

Danson Primary School- Art and Design – Drawing

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Generating Ideas	<ul style="list-style-type: none"> I can talk about my ideas and explore different ways to record them. 	<ul style="list-style-type: none"> I can explore my own ideas using a range of media. 	<ul style="list-style-type: none"> I can begin to generate ideas from a wider range of stimuli, exploring different media and techniques. 	<ul style="list-style-type: none"> I can generate ideas from a range of stimuli and carry out simple research. I can evaluate part of the making process. 	<ul style="list-style-type: none"> I can generate ideas from a range of stimuli, research and evaluation. I can generate ideas and plan more purposefully for an outcome. 	<ul style="list-style-type: none"> I can generate ideas more independently from my own research. I can explore and record plans, ideas and evaluations to develop my ideas towards an outcome. 	<ul style="list-style-type: none"> I can draw upon my experience of creative work and my research to develop my own starting points for creative outcomes.
Sketchbooks	<ul style="list-style-type: none"> I can experiment with mark making in an exploratory way. 	<ul style="list-style-type: none"> I can explore ideas in an open-ended way. 	<ul style="list-style-type: none"> I can experiment in sketchbooks, using drawing to record ideas. I can use sketchbooks to help make decisions about what to try out next. 	<ul style="list-style-type: none"> I can use sketchbooks for a wider range of purposes. (For example, recording things using drawing and annotations, planning and taking next steps in the making process.) 	<ul style="list-style-type: none"> I can use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. 	<ul style="list-style-type: none"> I can confidently use sketchbooks for purposes including recording observations and research, testing materials. 	<ul style="list-style-type: none"> I can research, test and develop ideas and plans using sketchbooks.
Making skills (including formal elements)	<ul style="list-style-type: none"> I can use a range of drawing materials such as pencils, chalk, felt tips and wax crayons. I can work on a range of materials of different textures (e.g. playground, bark). I begin to develop observational skills by using mirrors to include the main features of faces in their drawings. 	<ul style="list-style-type: none"> I can use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens. I can develop my observational skills to look closely at surface texture. I can reflect on surface texture through mark-making. I can explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary. 	<ul style="list-style-type: none"> I can further develop mark-making within a greater range of media, demonstrating increased control. I can look closely and reflect surface texture through mark-making. I can experiment with drawing on different surfaces. I can explore tone using a variety of pencil grades (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes. 	<ul style="list-style-type: none"> I can confidently use a range of materials, selecting and using these appropriately with more independence. I can draw with expression and begin to experiment with gestural and quick sketching. I can develop drawing through further direct observation using tonal shading. I begin to apply an understanding of shape to communicate form and proportion. 	<ul style="list-style-type: none"> I can apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. I can use my growing knowledge of different drawing materials and combining media for effect. I can demonstrate greater control over drawing tools to show awareness of proportion, tone and mark making. 	<ul style="list-style-type: none"> I can use a broader range of stimuli to draw from, such as architecture, culture and photography. I begin to develop drawn ideas as part of an exploratory journey. I can apply known techniques with a range of media, selecting these independently in response to a stimulus. I can draw in a more sustained way, revisiting a drawing over time and applying my understanding of tone, texture, line, colour and form. 	<ul style="list-style-type: none"> I can draw expressively in my own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently. I can apply new drawing techniques to improve my mastery of materials and techniques I can explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques.

Knowledge of Artists	Enjoy looking at and talking about art.	<ul style="list-style-type: none"> I can describe similarities and differences between practices in Art and design. 	<ul style="list-style-type: none"> I can talk about art I have seen using some appropriate vocabulary. I can make links between pieces of art. 	<ul style="list-style-type: none"> I can use subject vocabulary to describe and compare creative works. I can use my own experiences to explain how artworks may have been made. 	<ul style="list-style-type: none"> I can use subject vocabulary confidently to describe and compare creative works. I can use my own experiences of techniques and making processes to explain how art works may have been made. 	<ul style="list-style-type: none"> I can research and discuss the ideas and approaches of artists across a variety of disciplines. I can describe how the cultural and historical context may have influenced an artist's creative work. 	<ul style="list-style-type: none"> I can describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines. I can describe how the cultural and historical context may have influenced an artist's creative work.
Evaluating and Analysing	<ul style="list-style-type: none"> I can talk about my artwork, stating what I feel I did well. 	<ul style="list-style-type: none"> I can describe and compare features of my own and other's artwork. 	<ul style="list-style-type: none"> I can explain my ideas and opinions about my own and other's artwork, giving reasons. I can begin to talk about how I could improve my own work. 	<ul style="list-style-type: none"> I can confidently explain my ideas and opinions about my own and other's artwork, giving reasons. I can use sketchbooks as part of the problem-solving process and make changes to improve their work. 	<ul style="list-style-type: none"> I can use more complex vocabulary when discussing my own and others' art. I can evaluate my work more regularly and independently during the planning and making process. 	<ul style="list-style-type: none"> I can discuss the processes I have used and those of other artists, and describe the particular outcome achieved. I can use my knowledge of tools, materials and processes to try alternative solutions and make improvements to my work. 	<ul style="list-style-type: none"> I can give reasoned evaluations of my own and others' work which takes account of context and intention. I can independently use my knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
Vocabulary	Artist, Bumpy, Chalk, Circle, Colours, Curved, Drawing, Feeling, Felt tips, Hard, Line, Long, Mark, Mark making, Medium, observational drawing, Observe, Oil pastel, Paint, Pattern, Pencils, Ridged, Rough, Rubbing, Self-portrait, Short, Smooth, Soft, Squiggly, Straight, Texture, Thick, Thin, Wavy, Wax crayons, Zig-zag	Line, Vertical, Horizontal, Diagonal, Wavy, Straight, Cross-hatch, Optical art, 2D shape, 3D shape, Abstract, Narrative, Printing, Shade, Form, Continuous, Mark making, Observe, Dots, Circle, Lightly, Firmly, Texture, Shadow, Charcoal, Pastel, Chalk	Charcoal, Mark-making, Lines, Thick, Thin, Texture, Stippling, Hatching, Cross hatching, Scribbling, Blending, Sketch, Illustrator, Illustrations, Expression, Emoji, Emotion, Storyboard, Frame, Retell, Concertina	Geometric, Organic, Shape, Line, Object, Arrangement, Light, Dark, Shading, Tone, Grip, Smooth, Blend, Even, Frottage, Rubbing, Surface, Texture, Pressure, Tool, Tear, Cut, Botanist, Botanical, Form, Scale, Composition, Abstract, Frame, Gestural, Expressive, Viewfinder	Contrast, Observational drawing, Shading, Shadow, Tone, Gradient, Three dimensional (3D), Proportion, Symmetry, Pattern, Composition, Precision, Mixed media, Wax-resist, Highlight, Collage, Combine, Parallel, Hatching, Cross-hatching, Viewfinder, Collaborate, Collaboratively, Printmaking, Abstract, Figurative,	Retro-futurism, Futuristic, Imagery, Culture, Purpose Stimulus, Decision, Process, Technique, Collagraphy, Collagraph, Repetition, Printing plate, Composition, Printmaking, Evaluate, Revisit, Develop	Aesthetic, Character traits, Commissioned, Expressive, Guerilla, Impact, Mark making, Representative, Symbol, Technique, Tone, Imagery, Interpretation, Symbolic, Tonal
National Curriculum	Development Matters <ul style="list-style-type: none"> Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such 	<ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 		<ul style="list-style-type: none"> To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kind of art, craft and design. To create sketchbooks to record their observations and use them to review and revise ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] To know about great artists, architects and designers in history.' 			

	<p>as representing a face with a circle and including details.</p> <ul style="list-style-type: none">• Use drawing to represent ideas like movement or loud noises.• Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. <p>Reception</p> <ul style="list-style-type: none">• Explore, use and refine a variety of artistic effects to express their ideas and feelings. <p>Early Learning Goals</p> <ul style="list-style-type: none">• Share their creations, explaining the process they have used.	<ul style="list-style-type: none">• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space• To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	
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