

## Progression in Drawing Skills

Children will be given opportunities to draw from real objects, photos, pictures, photocopies and out in the community.  
They will draw with a variety of media including (but not limited to) pencils, chalks, oil pastels and colouring pencils.

<u>Key Concepts</u>	
<u>Line</u>	Short or continuous marks made using a variety of tools. Line can define the edge of a contour or shape and can be straight, curved, broken or continuous, thick or thin. Lines can be used to represent texture and form by hatching and cross hatching.
<u>Shape</u>	shape is created by enclosing a space using an outline. The shape of an object or geometric pattern and the shape between objects.
<u>Form</u>	Description of a 3D shape, form has volume and occupies space, it can be regular e.g a cube or sphere or irregular e.g. a cone, shell or fir cone.
<u>Space</u>	The unlimited 3-dimensional expanse in which all objects are located. The distance between two points. The illusion of space can be created through the use of colour, tone, linear perspective and scale.
<u>Colour</u>	We are surrounded by colour. There are three primary colours, red, blue and yellow. They can be used to mix secondary colours, green, purple, orange.
<u>Tone</u>	Differences in light and dark, tints or shade of colour to show effect of light on colour and form. Lighter tones or tints can be made by adding black to a colour.
<u>Texture</u>	Describes how something feels, the surface quality of an object. Rough, smooth, hard, soft, prickly, spikey, furry and the skills we can use to represent this in art.
<u>Pattern</u>	The arrangement of shapes, natural and man-made, decorative design on surface. (Zebra, tiger, petals, brickwork, etc).

	Birth to 3	3-4 year olds	FS2	Y1	Y2	Y3	Y4	Y5	Y6
Skills progression	<p>Start to make marks intentionally.</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks made.</p>	<p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details. (Drawings may be schematic.)</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Explore colour and colour mixing.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Hold a pencil effectively using the tripod grip</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Use basic shapes and different lines to represent observed, imagined and remembered things. (Moving away from Schema)</p> <p>Draw what they see noticing details with increasing accuracy.</p> <p>Use different pencil pressures to create light and dark lines.</p> <p>Use colours to accurately represent objects.</p>	<p>Record clearly light and dark areas.</p> <p>Draw shapes and lines to represent observations and ideas.</p> <p>Record some detail using lines and shading by applying pressure to tools to achieve tones.</p> <p>Indicate facial features being accurate about size and position.</p> <p>Record and notice pattern in drawing.</p> <p>Work on a sustained drawing, reviewing and refining.</p> <p>Understand the basic use of the sketchbook.</p>	<p>Record shapes and lines with some degree of accuracy from observation.</p> <p>Record differences in texture, tone, colour shape and pattern.</p> <p>Indicate accurate body proportions.</p> <p>Experiment with different grades of pencil to begin to make objects look 3 dimensional.</p> <p>Review and refine drawings in sketchbooks to improve before working on a sustained piece.</p>	<p>Show where objects overlap and create a sense of perspective.</p> <p>Use a range of tones and shades to make objects appear three dimensional.</p> <p>Understand shadows and reflections and record these on observational drawings.</p> <p>Show different textures and record details in observational work.</p> <p>Use sketchbooks to record experiments and practice skills before refining in a finished drawing.</p>	<p>Record more complex shapes and lines from observation.</p> <p>Use scale and proportion to show a sense of perspective.</p> <p>Show a broad range of tones including shadows.</p> <p>Indicate accurate facial features in drawings.</p> <p>Use sketchbooks to refine and rehearse drawing skills before working on a sustained piece.</p>	<p>Use appropriate styles of shading and mark making for the task.</p> <p>Show textures, shapes, shades and tones and lines to indicate contrasts.</p> <p>Compose the drawing with thought.</p> <p>Show perspective, scale and proportion accurately in drawing.</p> <p>Work on a sustained piece of work and review and refine to improve.</p>
Vocabulary progression	<b>Revisiting prior vocab and:</b> Mark making, line, draw,	<b>Revisiting prior vocab and:</b> Line, shape, object, emotion,	<b>Revisiting prior vocab and:</b> Colour, texture	<b>Revisiting prior vocab and:</b> Pencil, pen, pastel, mark	<b>Revisiting prior vocab and:</b> Graphite, pastel, primary source,	<b>Revisiting prior vocab and:</b> Pencil grade, 3 dimensions,	<b>Revisiting prior vocab and:</b> Perspective, tone, shade,	<b>Revisiting prior vocab and:</b> Scale, proportion,	<b>Revisiting prior vocab and:</b> Styles, contrast,

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