**Progression of Art Skills – Drawing**

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| **Foundation** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.  Use and begin to control a range of media. Draw on different surfaces and coloured paper.  Produce lines of different thickness using a pencil.  Start to produce different patterns and textures from observations, imagination and illustrations.  Use language appropriate to skill and technique.  Look and talk about what they have produced, describing simple techniques and media used. | Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, pen, chalk.  Begin to control the types of marks made with the range of media. Draw on different surfaces with a range of media.  Investigate textures by describing, naming, rubbing, copying.  Produce an expanding range of patterns and textures.  Use language appropriate to skill and technique.  Explore the work of a range of artists. Look at and talk about own work and that of others. Give opinions on own work. | Begin to control the types of marks made with a range of media such as crayons, pastels, felt tips, pen, chalk.  Control the types of marks made with the range of media. Draw on different surfaces with a range of media.  Use a sketchbook to plan and develop simple ideas.  Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. Name, match and draw lines/marks from observations.  Continue to Investigate textures and produce an expanding range of patterns.  Use language appropriate to skill and technique.  Explore the work of a range of artists.  Discuss own work and others work, expressing thoughts and feelings. Begin to identify changes they might make or how their work could be developed further. | Develop intricate patterns/ marks with a variety of media.  Demonstrate experience in different implements to draw different forms and shapes.  Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.  Begin to show an awareness of objects having a third dimension.  Create textures and patterns with a wide range of drawing implements.  Use language appropriate to skill and technique.  Continue to explore the work of a range of artists.  Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.  Identify changes they might make or how their work could be developed further. | Develop intricate patterns using different grades of pencil and other implements to create lines and marks.  Draw for a sustained period of time at an appropriate level. Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media. Start to develop their own style using tonal contrast and mixed media.  Use sketchbooks to collect and record visual information from different sources as well as planning and colleting source material for future works.  Have opportunities to develop further drawings featuring the third dimension and perspective.  Further develop drawing a range of tones, lines using a pencil. Include a range of technique and begin to understand why they best suit.  Use language appropriate to skill and technique.  Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.  Begin to explore a range of great artists, architects and designers in history. | Work in a sustained and independent way to create a detailed drawing. Develop a key element of their work: line, tone, pattern, texture.  Draw for a sustained period of time at an appropriate level.  Use different techniques for different purposes i.e. shading, hatching.  Use sketchbooks to collect and record visual information from different sources as well as planning and colleting source material for future works. Start to develop their own style.  Have opportunities to further develop perspective in their work 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.  Use language appropriate to skill and technique.  Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.  Explore a range of great artists, architects and designers in history and identify those who have worked in a similar way to them. | Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of: line, tone, pattern, texture.  Draw for a sustained period of time over a number of sessions working on one piece. Use different techniques for different purposes i.e. shading, hatching, understanding which works well in their work and why.  Use sketchbooks to collect and record visual information from different sources as well as planning and colleting source material. Adapt their work according to their views and describe how they might develop it further.  Develop their own style using tonal contrast and mixed media.  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.  Use language appropriate to skill and technique.  Discuss and review own and others work, expressing thoughts and feelings explaining their  views and identify/  explain modifications/ changes and see how they can be developed further.  Explore a range of great artists, architects and designers in history and identify those who have worked in a similar way to them. |