

INSPIRE NURTURE BELIEVE ACHIEVE

*Working **together** to be the **best** that we can be.*

Enrichment Curriculum Art and Design:

Example Progression of Skills for Drawing

Happiness

Perserverance

Resilience

Kindness

Friendship

Respect

Art Progression of Skills - Drawing

Media – pencil, wax, chalk, ink, pen, brushes, pencil

Foundation Stage

- Begin to use a variety of drawing tools for example finger, stick, pencil, chalks.
- Use drawings to tell a story.
- Investigate different lines – thick, thin, wavy straight. To illustrate this, explore different textures and experiment with different mark makings.
- Encourage accurate drawings to represent people through including all visible body parts.



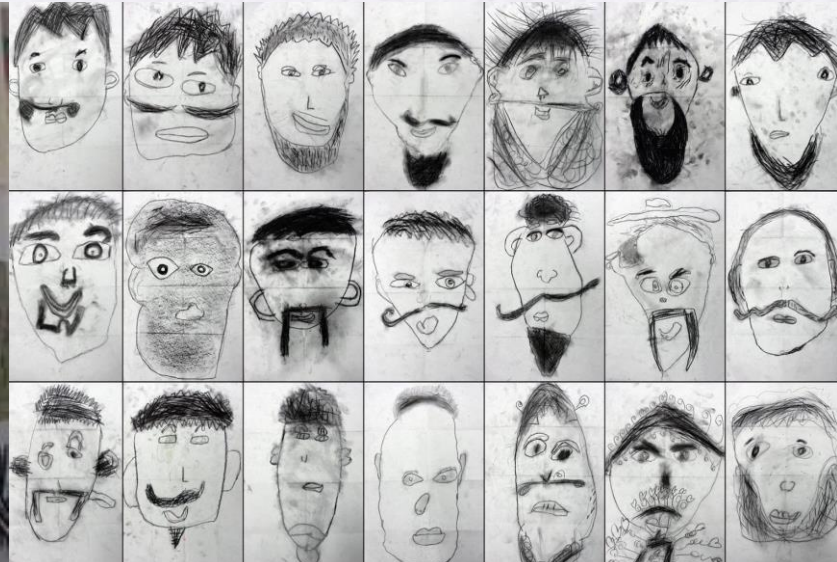
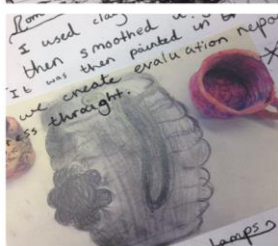
Year 1

- Use a variety of tools – pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.
- Use a sketchbook to gather and collect artwork (this will also help show progression through a students work).
- Begin to explore the use of line, shape and colour.



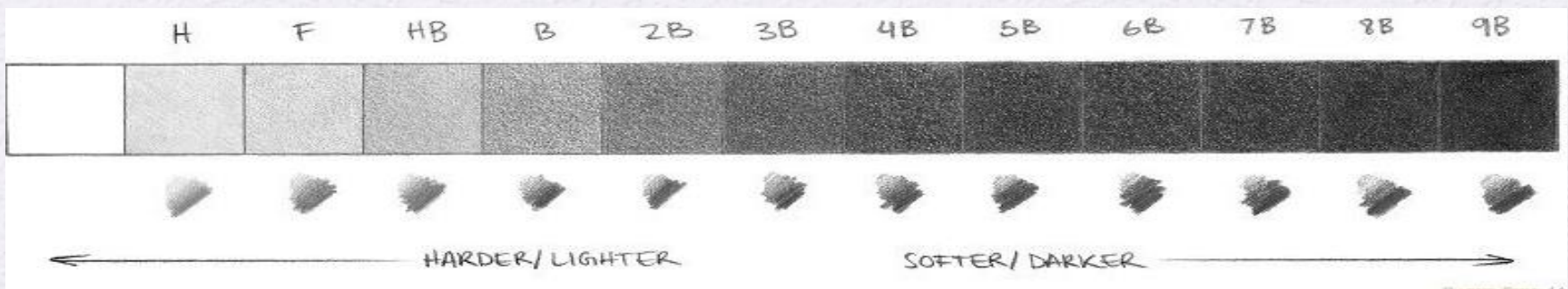
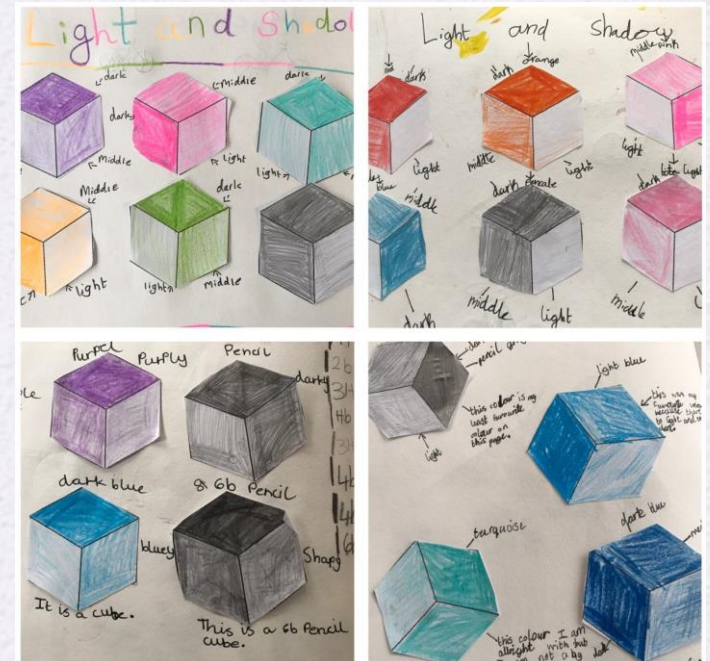
Year 2

- Begin to layer different medias – felt tips over pastels, ballpoint over charcoal.
- Understand the basic use of a sketchbook and begin to plan ideas for drawings.
- Draw for a sustained period from real objects and experiment with the visual elements – line, shape, pattern and colour.



Year 3

- Experiment with different grades of pencil and other implements.
- Plan, refine and alter their drawings as necessary.
- Use their sketchbook to collect and record visual information from different resources.
- Draw for a sustained period of time at their own level.
- Use different media to achieve variations in line, texture, tone, colour, shape and pattern.



Year 4

- Make informed choices in drawing including paper and media.
- Alter and refine drawings and describe changes using art vocabulary.
- Collect images and information independently for own sketchbooks.



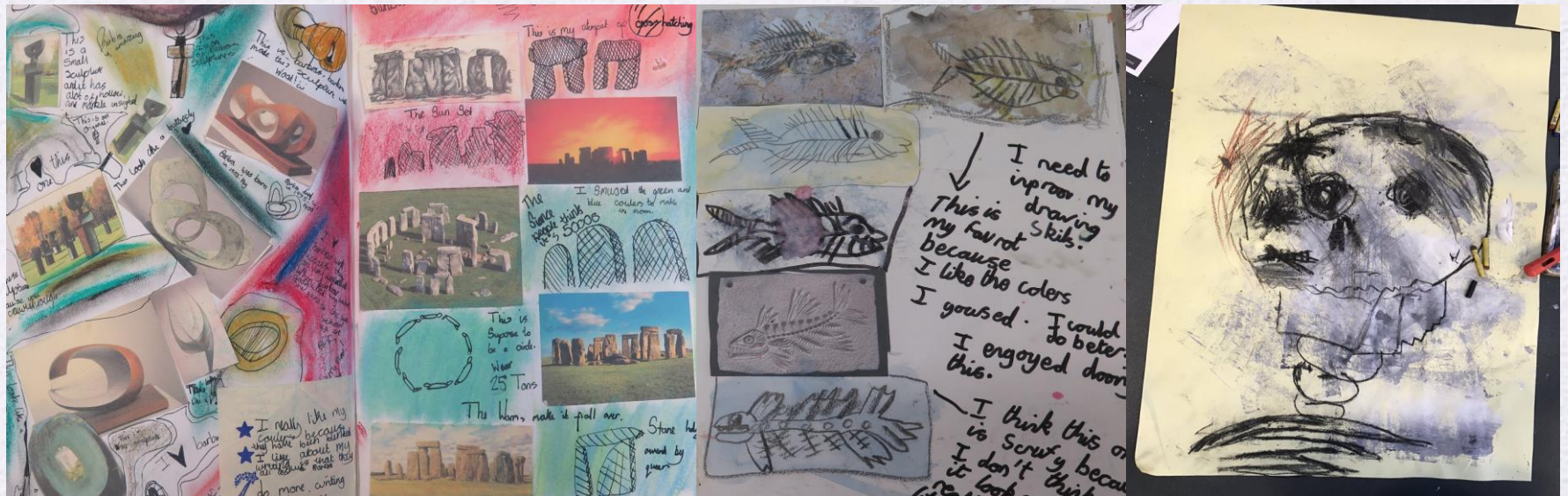
Use research to inspire drawings from imagination and memory.

Explore relationships between line and tone, pattern and shape, line and texture.

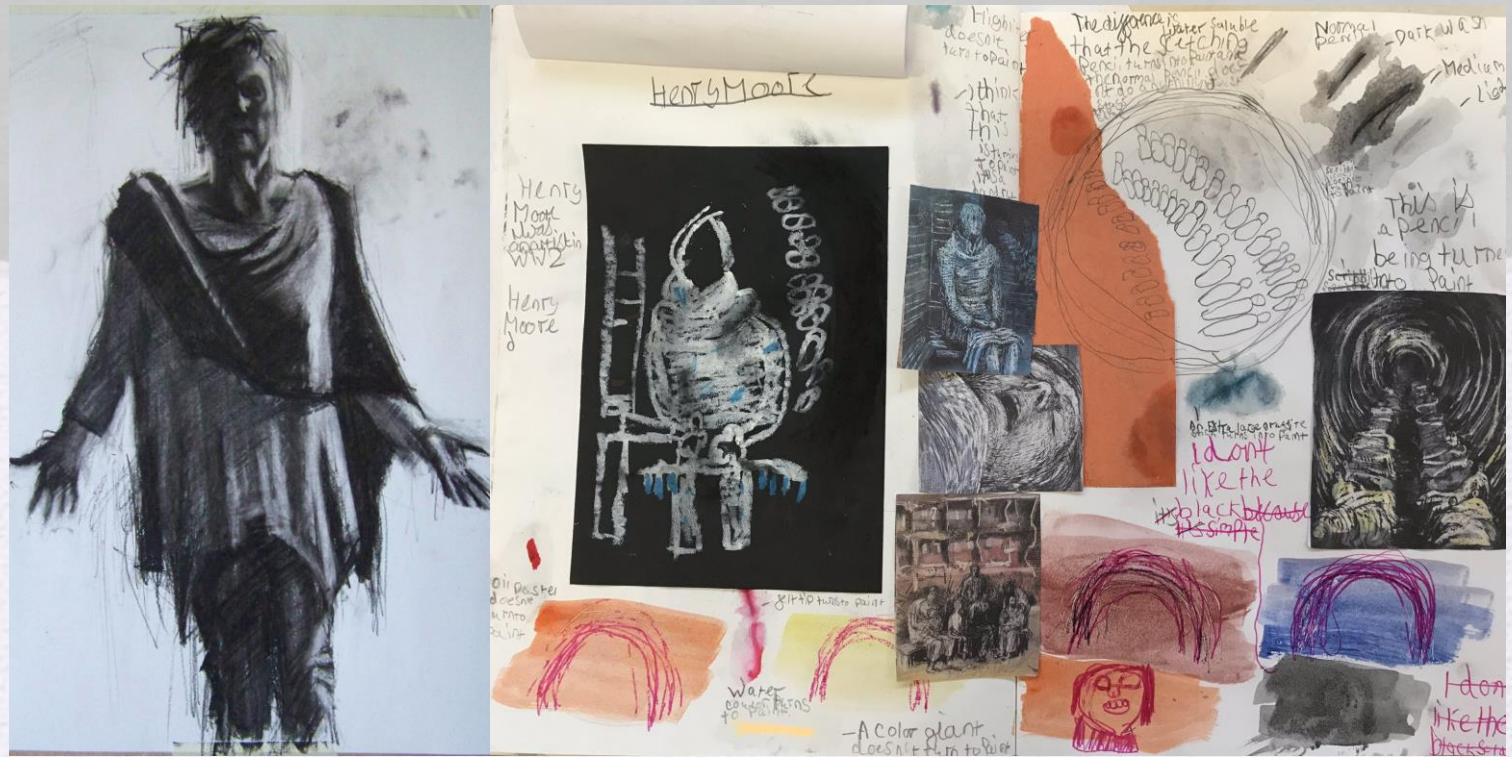


Year 5

- Use a variety of source material for their work.
- Work in a sustained and independent way from observation, experience and imagination.
- Use a sketchbook to develop ideas.
- Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.



Year 6



- Demonstrate a wide variety of ways to make different marks with dry and wet media.
- Identify artists who have worked in a similar way to their own work.
- Develop ideas using different or mixed media, using a sketchbook.
- Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.