

Art and Design Progression of Skills: Drawing

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|  | **Foxes** | | **Squirrels** | | **Badgers** | |
| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Generating Ideas** | Explore their own ideas using a range of media. | Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. | Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. | Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. | Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. | Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. |
| **Sketchbooks** | Use sketchbooks to explore ideas in an open-ended way | Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next. | Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. | Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. | Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. | Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. |
| **Making Skills (Including formal elements)** | Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens.  Develop observational skills to look closely and reflect surface texture through mark-making.  To explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary. | Further develop mark-making within a greater range of media, demonstrating increased control. Develop observational skills to look closely and reflect surface texture through mark-making.  Experiment with drawing on different surfaces, and begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes. | Confidently use a range of materials, selecting and using these appropriately with more independence.  Draw with expression and begin to experiment with gestural and quick sketching.  Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion. | Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.  Use growing knowledge of different drawing materials, combining media for effect. Demonstrate greater control over drawing tools to show awareness of proportion and perspective, continuing to develop use of tone and more intricate mark making | To use a broader range of stimulus to draw from, such as architecture, culture and photography. Begin to develop drawn ideas as part of an exploratory journey. Apply known techniques with a range of media, selecting these independently in response to a stimulus. Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form. | Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently.  Apply new drawing techniques to improve their mastery of materials and techniques Push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques. |
| **Knowledge of artists** | Describe similarities and differences between practices in Art and design, e.g. between painting and sculpture, and link these to their own work. | Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art. | Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made. | Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made. | Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. | Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. |
| **Analysing and Evaluating** | Describe and compare features of their own and other’s art work | Explain their ideas and opinions about their own and other’s art work, giving reasons. Begin to talk about how they could improve their own work. | Confidently explain their ideas and opinions about their own and other’s art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work. | Build a more complex vocabulary when discussing their own and others’ art.  Evaluate their work more regularly and independently during the planning and making process. | Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.  Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. | Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. |