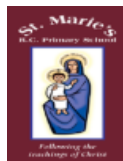


Art and Design – Drawing

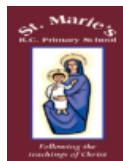
Year	End Point	vocabulary	Skills spiral	Knowledge spiral	Artist, Crafts Maker, Designer	Assessment Pre and post
N	Firework lines	pencil line circle	Begin to hold a pencil in preferred hand to make marks on paper. Begin to draw using a range of materials. Begin to draw line and circles sometimes giving meaning to them.			
R	Flower drawings	circle square triangle	Develop control and confidence when drawing using a range of materials. Draw forms using the formal elements of lines & simple shapes such as circles, squares and triangles. Tonally shade areas and shapes as neatly and carefully as they can.	Know how to draw in different ways to create different effects. Investigate works of art and try to explain how the artwork makes them feel, highlighting areas that interest them. Pupils should orally describe their work and learn the meaning of the words line and shape.	Georgia O'Keefe	

*Please see EYFS curriculum plans for further links to Drawing in Nursery and Reception.



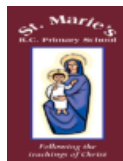
Art and Design – Drawing

Y1	Leaf line drawings	line straight wavy thick thin sketch texture tone light dark shape	Experiment with a variety of media. Begin to control the types of marks made with the range of media. Draw on different surfaces. Draw different lines such as: straight, wavy, thick, thin. Start to record simple media explorations in a sketch book. Observe and draw shapes from observations. Develop a range of tone using a pencil and use a variety of drawing techniques such as: scribbling and stippling to create light/ dark lines. Investigate textures by describing, naming, rubbing and copying. Produce a range of patterns and textures.	Know about Eloise Renouf and when she made her art. Describe the use of line in Eloise Renouf's work. Know the differences and similarities between a range of drawing media including felt tips, chalks, crayons, coloured pencils. Learn the meaning of the words line, tone, shape, pattern and texture and begin using them in their art. Recognise when they are using formal elements and describe how they are using them. Form opinions about the process of their work saying what went well & how they might improve it.	Eloise Renouf (designer)	
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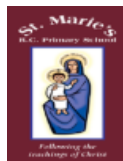
Art and Design – Drawing

Y2	Penguin Drawing	Tones (Lighter, Darker) Lines (Dash, Dotted, Diagonal, Spiral, Zig zag, Vertical, Wavy, Horizontal, Curve, Cross hatched) Gradient Hb 2b 3b 4b 5b pencil Shading	Begin to control marks made with different media. Investigate tone by drawing light/dark lines using pencil. Investigate textures and produce an expanding range of patterns. Experiment with tools and surfaces. Make close observations for an observational drawing. Sketch to make records.	To know about the work of Leonardo Di Vinci, describing the different lines, tones and shades he used. To know why Leonardo Di Vinci is still an important artist today and how he was influenced to draw in the way he did. Express clear preferences and give some reasons for these (for instance, be able to say “I like that because...”).	Leonardo Di Vinci	
Y3	Landscape showing light and dark	Charcoal Chalk Smudge Blend Tone Texture Shadow Light	Discuss shadows, light and dark. Use a sketchbook to document and develop ideas. Begin to draw with accuracy. Experiment with mark making using alternative tools. Draw from observation. Draw from imagination. Control materials to be able to have the desired effect.	Explore the artist Claude Monet, surrounding impressionism. Have an awareness of how pattern can be used to create texture. Take the time to reflect upon what they like and dislike about their work in order to improve it.	Claude Monet	
Y4	Bury Architecture	Composition Blend Proportion Vanishing Point	To explore proportion and scale when drawing. Create accurate observational drawings of buildings in our local area - Bury.	Know about the life and work of L.S. Lowry and describe some of his key ideas, techniques and working practices.	L.S. Lowry	



Art and Design – Drawing

			Draw for a sustained period of time. Create a drawing of our school building/design a new building for Bury inspired by L.S. Lowry.	Begin to consider proportion and scale. Evaluate own work and work of peers.		
Y5	Scene from Shackleton's Journey in Antarctica	Illustrator Tone Mid value Media/medium Horizon line Perspective	To analyse and evaluate William Grill's illustrations. Use different techniques for purpose eg. different tones of shading. Draw from different viewpoints considering horizon lines. Work in a sustained and independent way to create an accurate, detailed drawing. Developing key elements of their work (tone) Draw from different viewpoints considering horizon lines.	Know the illustrator William Grill and how he became an illustrator. Work from a variety of sources including book illustrations, observations and photographs to develop my own work. Begin to consider perspective. Regularly analyse and reflect on their progress taking account of what they hoped to achieve.	William Grill - illustrator	
Y6	Greek architecture/sculpture drawing	Space Texture Proportion Distance interpretation	Use tone in drawings to achieve depth. Develop drawing with perspective and focal points. Select appropriate media and techniques to achieve a specific outcome. Develop their own style.	To know and study the drawing work of the Ancient Greeks and how they became skilled builders, sculptors and architects. To analyse and evaluate their work.	Ancient Greek Architects and Artists	



Art and Design – Drawing

			Draw for a sustained period of time over a number of sessions. Adapt drawings according to evaluations and discuss further developments. Pupils should be taught to improve their mastery of art and design drawing techniques.			
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