



ART SKILLS PROGRESSION MAP: DRAWING 2019-2020

| Programme of Study (Key Areas) | EYFS Artist: Kandinsky (Lines and colour) | Year 1 Artist: Mondrian (Shapes and Patterns) | Year 2 Artist: Van Gogh (Dashes and colour) | Year 3 Artist: Warhol | Year 4 Artist: Monet | Year 5 Artist: Picasso | Year 6 Artist: Nevelson |
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| DRAWING | <ul style="list-style-type: none"> • Begin to use a variety of drawing tools. • Draw on different surfaces and coloured paper. • Begin to give means to the marks they make • Explore different textures and patterns • Begin to produce lines of different thicknesses and one using pencils. • Encourage accurate drawings of people (including/ representing various features) | <ul style="list-style-type: none"> • Experiment with a variety of media. • Show more control over the marks made with a variety of media. • Draw on different surfaces with a range of media. • Start to record simple explorations in sketch books. • Name, match and draw lines and shapes from observations. • Begin to investigate tone by drawing light/dark lines. • Investigate textures by naming, describing, rubbing and copying. | <ul style="list-style-type: none"> • Experiment with a variety of media. • Show more control over the marks made with a variety of media. • Draw on different surfaces with a range of media. • Use a sketch book to plan and develop simple skills and ideas. • Name, match and draw lines and shapes from observations. • Begin to investigate tone using a pencil and use a variety of techniques such as: hatching, scribbling, stippling and blending to create light and dark lines. • Investigate textures by naming, describing, rubbing and copying. | <ul style="list-style-type: none"> • Experiment with ways in which surface detail can be added to drawings. • Draw for a sustained period of time at an appropriate level. • Make marks and lines with a wide range of drawing implements. E.g. charcoal, pencil, wax crayons, chalk/ oil pastels etc. • Experiment with different grades of pencil and other implements to create lines, marks, form and shape. • Begin to show an awareness of objects having a third dimension. • Begin to apply tone in a drawing in a simple way. • Explore and create textures with a wide range of drawing implements. • Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works. | <ul style="list-style-type: none"> • Experiment with ways in which surface detail can be added to drawings. • Draw for a sustained period of time at an appropriate level. • Make marks and lines with a wide range of drawing implements. E.g. charcoal, pencil, wax crayons, chalk/ oil pastels etc. • Experiment with different grades of pencil and other implements to create lines, marks, form and shape. • Begin to show an awareness of objects having a third dimension. • Develop the use of perspective. • Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works. | <ul style="list-style-type: none"> • Work in a sustained and independent way to create a detailed drawing. • Use different techniques for different purposes i.e. shading, hatching within their own work. • Use sketchbooks to collect, record and plan for future works. • Start to develop their own style using tonal contrast and mixed media. • Develop further simple perspective in using a single focal point and horizon. • Begin to develop an awareness of composition, scale and proportion in their drawings • Use drawing techniques to work from a variety of sources including observation, photographs and digital images. • Develop close observation skills using a variety of view finders. | <ul style="list-style-type: none"> • Draw for a sustained period of time over a number of sessions working on one piece. • Develop their own style of drawing through: line, tone, pattern, texture. • Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. • Develop their own style using tonal contrast and mixed media. • Use sketchbooks to collect, record and plan for future works. Adapt their work according to their views and describe how they might develop it further. • Have opportunities to develop further simple perspective in their work using a single focal point and horizon. Develop an awareness of composition, scale and proportion in their paintings. |