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**Progression of Skills in Drawing**

This *progression of skills in drawing* document is a guide to help you think about the drawing skills you **teach** children at different stages of Primary School. Ideally, this sould be a working document which is added to and adapted throughout the school year by each teacher.

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| **EYFS** | **Year 1/2** | **Year 3/4** | **Year 5/6** | **Artists** |
| Hold a pencil comfortably.  Use a variety of drawing tools – pencils, pens, wax crayons and chalk.  Begin to explore different lines – thick, thin, wavy, straight.  Explore different textures and begin to experiment with marks to illustrate these.  Draw from imagination.  Draw from observation, noting elements such as shape & colour,  Talk about what they have produced.  Draw objects/people who are important to them. | Develop more control using drawing tools – pens, pencils, pastels, chalks, crayons, rubbers  (*graphite and charcoal)*  Explore different lines – linked to emotions, happy, excited etc.  Find and record lines in the environment.  Explore tone though using different tools (graphite/charcoal etc) smudging, blending and hatching.  Add some finer detail when observational drawing, such as identify hair style and any identifiable features (glasses) when drawing a portrait/self-portrait.  Draw landscapes with some details – use term such as background and foreground.  Begin to layer different media – e.g. draw over pencil crayons.  Draw for a sustained period of time from real objects, including single and grouped objects.  Begin to use viewfinders to select areas for observational drawing.  Identify and draw shapes and patterns with increased accuracy. | Draw with increasing confidence, adding finer details and at times, indicating 3D objects  Use sketchbooks to collect and record visual information from different sources  Study an object and draw small details using a viewfinder.  Create a landscape composition identifying the foreground, middle and background – using tone if appropriate.  Use a drawing media such as pencils HB-6B, graphite and charcoal to add depth and tone to drawings.  Identify and explore different textures and experiment with different ways and mediums to draw these.  Explore different lines from natural and manmade objects and begin to replicate these in drawing.  Draw a portrait/self-portrait with some finer details with several identifiable features – use tone to add depth.  Develop a drawing within a sketchbook and begin to annotate their own work – highlighting their thoughts. | Apply tone to a drawing by observing light and shadows in a group of objects and explore ways of adding tone to depict this.  Use with confidence, a range of drawing mediums (charcoal, pastels etc) and identify why they have chosen them for a piece of work.  Use one-point perspective effectively.  Begin to develop an awareness of composition, scale and proportion in their paintings eg. foreground, middle ground, background  Observe and add finer details to drawings – landscapes and portraits.  Use a viewfinder confidently to focus on small areas.  Use different techniques for different purposes eg. shading, hatching within their work  Use language appropriate to skills and techniques - pattern, tone, shape, line.  Discuss and evaluate their work and discuss the work of others, often suggesting success and improvement points.  Show signs of developing their own style using exploration and experiments in sketchbooks. | Pablo Picasso  Vincent Van Gogh  Andy Warhol  David Hockney  Leonardo da Vinci  Daniel Mathers  Henri Matisse  Edvard Munch  Claude Monet  Jackson Pollock  Georgia O’Keeffe  George Seurat  Tony Cragg  Julie Mehretu  Trisha Brown  Rebecca Horn  Alberto Giacometti  Heather Hansen  Cy Twombly  Dryden Goodwin  Silke Schatz  Antony Gormley  William Kentridge  Cath Riley  Nick Maland  Jim Lee  Chris Van Allsburg  Ceri Richards  Adonna Khare  Giorgio Morandi  Stephen Wiltshire |

‘Drawing is like thinking out loud. Everybody draws differently and that’s what makes it valuable’ Anthony Gormley