

## **Stratford Upon Avon Primary School**

FS, KS1 and KS2 Progression of Skills – Art Drawing – Skills, Knowledge and Understanding Based on the National Curriculum for KS1, KS2 and EYFS objectives/ Early Learning Goal as set out in Development Matters



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Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enjoy using graphic	Experiment with a	Begin control the	Develop intricate	Develop intricate	Work in a sustained	Work in a sustained
tools, fingers, hands,	variety of media;	types of marks made	patterns/ marks with	patterns using	and independent way	and independent way
chalk, pens and	pencils, rubbers,	with the range of	a variety of media.	different grades of	to create a detailed	to develop their own
pencils. Use and	crayons, pastels, felt	media such as	Demonstrate	pencil and other	drawing. Develop a	style of drawing. This
begin to control a	tips, charcoal, pen,	crayons, pastels, felt	experience in	implements to create	key element of their	style may be through
range of media. Draw	chalk. Begin to	tips, charcoal, pen,	different grades of	lines and marks.	work: line, tone,	the development of:
on different surfaces	control the types of	chalk. Control the	pencil and other	Draw for a sustained	pattern, texture.	line, tone, pattern,
and coloured paper.	marks made with the	types of marks made	implements to draw	period of time at an	Draw for a sustained	texture. Draw for a
Produce lines of	range of media. Draw	with the range of	different forms and	appropriate level.	period of time at an	sustained period of
different thickness	on different surfaces	media. Draw on	shapes. Use a	Experiment with	appropriate level.	time over a number
and tone using a	with a range of	different surfaces	sketchbook to record	different grades of	Use different	of sessions working
pencil. Start to	media. Start to	with a range of	media explorations	pencil and other	techniques for	on one piece. Use
produce different	record simple media	media. Use a	and	implements to	different purposes	different techniques
patterns and textures	explorations in a	sketchbook to plan	experimentations as	achieve variations in	i.e. shading, hatching	for different
from observations,	sketch book. Develop	and develop simple	well as planning and	tone and make marks	within their own	purposes i.e. shading,
imagination and	a range of tone using	ideas. Continue to	collecting source	on a range of media.	work. Use	hatching within their
illustrations. Look	a pencil and use a	investigate tone by	material for future	Use sketchbooks to	sketchbooks to	own work,
and talk about what	variety of drawing	drawing light/dark	works. Begin to show	collect and record	collect and record	understanding which
they have produced,	techniques such as:	lines, light/dark	an awareness of	visual information	visual information	works well in their
describing simple	hatching, scribbling,	patterns, light/dark	objects having a third	from different	from different	work and why. Use
techniques and	stippling, and	shapes using a pencil.	dimension and	sources as well as	sources as well as	sketchbooks to
media used.	blending to create	Name, match and	perspective. Create	planning and	planning and	collect and record
	light/ dark lines.	draw lines/marks	textures and patterns	colleting source	colleting source	visual information
	Investigate textures	from observations.	with a wide rage of	material for future	material for future	from different
	by describing,	Continue to	drawing implements	works. Have	works. Start to	sources as well as
	naming, rubbing,	Investigate textures	Continue to explore	opportunities to	develop their own	planning and
	copying. Produce an	and produce an	the work of a range	develop further	style using tonal	colleting source
	expanding range of	expanding range of	of artists, craft	drawings featuring	contrast and mixed	material. Adapt their
	patterns and	patterns. Explore the	makers and	the third dimension	media. Have	work according to



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textures. Ex	plore the work of a range of	designers, describing	and perspective.	opportunities to	their views and
work of a ra	nge of artists, craft makers	the differences and	Experiment with	develop further	describe how they
artists, craft	makers and designers,	similarities between	different grades of	simple perspective in	might develop it
and designe	rs, describing the	different practices	pencil and other	their work using a	further. Develop their
describing tl	ne differences and	and disciplines, and	implements to	single focal point and	own style using tonal
differences a	and similarities between	making links to their	achieve variations in	horizon. Begin to	contrast and mixed
similarities k	petween different practices	own work Discuss	tone. Further	develop an	media. Have
different pra	actices and disciplines, and	own and others	develop drawing a	awareness of	opportunities to
and disciplin	nes, and making links to their	work, expressing	range of tones, lines	composition, scale	develop further
making links	to their own work. Discuss	thoughts and	using a pencil.	and proportion in	simple perspective in
own work. L		feelings, and using	Include in their	their paintings. Use	their work using a
and talk abo	ut own work, expressing	knowledge and	drawing a range of	drawing techniques	single focal point and
work and th	at of thoughts and	understanding of	technique and begin	to work from a	horizon. Develop an
other artists	S	artists and	to understand why	variety of sources	awareness of
techniques t	•	techniques.	they best suit.	including	composition, scale
used.	Artists: Durer, Da		Discuss and review	observation,	and proportion in
	Vinci, Cezanne	Artists: Picasso,	own and others	photographs and	their paintings.
Artists: Van	Gogh,	Hopper, Surrealism	work, expressing	digital images.	Discuss and review
Seurat		etc	thoughts and	Develop close	own and others
			feelings, and identify	observation skills	work, expressing
			modifications/	using a variety of	thoughts and feelings
			changes and see how	view finders. Discuss	explaining their views
			they can be	and review own and	and identify
			developed further.	others work,	modifications/
			Begin to explore a	expressing thoughts	changes and see how
			range of great artists,	and feelings, and	they can be
			architects and	identify	developed further.
			designers in history.	modifications/	Identify artists who
				changes and see how	have worked in a
			Artists: Goya,	they can be	similar way to their
			Sargent, Holbein.	developed further.	own work. Explore a
				Identify artists who	range of great artists,

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			have worked in a	architects and
			similar way to their	designers in history.
			own work. Explore a	
			range of great artists,	Artists: Have
			architects and	opportunity to
			designers in history.	explore modern and
				traditional artists
			Artists: Moore	using ICT and other
			sketchbooks,	resources.
			Rossetti, Klee, Calder,	
			Cassat.	