

Aspects of Art - Drawing

Progression of knowledge and skills from Reception to Year 6

Year Group	Implicit knowledge (skills)	Substantive Knowledge	Materials/ Tools
Rec	<p>Develop gross and fine motor strength</p> <p>Learn to hold and control various mark making tools</p> <p>Explore mark making in different ways</p> <p>Look at drawings together</p> <p>Talk about their own and other's drawings</p>	<p>Understand that we can make marks</p> <p>Understand that marks carry meaning</p> <p>Understand that symbols such as letters and numbers carry specific meaning</p> <p>Understand that drawings and illustrations can also carry meaning</p>	<p>Chalks</p> <p>Crayons</p> <p>Pencils</p> <p>Water</p> <p>Sand</p> <p>Mud</p> <p>Various mark making tools – sticks, cars, fingers, brushes, conker rolling</p>
Year 1	<p>Explore lines made by a drawing tool. (SPIRALS)</p> <p>Work at scale to accommodate exploration (SPIRALS)</p> <p>Use colour (pastels, chalk) (SPIRALS)</p> <p>Draw from paused film (MAKING BIRDS)</p> <p>Observational drawing (SIMPLE PRINTMAKING)</p>	<p>Understand that drawing is a physical activity (SPIRALS)</p> <p>Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects. (MAKING BIRDS)</p>	<p>Pastels</p> <p>Chalk</p> <p>Pencil</p> <p>Graphite</p> <p>Handwriting pens</p> <p>Oil pastels</p> <p>Crayon</p>
Year 2	<p>Explore qualities of objects</p> <p>Arrange, sort, represent</p> <p>Photograph objects</p> <p>Experimental mark making</p> <p>Work with care and focus</p> <p>Explore quality of line, texture and shape</p> <p>Create collaged drawings to explore composition</p> <p>Drawing inspired by sound (EXPLORE & DRAW)</p> <p>Observational drawing (EXPLORE & DRAW) (BE AN ARCHITECT)</p>	<p>Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. (EXPLORE & DRAW)</p> <p>Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. (EXPLORE & DRAW)</p>	<p>Graphite</p> <p>Soft pencil</p> <p>Handwriting pen</p>
Year 3	<p>Make marks with different materials</p> <p>Hands as tools</p> <p>Explore Chiaroscuro</p> <p>Narrative and drama in drawings using light/shadow</p> <p>Explore making gestural drawings use whole body (GESTURAL DRAWING WITH CHARCOAL)</p> <p>Imaginative drawing</p> <p>Observational drawing</p> <p>Draw people and animals that can be animated</p> <p>Consider background and foreground of subject (ANIMATED DRAWINGS)</p>	<p>Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale.</p> <p>Understand charcoal and earth pigment were our first drawing tools as humans.</p> <p>Know that Chiaroscuro means "light/dark" and we can use the concept to explore tone in drawings. (GESTURAL DRAWING WITH CHARCOAL)</p> <p>Understand that animators make drawings that move. (ANIMATED DRAWINGS)</p>	<p>Charcoal</p> <p>Hands</p> <p>Paint</p> <p>Cloth</p> <p>Thread</p>

<p>Year 4</p>	<p>Create narratives by arranging toys in a staged scene Further explore creation of drawing using charcoal and chalk Drama and mood in drawing Use of light and shadow Interpret poetry or prose and create sequenced images Work in a variety of media (STORYTELLING THROUGH DRAWING)</p> <p>Use colour, composition, elements, line and shape to create pattern (EXPLORING PATTERN)</p> <p>Make observational and experimental drawings. Feel able to take creative risks in pursuit of creative drawing with energy and feeling. (STORYTELLING THROUGH DRAWING)</p>	<p>Understand that artists and illustrators interpret narrative texts and create sequenced drawings. (STORYTELLING THROUGH DRAWING)</p> <p>Understand artists can work with pattern for different reasons: Understand Surface Pattern Designers work to briefs to create patterns for products: Artists work with pattern to create paintings or other works. Understand working with pattern uses lots of different concepts including repetition, sequencing, symmetry. Understand that patterns can be purely decorative or hold symbolic significance. They can be personal or cultural. (EXPLORING PATTERN)</p>	<p>Handwriting pen Graphite Ink Charcoal Wax resist Watercolour</p>
<p>Year 5</p>	<p>Create fonts inspired by elements and objects Use close observational drawing with pen Explore how to make mark making more visually powerful Combine drawing with making Respond to a theme Explore line, weight, rhythm, grip, mark making, and shape. Work in 2d and 3d (TYPOGRAPHY AND MAPS)</p> <p>Create atmospheric drawings (SET DESIGN)</p>	<p>Understand that designers create fonts and work with Typography. Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography. (TYPOGRAPHY AND MAPS)</p>	<p>Charcoal Graphite Pencil Pastel</p>
<p>Year 6</p>	<p>Explore using negative and positive space to “see” and draw a simple element/object. Use the grid system to scale up the image above, transferring the image onto card. Use collage to add tonal marks to the “flat image”. (2D TO 3D)</p>	<p>Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects. Understand that graphic designers use typography and image to create packaging which we aspire to use. Understand that there are technical processes we can use to help us see, draw and scale up our work. (2D TO 3D)</p>	<p>Mixed media Various drawing tools</p>