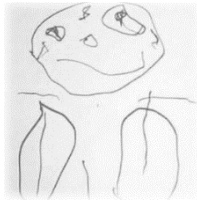


Park End Primary

Drawing Progression Document

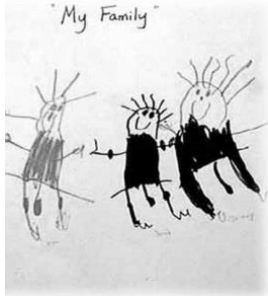


Nursery			
Taking Inspiration <ul style="list-style-type: none"> • Ensure children are exploring drawing in the environment, local area and the world. • Enrich the pupil's cultural diversity through exposing them to a range of artists drawings from past and present • Evaluate and comment upon work by a range of artists drawings from past and present • To create original piece showing a range of influences and styles 			
	Drawing Knowledge	Drawing Skill	Exemplar
MEDIA	<ul style="list-style-type: none"> • Knows that pencils and pens can make marks on a surface • Know there are different ways of making marks-pens, crayons, felt tips etc. 	<ul style="list-style-type: none"> • Experiment with mark making using a wide variety of materials 	 <p>Artist Matisse</p>
HOLD/GRIP	<ul style="list-style-type: none"> • Know how to hold a pencil using a modified tripod grip 	<ul style="list-style-type: none"> • Begin to use drawing materials and pencils with more control • Can hold drawing medium (pencil, chalk etc.) with some control using a full grip 	

MARK MAKING	<ul style="list-style-type: none">• Knows that closing lines will make a shape• They identify different components of what they see such as human anatomy (eyes, arms etc) and know that they can reference them using drawing	<ul style="list-style-type: none">• Can close lines using some control to create a shape.• Can represent human forms and features using simple shapes from memory or seen – emotions, happiness, sadness etc.• Can make marks on different surfaces such as cardboard, paper etc.• Use drawing to represent ideas	
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Drawing Progression Document

Reception			
Taking Inspiration <ul style="list-style-type: none"> • Ensure children are exploring drawing in the environment, local area and the world. • Enrich the pupil's cultural diversity through exposing them to a range of artists drawings from past and present • Evaluate and comment upon work by a range of artists drawings from past and present • To create original piece showing a range of influences and styles 			
MEDIA	<ul style="list-style-type: none"> • Know that different types of pencils or drawing utensils can make different marks on a surface • Know which pieces of equipment are appropriate for drawing or making marks 	<ul style="list-style-type: none"> • Experiment with different types of drawing media to express ideas using pencils, chalk, crayons, oil pastels 	
HOLD/GRIP	<ul style="list-style-type: none"> • Know how to hold a pencil using a tripod grip 	<ul style="list-style-type: none"> • Can hold drawing medium (pencil, chalk etc.) with increasing control, using a consistent grip. (Full grip of three fingered grip) 	

Artist

MARK MAKING	<ul style="list-style-type: none">• Can identify components of objects such as human anatomy (eyes, arms etc) and natural forms (leaves and trees) and represent these using appropriate shapes• Know that some drawing utensils move / feel differently to others. E.g. more efforts required to make darker marks than a black felt tip pen	<ul style="list-style-type: none">• Can create lines and shapes that more clearly reference a given shape or concept. Using drawing apparatus, they can create basic shapes that represent objects• Can begin to represent different textures of an object using pencils, chalk and charcoal• Can create lines that consist of differing weights (thick and thin) by changing the apparatus or pressure	Picasso
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Drawing Progression Document

Year 1

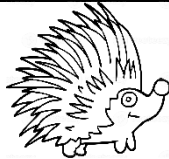
Taking Inspiration

- Ensure children are exploring drawing in the environment, local area and the world.
- Enrich the pupil's cultural diversity through exposing them to a range of artists drawings from past and present
- Evaluate and comment upon work by a range of artists drawings from past and present
- To create original piece showing a range of influences and styles

MEDIA

- Know that pencils have different grades. HB is used for writing and B pencils are used for sketching




- Experiment with different grades of pencils when sketching (HB and B)



HOLD/GRIP	<ul style="list-style-type: none"> • 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 pencil marks can be lighter / darker depending on the pressure used to apply marks 	<ul style="list-style-type: none"> • Hold the pencil close to the point for control and detail • Use different pressure when sketching to create different effects 	Artists Liz Million
MARK MAKING	<ul style="list-style-type: none"> • Know that refining lines means to make them more accurate • Know that different types of lines can create pattern and texture 	<ul style="list-style-type: none"> • Draw lines and outlines of shapes • Draw lines of different size and thicknesses using different pressure • Show pattern and texture by adding zigzags or lines 	

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Drawing Progression Document

Year 2			
Taking Inspiration <ul style="list-style-type: none"> • Ensure children are exploring drawing in the environment, local area and the world. • Enrich the pupil's cultural diversity through exposing them to a range of artists drawings from past and present • Evaluate and comment upon work by a range of artists drawings from past and present • To create original piece showing a range of influences and styles 			
MEDIA	<ul style="list-style-type: none"> • Know that HB, 2B and 4B pencils can create different tones 	<ul style="list-style-type: none"> • Can apply different tones (dark, mid and light) by utilising a change in pressure. Use HB, 2B and 4B pencils 	



			
HOLD/GRIP	<ul style="list-style-type: none"> • Know that holding the pencil close to the point will help control and detail • Know that holding a pencil further towards the end creates loose sketching 	<ul style="list-style-type: none"> • Experiment with holding the pencil further towards the end for loose sketching 	<p>Artists Maurice Sendak (texture) Dapo Adeola (blending and texture)</p>
MARK MAKING	<ul style="list-style-type: none"> • Know that they can follow basic outlines of shapes • Know that refining lines increases the accuracy of their drawing • Know that directional shading is moving the pencil back and forth using contour lines (a shape's outer line) as a guide 	<ul style="list-style-type: none"> • Can begin to follow the outline of a shape when shading (directional shading) • Begin to create tones of shade using directional shading and curved lines 	<p>Directional shading</p>  
TONE	<ul style="list-style-type: none"> • Know that tones can be blended together from light, mid to dark using a pencil • Knows that a gradient is a gradual change from one element to another such as light to dark or from one colour to another 	<ul style="list-style-type: none"> • Begin to apply tone to show contrast between light and dark • Begin to blend tones smoothly, e.g. moving from dark to light with one colour 	<p>Curved lines</p>

Park End Primary
Drawing Progression Document

Year 3

Taking Inspiration

- Ensure children are exploring drawing in the environment, local area and the world.
- Enrich the pupil's cultural diversity through exposing them to a range of artists drawings from past and present
- Evaluate and comment upon work by a range of artists drawings from past and present
- To create original piece showing a range of influences and styles

MEDIA	<ul style="list-style-type: none"> • 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 shading can be achieved with other media 	<ul style="list-style-type: none"> • Use different pencils to achieve shading, their objects can begin to show a 3D effect (pencils to use, 2H HB 2B 4B) • Use different media to achieve shading eg oil pastels 	<p>Artists</p> <p>David Sibley</p>  <p>Maryna Yasar Oil Pastels, birds and hatching</p> 
HOLD/GRIP	<ul style="list-style-type: none"> • Know that a pencil must be used at an angle when applying different tones 	<ul style="list-style-type: none"> • Experiments with the position of the pencil based on purpose. E.g. angled to apply tone 	
MARK MAKING	<ul style="list-style-type: none"> • Know that directional shading can influence a shape's 3D appearance. • Know that hatching can be used to show areas of light and dark. Close and layered lines show darker areas of an object • 	<ul style="list-style-type: none"> • Lines and shapes can be applied with increasing accuracy, showing control • Use directional shading, hatching to show contrasting tones (Take a piece of paper and shade vertically, then next to your vertical shading, shade horizontally) • Begin to annotate sketches – what techniques/equipment have been used 	
TONE	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • The application of tone shows a clear contrast between dark, mid and light. • The blending of tones is smooth without clear intervals of contrast, e.g. moving from dark to light • Begin to explore how light and dark areas (tone) can show simple form 	

Park End Primary
Drawing Progression Document

Year 4

Taking Inspiration




- Ensure children are exploring drawing in the environment, local area and the world.
- Enrich the pupil's cultural diversity through exposing them to a range of artists drawings from past and present
- Evaluate and comment upon work by a range of artists drawings from past and present
- To create original piece showing a range of influences and styles

MEDIA

- Know which pencils they must use based on their properties. E.g. 2B pencil would be appropriate for mid to dark tones

- Begin to select correct apparatus for purpose and outcome, e.g. pencils (possible pencils to use, 2H HB 2B 4B 6B) pencil crayons, oil pastels

Aaron Blabey (Cartoon eyes)

HOLD/GRIP	<ul style="list-style-type: none"> • Know which way to hold a pencil to achieve the required effect 	<ul style="list-style-type: none"> • Beginning to hold a pencil using the tip for an outline or at an angle to shade 	
MARK MAKING	<ul style="list-style-type: none"> • Know that texture can be manipulated via different methods and techniques such as cross hatching, hatching, directional shading etc • Know that light and shadow affect the appearance of objects • Know how to use blending techniques and previous skills (if appropriate) and cross hatching to create tonal variation and depth in drawings. • Know how to annotate sketches by explaining artistic choices, such as selected techniques (e.g., cross-hatching) and materials (e.g., 4B pencil), and their intended effects. 	<ul style="list-style-type: none"> • Follow the contours (outline) of a shape to show its shape • Create shadow and light and blend tones accurately using previous skills (if appropriate) and cross hatching • Develop skill of annotating sketches – what you have drawn and why you have chosen a technique etc. e.g. cross hatching or I have used a 4B pencil because... 	<p>Alan Woollett (Birds feathers – texture)</p>  <p>Helen Well (alcohol pens)</p> 
TONE	<ul style="list-style-type: none"> • Know that tone can be used to show depth (doesn't look flat) within a drawing using dark, mid and light tones to portray a light source 	<ul style="list-style-type: none"> • Can blend tones using a range of colours, e.g. tonal ladders • Tones are blended with little visual appearance of intervals • Use tonal shading techniques (hatching, cross-hatching etc) to create more convincing volume in drawings. 	

Park End Primary
Drawing Progression Document

Year 5

Taking Inspiration

- Ensure children are exploring drawing in the environment, local area and the world.
- Enrich the pupil's cultural diversity through exposing them to a range of artists drawings from past and present
- Evaluate and comment upon work by a range of artists drawings from past and present
- To create original piece showing a range of influences and styles

MEDIA	<ul style="list-style-type: none"> • Know that the grade of pencils depends on the hardness/softness of the lead (4H-6B) 	<ul style="list-style-type: none"> • Use the full range of pencil gradients from 4H to 6B appropriately for the intention of the work • A range of drawing apparatus can be chosen and applied based on their properties, purpose or outcome. E.g. Chalk for tone and texture 	
HOLD/GRIP	<ul style="list-style-type: none"> • Know that sketched lines are used to map concepts on a surface. A loose 	<ul style="list-style-type: none"> • Becoming confident holding a pencil using the tip for an outline. At an angle to shade 	

	grip can also suggest movement in an artwork		
MARK MAKING	<ul style="list-style-type: none"> • Know that texture can be manipulated via different methods and techniques such hatching, cross hatching and smudging • Know that cross-hatching/hatching can also be used to create 3D effects (building on from Year 3 and 4) 	<ul style="list-style-type: none"> • Shows a range of techniques to create texture. Continue to build on shading techniques from Year 3 and 4 and using smudging. • Develop skill of annotating sketches – what you have drawn and why you have chosen a technique etc. e.g. cross hatching or I have used a 4B pencil because... Include inspiration from artists 	Artists Rembrandt Steven Wiltshire Kathe Kollowitz Henri Fantin Latour
TONE	<ul style="list-style-type: none"> • Know that objects can be affected by a light source • Know that a combination of shading with highlights and shadows, depth, and contour lines create a three-dimensional form. 	<ul style="list-style-type: none"> • Clearly marks areas of light and shadow in drawings to create depth and volume by using knowledge of light source • Can blend tones using a range of colours and media, e.g. tonal ladders • Tones are blended to create a smooth appearance 	

SCALE	<ul style="list-style-type: none">• Know that scale is a comparison of size between objects• Know that linear perspective gives the illusion of depth• Know that each part of a drawing should be the right size for the whole thing (proportion)	<ul style="list-style-type: none">• Apply scaling when drawing objects to achieve proportion	
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Park End Primary

Drawing Progression Document

Year 6			
Taking Inspiration <ul style="list-style-type: none"> • Ensure children are exploring drawing in the environment, local area and the world. • Enrich the pupil's cultural diversity through exposing them to a range of artists drawings from past and present • Evaluate and comment upon work by a range of artists drawings from past and present • To create original piece showing a range of influences and styles 			
MEDIA	<ul style="list-style-type: none"> • Know that different media can be used to draw with creating a specific effect 	<ul style="list-style-type: none"> • Confidently select the correct pencil or media for a particular purpose. E.g. charcoal for its darker tones and tactile texture. 	Artists Kevin Okator Paul Nash Vince Low M.C. Ecsher
HOLD/GRIP	<ul style="list-style-type: none"> • Know that the angle of the pencil will create different line weights and tones 	<ul style="list-style-type: none"> • Selecting the correct pencil grip for a range of purposes, e.g. shading and outline 	

<p>MARK MAKING</p>	<ul style="list-style-type: none"> • Know that an artist's technique of applying lines, shapes and tone directly affects the aesthetic of an artwork. • Know that an expressive method of applying lines will create a sense of movement or an abstract work e.g., expressive strokes can convey a sense of excitement in a scene where there is a chase 	<ul style="list-style-type: none"> • Annotating sketches confidently – what you have drawn and why you have chosen a technique etc. e.g. cross hatching or I have used a 4B pencil because... Include inspiration from artists techniques and chosen styles (Revisit and apply previous skills from Year 3,4, and 5 depending on the desired effect). 	
<p>TONE</p>	<ul style="list-style-type: none"> • Know that controlling the lightness and darkness of an image can affect the mood, e.g. with light tones creating feelings of airiness and optimism, and dark tones producing a sense of mystery, intensity, or gloom • Know that applying firm pressure creates dark, heavy lines, whereas light pressure results in softer, faded lines 	<ul style="list-style-type: none"> • Can blend tones using a range of colours and media, e.g. tonal ladders and within drawings • Apply tonal skills to create define shapes, create depth and channel the viewer's attention • Tones are blended to create a smooth appearance 	

SCALE	<ul style="list-style-type: none">• Know that scaling in art is the process of resizing a subject in your drawing to either a larger or smaller size while maintaining its proportions• Know that proportion is the relationship between the size of different parts of an object, e.g., the size of your nose in comparison to your face	<ul style="list-style-type: none">• Use scaling to create a purposeful drawing, adjusting sizes to match perspective or intention E.G large eye, smaller drawings inside.	
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