**Progression of Skills – Drawing**

National Curriculum Aims

All children should:

* produce creative work, exploring their ideas and recording their experiences
* become proficient in drawing, painting, sculpture and other art, craft and design techniques
* evaluate and analyse creative works using the language of art, craft and design
* know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

**Use of tools/media**

**Colour and tone**

**Line and shape**

**Pattern and texture**

Throughout KS1, all children should:

* Learn about the life and work of a range of artists (including their style of art and their famous/important works).
* Use a sketchbook to generate and collate their ideas.
* Experiment freely with a range of drawing media.
* Take inspiration from the artist/artwork that they have explored when drawing.
* Evaluate their own work by discussing how it compares to the artwork that they have used as inspiration and highlighting their own ideas.

|  |  |
| --- | --- |
| **EYFS** | Use a range of drawing media to create marks – including fingers, hands, chalk, pencil and pen. |
| Develop control whilst using a range of drawing media on different surfaces – including coloured and textured paper. |
| Develop the idea of tone by producing lines of different thicknesses using pencil (HB). |
| Begin to produce different patterns and textures from observation and imagination – including rubbing. |

|  |  |
| --- | --- |
| **Year 1** | Use a wider range of drawing media – including pencil, pen, crayon, rubbers, chalk and charcoal. |
| Develop the use of tone when drawing – including the idea of light/dark. |
| Explore the use of colour when drawing by using coloured drawing media – including oil pastel and crayon. |
| Begin to explore line and shape when drawing based on observation. |
| Develop an understanding of a range of patterns when drawing – through replicating and rubbing. |

|  |  |
| --- | --- |
| **Year 2** | Begin to use/layer different drawing media – including pencil, pen, felt tip, crayon, rubbers, chalk, charcoal and pastel. |
| Use understanding of tone to enhance a drawing – through observation and imagination. |
| Use a range of tones (light/dark) when creating lines, patterns and shapes with different drawing media– including using charcoal and rubbers to enhance a pencil drawing. |
| Continue to develop the use of colour when drawing – including when layering drawing media. |
| Continue to explore line and shape when drawing independently. |
| Use pattern to add detail to their drawing – replicating observed patterns. |
| Draw for a sustained period of time – from observation of a single object and grouped objects. |

Throughout KS2, all children should:

* Learn about the life and work of a range of artists (including their style of art and their famous/important works).
* Use a sketchbook to generate and collate their ideas.
* Experiment freely with a range of drawing media.
* Draw for an increasingly sustained period, through observation and imagination.
* Develop line, shape, tone, colour, pattern and texture with each piece of work they produce.
* Take inspiration from the artist/artwork that they have explored when drawing.
* Evaluate their own work by discussing how it compares to the artwork that they have used as inspiration and highlighting their own ideas.

|  |  |
| --- | --- |
| **Year 3** | Use a wide range of drawing media with increasing control and confidence – including a range of pencil grades. |
| Use a range of tones with increasing control and sophistication when drawing. |
| Demonstrate an awareness that objects have a third dimension and perspective. |
| Create more intricate patterns with a range of drawing media. |
| Create texture within a drawing using a range of drawing media – including a range of pencil grades. |

|  |  |
| --- | --- |
| **Year 4** | Use a wide range of drawing media – showing an understanding of suitability. |
| Use a variation of tone to enhance drawing that focusses on third dimension and perspective. |
| Continue to explore line and shape when focussing on drawing with a third dimension and perspective. |
| Continue to develop the use of intricate patterns and textures when drawing with a range of pencil grades. |

|  |  |
| --- | --- |
| **Year 5** | Use a wide range of drawing media with control – understanding their suitability. |
| Use a variation of tone to enhance their drawing – including when working on third dimension and perspective. |
| Develop perspective by exploring a single focal point and horizon.  |
| Begin to develop an awareness of scale and proportion. |
| Use detailed pattern and texture to enhance their drawing. |
| Use close observation skills to work from a range of sources – including observation, photographs and digital images. |
| Begin to develop their own style – including the use of mixed media. |

|  |  |
| --- | --- |
| **Year 6** | Use a wide range of drawing media with control – understanding their suitability. |
| Use a variation of tone to enhance their drawing – including when working on third dimension and perspective. |
| Develop perspective by exploring a single focal point and horizon. |
| Use their awareness of scale and proportion when drawing in perspective. |
| Use detailed pattern and texture to enhance their drawing. |
| Use close observation skills to work from a range of sources – including observation, photographs and digit images. |
| Develop and use their own style – including the use of mixed media. |
| Draw for a sustained period by working on a piece over several sessions – using evaluation skills to identify next steps in their work. |

**Progression of Skills – Painting**

National Curriculum Aims

All children should:

* produce creative work, exploring their ideas and recording their experiences
* become proficient in drawing, painting, sculpture and other art, craft and design techniques
* evaluate and analyse creative works using the language of art, craft and design
* know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

 **Use of tools/media**

Throughout KS1, all children should:

* Learn about the life and work of a range of artists (including their style of art and their famous/important works).
* Use a sketchbook to generate and collate their ideas.
* Experiment freely with a range of paints and brushes.
* Take inspiration from the artist/artwork that they have explored when painting.
* Evaluate their own work by discussing how it compares to the artwork that they have used as inspiration and highlighting their own ideas.

**Colour and tone**

**Line and shape**

**Pattern and texture**

|  |  |
| --- | --- |
| **EYFS** | Explore a range of painting media – including brushes of different sizes, fingers, hands, sponges and natural objects. |
| Recognise and name the primary colours in artwork and their environment. |
| Match colours to artefacts and objects when painting. |
| Use paint on a range of surfaces/scales – including different sized/coloured paper and natural objects. |

|  |  |
| --- | --- |
| **Year 1** | Experiment with a wider range of painting media – including brushes of different sizes. |
| Begin to control the marks that they make when using different painting media. |
| Mix a range of secondary colours – predicting the results with experience. |
| Explore how to lighten/darken secondary colours without the use of white/black paint. |
| Use paint on a range of surfaces/scales. |

|  |  |
| --- | --- |
| **Year 2** | Use an appropriate tool for painting – including increasingly smaller brushes for more detailed work. |
| Begin to mix a range of colour shades and tones – using understanding of primary and secondary colours. |
| Continue to explore how to lighten/darken colours without the use of white/black paint. |
| Use understanding of colour mixing to create colour wheels/spectrums of tones when planning work. |
| Begin to explore the use of mixed media to add texture to painting work. |

Throughout KS2, all children should:

* Learn about the life and work of a range of artists (including their style of art and their famous/important works).
* Use a sketchbook to generate and collate their ideas.
* Experiment freely with a range of paints and brushes.
* Use different types of paint when appropriate, selecting and effective tool/brush for the task.
* Paint for an increasingly sustained period, through observation and imagination.
* Develop colour, texture and mixed media work as they find their own style of painting.
* Take inspiration from the artist/artwork that they have explored when painting.
* Evaluate their own work by discussing how it compares to the artwork that they have used as inspiration and highlighting their own ideas.

|  |  |
| --- | --- |
| **Year 3** | Begin to control the marks that they produce with each painting media – including different sizes of brushes. |
| Mix colours, shades and tones with an increasing confidence. |
| Begin to develop an understanding of complimentary colours. |
| Use light and dark within a painting – using white/black paint when necessary. |
| Begin to experiment with a range of effects, using them when appropriate – including colour blocking and colour washes. |
| Begin to experiment with a range of textures, using them when appropriate – including thickened paint. |
| Begin to paint from a range of sources – particularly from a drawing. |

|  |  |
| --- | --- |
| **Year 4** | Control the marks that they produce with each painting media – including different sizes of brushes. |
| Apply understanding of colour to their work – including mixing colours, shades and tones and using complimentary colours. |
| Use light and dark within a painting – using white/black paint when necessary. |
| Experiment with a range of effects, using them when appropriate – including colour blocking and colour washes. |
| Experiment with a range of textures, using them when appropriate – including thickened paint. |
| Develop their painting from a drawing. |

|  |  |
| --- | --- |
| **Year 5** | Confidently control the marks they produce with a range of painting media – using fine brushes for intricate/detailed work. |
| Apply understanding of colour to their work – including mixing colours, shades and tones and using complimentary colours. |
| Create atmosphere and perspective by using light/dark effects. |
| Use a range of textures and effects to enhance their work. |
| Develop their painting from a range of sources and a plan – including a drawing to show shape/line and planned colours. |
| Begin to develop their own style – including the use of mixed media, tone, shade and colour. |

Throughout KS2, all children should:

* Learn about the life and work of a range of artists (including their style of art and their famous/important works).
* Use a sketchbook to generate and collate their ideas.
* Experiment freely with a range of paints and brushes.
* Use different types of paint when appropriate, selecting and effective tool/brush for the task.
* Paint for an increasingly sustained period, through observation and imagination.
* Develop colour, texture and mixed media work as they find their own style of painting.
* Take inspiration from the artist/artwork that they have explored when painting.
* Evaluate their own work by discussing how it compares to the artwork that they have used as inspiration and highlighting their own ideas.

|  |  |
| --- | --- |
| **Year 6** | Confidently control the marks they produce with a range of painting media – using fine brushes for intricate/detailed work. |
| Apply understanding of colour to their work – including mixing colours, shades and tones and using complimentary colours. |
| Create atmosphere and perspective by using light/dark effects. |
| Use a range of textures and effects to enhance their work. |
| Develop their painting from a range of sources and a plan – including a drawing to show shape/line and planned colours. |
| Begin to develop their own style – including the use of mixed media, tone, shade and colour. |
| Draw for a sustained period by working on a piece over several sessions – using evaluation skills to identify next steps in their work. |