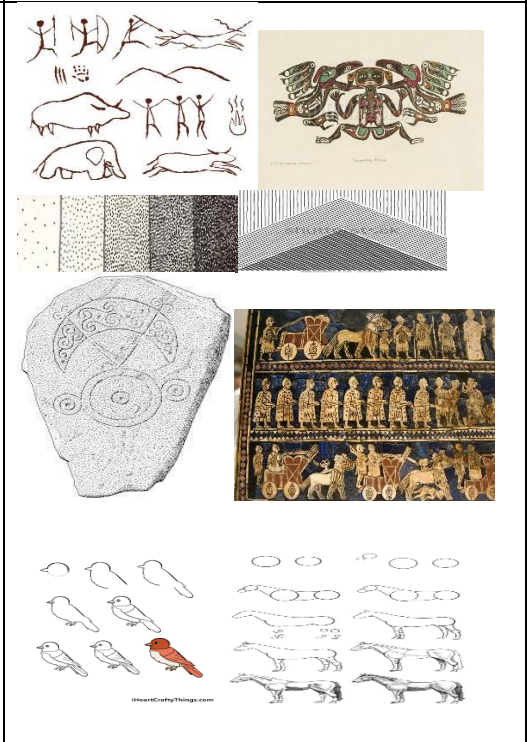
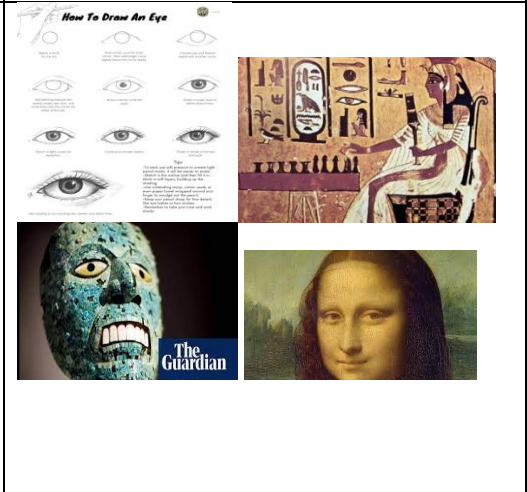
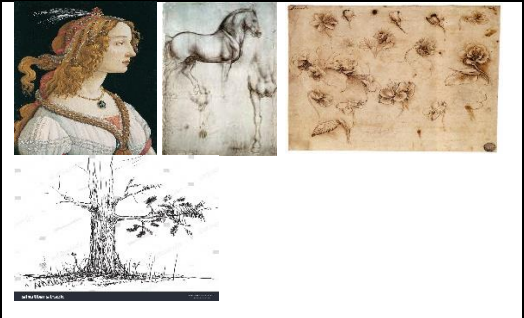





Progression in drawing

<p><b>Nursery</b></p>	<p>Know that pencils incl coloured, chalk, wax crayons and pens can make marks on a surface.          Know how to grip and hold the media to make marks on different types of paper.          Learn how to make different marks:          Know which pieces of equipment are appropriate for drawing. (ELG)</p> <p>Know that that closing lines will make a shape.</p> <p>Know how to draw a head. Identify different components of what they see such as eyes, hair, nose, ears, chin. Know how to depict them using drawing shapes.          Know how to use simple shapes to depict emotions. Close lines using some control to create shapes. Represent human forms and features using simple shapes from observation. Make marks on different surfaces such as carboard, paper etc.          Draw around their fingers keeping their medium close to the fingers. Take a few attempts to improve. Draw around their toes and feet. Draw the outline of their bodies as they lie on paper.          Add on features such as eyes, nose, ears, clothes.          Know how to depict a person through using stick men, Know how to depict different poses such as lying down, running.</p>	
<p><b>Reception</b></p>	<p>Know that different types of pencils or media make different marks on a surface. Know that some make thicker/thinner marks and others make darker/lighter marks.          Identify and then draw components of plants and trees. Know the effect of light/darker lines, thinner/thicker lines on what they are drawing.          Know how to draw parts of humans. Revise parts of the head and extend to: shoulders, neck, hair, arms coming from shoulders, eyebrows, etc. Know that some drawing utensils move / feel differently to others. E.g. there is sometimes more pressure or effort to make darker lines.          Use a full grip of three fingered grip when drawing. Using drawing media, create basic shapes that represent objects. Add to exiting shape to create different effects e.g. hairstyles.          Know how to represent different textures of an object using pencils, chalk and charcoal.          Create lines that consist of differing weights (thick and thin) by changing the apparatus or pressure.          Know how to depict a cat and a dog, a horse and a bird.</p>	

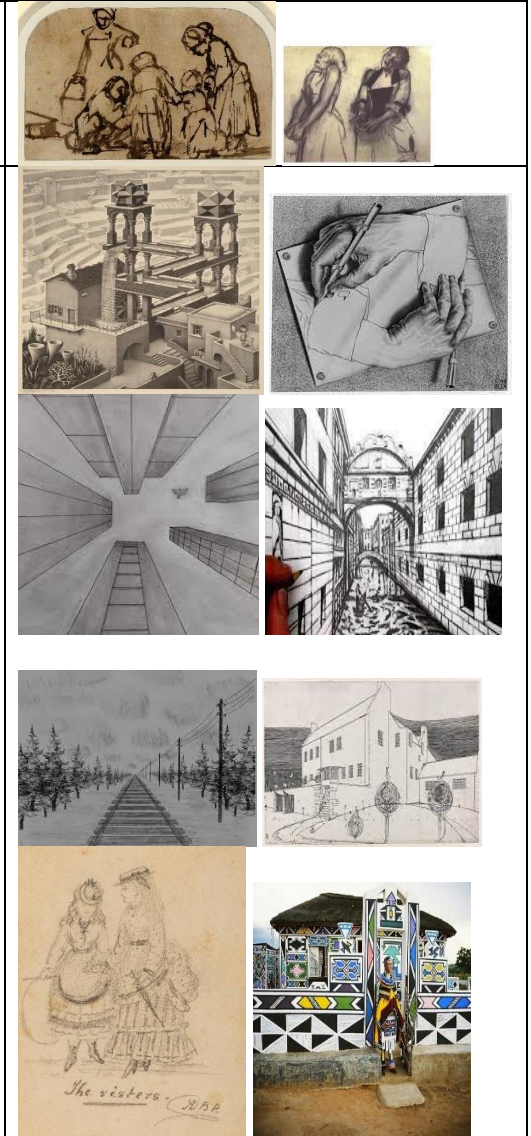
<p>Y1</p>	<p>Know how ancient peoples drew with different materials in caves, rocks etc.          Know that art conveys meanings or stories. Know how North American peoples drew images and indigenous peoples in Australia.          Know how to draw a story using images e.g. of the route to school.          Know how dots can be used to make something look darker/lighter. Know that a pencil grip can change how marks are applied on a surface. E.g. held closely to the tip increased the amount of control you have. Know that when you hold a pencil close to the tip, will increase control and detail.          Know what hatching is and its effect in making drawings. Know the effect of diagonal and vertical lines when drawing.          Know that pencils have different grades. HB is used for writing and sketching. Hold the pencil close to the point for control and detail. Apply sketched lines to record initial ideas. Apply lines that follow basic contours and outlines of shapes from observation. Apply different tones (dark, mid and light) by a change in pressure.          Know that drawing in ancient Britain was done by carving marks into stone.          Know what in other parts of the world, people drew scenes and stories.          Know how to draw a person as though they are standing and as though they are moving.          Add detail into a drawing by using horizontal, vertical or diagonal lines or dots. Know these terms.          Know how to draw a bird, cat, dog, horse, mini beast. Learn how to look carefully and to draw what you see not what you think you see.</p>	
<p>Y2</p>	<p>Know how to shade. Know that holding the pencil close to the point will help control and detail, further towards the end creates loose sketching.          Know how to follow basic contours and outlines of shapes from observation. Know how to draw and eye. Know that refining lines increases the accuracy of their drawing.          Know how to shade by drawing in certain directions.          Know how to sketch by holding the pencil further towards the end for loose sketching. Sketching is more fluid and expressive when using a grip suitable for purpose.          Know that when lines are refined, they will appear sharper.          Know what 'tone' means. Know that tones can be blended together from light, mid to dark using a pencil. Know that a pencil must be used at an angle when applying different tones.          know that directional shading is moving the pencil back and forth using contour lines (a shape's outer line) as a guide.          Knows that a gradient is a gradual change from one element to another such as light to dark or from one colour to another. Begin to blend tones or gradients using appropriate pressure. Can</p>	

	<p>begin to follow the contour lines of a shape when shading (directional shading). Can choose a position of the pencil based on purpose. E.g. angled to apply tone.</p> <p>Know how different cultures drew eyes: Egyptians, Greeks, South Americans</p> <p>Know the work of Davinci, Michelangelo, and Renaissance artists and how they drew portraits.</p> <p>Know how to draw eyes from different angles.</p> <p>Know how renaissance artists drew animals, flowers and trees.</p> <p>Artist study: Da Vinci and Michelangelo.</p> <p>Know how to use shading and lines to create the tree's and flower's shape.</p>	
<p>Y3</p>	<p>Know that when adding different tones, it must be completed with a pencil at a shallow angle – increases surface area of pencil point and produces a softer finish. Know that tone can create contrast in a drawing (difference between light and dark).</p> <p>Know that H pencils are hard and will produce light marks – best for technical drawing. Know that B pencils are soft and will produce darker tones – best used for tonal drawings and shading. Know that directional shading can influence a shape's 3D appearance.</p> <p>Know that cross hatching and hatching can be used to show areas of light and dark.</p> <p>Know that close and layered lines show darker areas of an object. Know that refining lines, shapes, tonal gradients will help to create a more accurate and realistic outcome.</p> <p>Know what a still life is.</p> <p>Know what composition means and the composition sometimes has meaning. Know that the presence of some fruit or objects symbolise different things e.g. apples = temptation; grapes = pleasure; pomegranates = spring; candles = passing of time; skull=impending death.</p> <p>Know that flowers in still life have meaning e.g. flowers in full bloom = life, faith, growth, and power; Wilting flowers = material goods, and beauty are fragile; nightshade = danger or deception; daisies = innocence; poppies = sleep or death, and red roses = love.</p> <p>Know how to draw circles and use directional marks to depicts circular objects. Use shading, their objects can begin to possess form.</p> <p>Know what contrast means and how the blending of tones is smooth without clear intervals of contrast. Use cross hatching to show areas of dark and light areas of an object.</p> <p>In sketch books sketch objects with different pencil marks to test which is the best for an effect.</p> <p>Know that when lines that are closer together and layered show darker areas.</p> <p>Know how a range of marks and combination of marks create depth and form in drawings: loops, stippling, dabbing.</p> <p>In sketch books try the different marks in portraits and in still life.</p> <p>Test out the different positions of objects in a still life.</p> <p>Know what realism means.</p> <p>Know how to use pencil and shading to draw eyes.</p> <p>Artist study: Vermeer; Clara Peeters; Hector Gonzales</p> <p>Know how artists create effects through drawing e.g. Rembrandt: and Degas</p>	

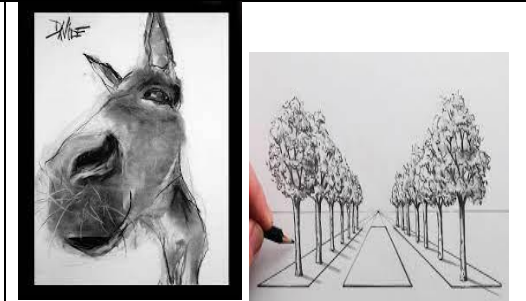
In sketch books, analyse drawings and explain how the artist has made the work using marks, how they create movement, emotion and discuss composition.

Y4

Artist study: MC Escher; Beatrix Potter  
Architect Study: Charles Renee Mackintosh; Lady Elizabeth Wilbraham  
Know which pencils they must use based on their properties. E.g. 2B pencil would be appropriate for mid to dark tones. Know that texture can be manipulated via different methods and techniques such as layering, stippling and different types of mark making.  
Know which marks are symbolic in their artwork and why based on their aesthetic. E.g. Strident, sharp lines to show anger.  
Know that they can measure shapes from observation using a scaling method using their thumb and pencil – relates this method to scaling of human figure – 7 ½ head lengths.  
Know that perspective allows artists to portray form in their artwork. Types of perspective: • 1-point perspective • 2-point perspective • 3-point perspective Know that scale is a comparison of size between objects. Know that scale will change relative to distance and depth. Know that proportion is relative to the object it is part of.  
Know that when drawing from observation, they must consistently look at the subject to gauge accurate shape, form, tone and proportion.  
Know that erasers can be used for different purposes e.g. putty erasers and soft easers E.g. If the artist in study creates a dark, melancholic mood with high contrast, a range of pencils should be used.  
Draw objects that are correctly sized in comparison to others within an artwork (portray distance). Create objects in the foreground that appear larger than those in the back and midground. When drawing, elements of the same object are draw using an accurate proportion e.g. the facial features. Use different pressures to relieve a drawing of graphite to uncover lighter tones. Identify areas of shadow and light and blend tones accurately to create soft gradients. Follow the contours of a shape to show its shape. Capture its form in an implied 3D space using directional shading.  
Composition allows for a balanced drawing. Know that the composition of an artwork can affect its focal point.  
Know that tone can be used to show implied form within a drawing using dark, mid and light tones to portray a light source. Know that directional shading can be used to portray form and realism. Know that lines can be used expressively to portray mood  
When creating perspective drawings, a horizon line and vanishing points are used.  
The thick, dark lines created in Esther Mahlangu's work shows emphasis on shape.  
Know that they can measure shapes from observation using a scaling method using their thumb and pencil.  
Know that they can use the grid method of referencing to correctly scale an object. To know that perspective allows artists to portray form in their artwork.  
Know that a horizon line runs horizontally. Vanishing points are where lines meet. There can be more than one vanishing point. Know that orthogonal lines are the diagonal lines that can be drawn along.



Annotate the work of artists in sketch books and explain how they created their art, the meanings and symbols, how they create perspective.  
 Draw animals such as cats, dogs, birds with more detail and using different mark making and with some perspective elements.  
 Draw some flowers and trees with an idea of perspective.



Y5

Architect study: Zaha Adid; Frank Gehry. In sketch books analyse sketches, drawings and architecture, Look at form, light, shadow, reflection and use technical art terms in annotation.

Artist Study: Van Gogh; Berthe Morrirot; Claude Monet; Degas. Analyse and annotate heir drawings and look for light and dark, perspective, how they used pencil marks to create depth and form.

Know that sketched lines are used to map concepts on a surface. A loose grip can also suggest movement in an artwork.

Know that objects can be affected by many light sources.

Know that 3D objects have a tactile texture and when this is captured in a drawing it is called implied texture.

Know that scaling is applied in art when something needs to be emphasised, or when through disproportionate size the importance of the represented is highlighted.

To know that perspective allows artists to portray form in their artwork.

Know how to draw areas of light and shadow in an observational drawing.

Know how to draw reflection.

Light and shadow is captured in the correct areas with knowledge of light source.

Show a range of techniques to create texture e.g. stippling.

Consider perspective when creating a drawing and composition.

Know lines generally diminish at the vanishing point. Know that the horizon line is a horizontal line that runs across the paper or canvas to represent the viewer's eye level, or outline where the sky meets the ground.

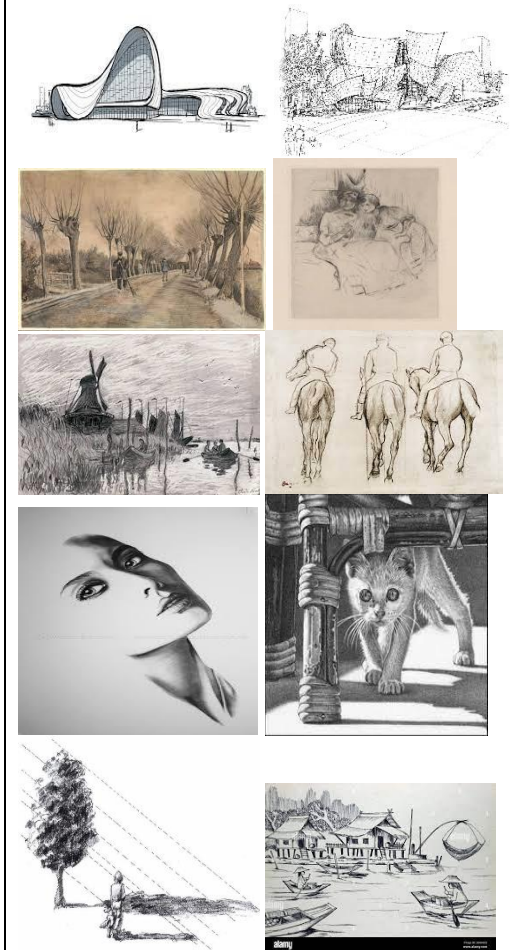
Know how to compose a drawing to make the viewers eye go on a journey.

Know how to make scaling accurate using appropriate measuring methods.

Composition allows for a balanced artwork. E.g. the focal point may not be centred but is in the foreground to highlight its importance. Blend colours softly with no apparent definition.

Draw light and shadow onto a portrait and drawing of an animal.

Draw light and shadow onto a reflection.



Y6

Architect study: Hundertwasser and Gaudi

Look at and analyse their work. Look for disturbing the usual perspective and how they changed people's views of what a building should look like. Consider their backgrounds and their 'styles' and how this manifests in their work.

Artists study: Picasso, Frida Kahlo, Salvador Dali, Barbara Hepworth. LS Lowry

Know that media for drawing can differ in purpose and can reflect a certain style, movement or symbolic meaning: E.g. the thin outlines of a David Hockney drawing conveys a sense of simplicity of the human form.

Know that an artist's technique of applying lines, shapes and tone directly affects the aesthetic of an artwork. An expressive method of applying lines will create a sense of movement or an abstract work.

Know that the drawing medium can be used in different ways to inform mood and can be used to reflect the subject matter – E.g. expressive strokes can convey a sense of excitement in a scene where there is a chase.

A more expressive range of drawing apparatus can be chosen and applied based on their properties, purpose or outcome. E.g. drawing with string or natural objects. Can draw an object from different viewpoints using knowledge of perspective

Use directional shading to create form in a drawing.

Show areas of light and shadow in an observational drawing based on one or several light sources.

Shapes and lines are refined independently using controlled lines. Independently applies a range of techniques to create texture e.g. use of an eraser, stippling, cross-hatching, surface etc.

Know that depth in a drawing affects the scale of an object and its clarity. Know that the manner in which physical scale of an artwork is explored by the artist directly influences the viewing experience – E.g. the large-scale drawings of Anselm Kiefer will draw in the viewer and experience the artwork in a very kinetic manner.

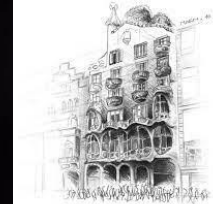
Know that different viewpoints and perspectives affects a shape's appearance. E.g. profile of a face – some features may be unobservable.

Draw hands in different ways and from different angles. Sketch animals from different sides and angles.

Draw flowers and trees from different sides and angles.

Know that a pencil can be used in different ways to inform mood and can be used to reflect the subject matter. Know that tone can affect the ability to create form. Dark = melancholy

Know the concept of negative space and how artists use this in drawings.  
negative space.



Create contrast within an artwork with clear control showing a smooth gradient where appropriate.  
Composition is well considered with a clear understanding of how to highlight multiple foci within an artwork. E.g. The focus points may all be in the foreground yet in different locations within the artwork

