

Art skills progression at Bowness on Solway Primary School - DRAWING

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Enjoy using and beginning to control different media – pencils, pens, crayons, chalk.</p> <p>Investigate and produce lines of different thickness, tone & type (straight, wavy, looped etc) using different media.</p> <p>Draw on different surfaces, textures and colours.</p> <p>Start to explore different patterns and textures from imagination observation & illustration and experiment with different marks to represent these.</p> <p>Encourage accurate drawings of people with all relevant parts of the body present (head, arms, legs, hands, fingers, feet, faces)</p> <p>Use drawing to tell a story.</p> <p>Look at and talk about their work, giving simple descriptions about techniques and media used.</p> <p>Artists: Henry Moore sketchbooks Dante Gabriel Rossetti</p>	<p>Experiment with a greater variety of media: pencils, pens, crayons, chalk, pastels, felt tips.</p> <p>Begin to control the types of marks made with the range of media. Draw on different surfaces.</p> <p>Begin to vary tone using the same pencil.</p> <p>Investigate textures by describing, naming rubbing and copying.</p> <p>Produce an expanding range of patterns & textures both natural & man-made.</p> <p>Move towards solid infilling of colour.</p> <p>Begin to scale drawings correctly – draw people in proportion.</p> <p>Start to record simple explorations in a sketch book.</p> <p>Explore the work of a range of artists, craft makers & designers. Express a simple opinion about their own work and the work studied. Describe differences & similarities in their work & make links to their own work.</p> <p>Artists:</p>	<p>Increase control of the different types of marks made with the media and include charcoal.</p> <p>Draw with control on a range of different surfaces with a range of different media.</p> <p>Develop a range of tones with pencil using a variety of techniques such as: hatching, scribbling, stippling and blending to create light and dark areas.</p> <p>Continue to investigate textures and produce an expanding range of patterns.</p> <p>Can solidly infill shapes using colour pencils, pastels, etc.</p> <p>Observe and draw faces with all the expected features.</p> <p>Use sketchbooks to sketch quickly to make quick records of things observed and ideas.</p> <p>Use sketchbooks to plan & develop simple ideas.</p> <p>Draw as a way of recording thoughts and feelings</p> <p>Explore the work of a range of artists, craft makers & designers.</p>	<p>Develop control of mark making in positioning and type of marks made using different media.</p> <p>Draw for a more sustained period of time.</p> <p>Encourage close observation and discussion of natural and man-made objects being drawn.</p> <p>Continue to investigate tone by experimenting with light/dark shapes and patterns.</p> <p>Discuss shadows and how to draw them.</p> <p>Use appropriate media to achieve different textures and patterns.</p> <p>Begin to show an awareness of objects having a third dimension and perspective and be able to talk about this.</p> <p>Encourage more accurate drawing of people particularly faces looking closely at where features are using greater detail.</p> <p>Use sketchbooks to record explorations in different media as well as collecting ideas and material for further work.</p> <p>Continue to explore the work of a range of artists,</p>	<p>Continue to develop control of mark making using finer detail.</p> <p>Draw for a sustained period using a variety of media to produce tones and marks.</p> <p>Identify & draw the effect of light on surfaces, objects and people.</p> <p>Further develop drawing a range of tones and lines using pencil. Use a wider range of techniques and begin to understand when to use them.</p> <p>Create depth in their drawings through the use of simple 3D and perspective.</p> <p>Draw faces and human figures building on their previous work to include proportion, placement and body shape.</p> <p>Complete whole sketches including surroundings and backgrounds.</p> <p>Use sketchbooks to record ideas from different sources including their own imagination.</p> <p>Discuss & review & other work expressing thoughts and feelings and identify changes to develop their work.</p>	<p>Independently use different techniques such as hatching or blending, to complete their work.</p> <p>Work in a sustained and independent way to produce a detailed drawing. Include the key elements of tone, line, pattern and texture in their work.</p> <p>Work from a variety of sources including observation, photographs & digital images. Use view finders to further develop close observation.</p> <p>Further develop perspective in their work using a single focal point and horizon.</p> <p>Begin to show awareness of composition, scale and proportion in their drawings exploring foreground, middle ground and background.</p> <p>Draw figures in motion.</p> <p>Complete whole sketches with detailed surroundings and backgrounds.</p> <p>Use sketchbooks to record ideas from different sources and materials for future work, including their own imagination. Begin to</p>	<p>Work in a sustained & independent way to develop their own style of drawing.</p> <p>Draw for a sustained period over several sessions. Use different techniques for different purposes, selecting which work well in different situations and why.</p> <p>Develop their own style using tonal contrast in different media and mixed media.</p> <p>Further develop perspective using a single focal point & horizon. Continue to develop use of composition, scale and proportion in their work.</p> <p>Draw figures in motion with emphasis on proportion with a sense of movement.</p> <p>Produce increasingly accurate preparatory sketches.</p> <p>Use sketchbooks to record ideas from different sources including as well as planning & collecting source material. Adapt their work according to their views & describe how they might develop it further.</p>

		<p>Express a simple opinion about the work studied. Describe differences and similarities in their work & make links to their own work.</p> <p>Artists: Alexander Calder John Singer Sargent M.C. Escher</p>	<p>craft makers & designers. Express a simple opinion about the work studied. Describe differences and similarities in their work & make links to their own work.</p> <p>Artists: Alexander Calder John Singer Sargent M.C. Escher</p>	<p>Artists: Albrecht Durer Jane Joseph Mary Cassatt</p>	<p>develop their own style using a variety of media.</p> <p>Discuss & review & other work expressing thoughts and feelings and identify changes that will develop their work.</p> <p>Artists: Albrecht Durer Jane Joseph Mary Cassatt Leonardo da Vinci</p>	<p>Discuss and review their own and other work expressing thoughts and feelings & identify how they could be developed further. Identify artists who have worked in a similar way to their own work.</p> <p>Artists: Albrecht Durer Jane Joseph Mary Cassatt Leonardo da Vinci</p>
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Useful websites:

http://archive.artsmia.org/artists_toolkit/explore.cfm.html

http://pencilmadness.com/pencil_madness

<http://www.bbc.co.uk/education/subjects/zn3rkqt>

<http://linesdotsanddoodles.blogspot.co.uk/>

<http://kidsartists.blogspot.co.uk/>