



ABINGDON PRIMARY SCHOOL ART: DRAWING PROGRESSION

<p style="text-align: center;">SKILLS/ OBJECTIVES</p>	<p style="text-align: center;">Foundation</p>	<p style="text-align: center;">Y1</p>	<p style="text-align: center;">Y2</p>	<p style="text-align: center;">Y3</p>	<p style="text-align: center;">Y4</p>	<p style="text-align: center;">Y5</p>	<p style="text-align: center;">Y6</p>
	<p>Use graphic tools, fingers, hands, chalk, pens and pencils.</p> <p>Draw on different surfaces and coloured paper.</p> <p>Produce lines of different thickness and tone using a pencil.</p> <p>Start to produce different patterns and textures from observations, imagination and illustrations.</p>	<p>Experiment with a variety of media; pencils, charcoal, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Begin to control the types of marks made with the range of media.</p> <p>Continue to draw on different surfaces with a range of media.</p> <p>Produce line drawings.</p> <p>Produce an expanding range of patterns and textures.</p>	<p>Continue to control the types of marks made with the range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Sketch out simple ideas.</p> <p>Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.</p> <p>Introduce blending to create tone.</p> <p>Continue to investigate textures and produce an expanding range of patterns.</p>	<p>Develop intricate patterns/ marks/ textures with a variety of media.</p> <p>Introduce different grades of pencil and other implements to draw different forms and shapes and experiment with.</p> <p>Introduce cross hatching to create tone.</p> <p>Sketch to record media explorations and experimentations as well as planning and collecting source material for future works.</p> <p>Begin to show an awareness of objects having a third dimension and perspective.</p>	<p>Develop intricate patterns using different grades of pencil and other implements to create lines and marks.</p> <p>Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media.</p> <p>Sketch and collect and record visual information from different sources as well as planning and collecting source material for future works.</p> <p>Develop drawings featuring the third dimension and perspective.</p>	<p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Develop a key element of their work: line, tone, pattern, texture.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Develop simple perspective in their work using a single focal point and horizon.</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings.</p> <p>Use view finders to develop close observation skills.</p>	<p>Work in a sustained and independent way to develop their own style of drawing.</p> <p>Continue to develop different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.</p> <p>Continue to have opportunities to develop further simple perspective in their work using a single focal point and horizon.</p> <p>Develop an awareness of composition, scale and proportion in their pictures.</p>

<p>KNOWLEDGE</p> <p>Children will know how to...</p>		<p>Can say what a line drawing is.</p>	<p>Can name and identify the work of an artist.</p>	<p>Can name and identify the work of a different artist.</p>	<p>Can name and identify the work of a different artist.</p>	<p>Can name and identify the work of a different artist.</p>	<p>Can name and identify the work of a different artist.</p>
<p>POSSIBLE END POINTS</p>		<p>Line pictures of London landmarks Dinosaur/dragons drawings</p>	<p>Portraits</p>	<p>Water pictures Gods and mortals mural Villa/house with perspective</p>	<p>Olympic event/arena with perspective</p>	<p>Egyptian landscape with perspective</p>	<p>Self-portraits Ship perspectives</p>
<p>SOCIAL AND EMOTIONAL</p>		<p>British values</p>		<p>SMSC-cultural</p>	<p>SMSC-cultural</p>	<p>SMSC-cultural</p>	<p>SMSC-cultural</p>