage more accurate drawings of people.</p>		<ul style="list-style-type: none"> Texture, Shading, Value Observe/ Observational drawing Realistic/Three dimensional Shape Shadow
Y4	<ul style="list-style-type: none"> Experiment with ways in which surface detail can be added to drawings using various media. Introduce the concepts of scale and proportion. Draw for a sustained period of time at an appropriate level. Experiment with different grades of pencil and other implements to create lines, marks and different forms and shapes. Begin to show an awareness of objects having a third dimension. Identify and draw the effect of light (shadows) on a surface, on objects and people. Apply tone in a drawing in different ways. Create textures with a wide range of drawing implements and apply a simple use of pattern and texture in drawing. <p>Encourage more accurate drawings of whole people, building on their work on facial features to include proportion, placement and shape of body.</p>		<ul style="list-style-type: none"> Shadow Three dimensional Emphasis Form Texture Observe/ Observational Value Tonal Range
Y5	<ul style="list-style-type: none"> Use a range of mediums on a range of backgrounds Work from a variety of sources including first hand observation, photographs and digital images. Work in a sustained and independent way to create detailed drawings Use dry media to make different marks, lines, patterns and shapes within drawing. Experiment with wet media to make different marks, lines, patterns, textures and shapes Begin to use simple perspective in their work using a single focal point and horizon. Use shading to create mood and texture. These to include cross hatching, pointillism, sidestrokes, use of rubber to draw/highlight Evaluate and analyse creative works. 	 	<ul style="list-style-type: none"> Cast shadow Hatching Cross hatching Highlight Tonal range Symmetry Mood/atmosphere Pointillism Focal point Horizon. Evaluate

<p>Y6</p>	<ul style="list-style-type: none"> • Independently selects materials and techniques to use to create a specific outcome. • Work from a variety of sources including observation, photographs and digital images. Develop close observation skills. • Work in a more sustained and independent way. • Draw with precision using different gradient pencils or other mediums for effect. Show shape, proportion and perspective in drawings and artwork. • Start to develop their own style using tonal contrast and mixed media • Produce increasingly detailed preparatory sketches for painting and other work. • Use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colour and techniques such as hatching in their work. • Develop the use of simple perspective in their work. Begin to develop an awareness of composition, scale and proportion in their work e.g. Foreground / background • Evaluate and analyse creative works. 		<ul style="list-style-type: none"> • Reflected light • Cast shadow • Hatching • Cross hatching • Highlight • Tonal range • Symmetry • Mood/atmosphere • Contrast • Perspective • Composition • Evaluate
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