

Art- Drawing									
Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6			
To be able to create	To begin to use	To continue to use	Develop intricate	Continue to develop	Begin to work in a sustained	To work in a sustained and			
closed shapes with	drawing to develop	drawing to develop	patterns/ marks with a	intricate patterns using	and independent way to	independent way to develop			
continuous lines	and share their ideas,	and share their ideas,	variety of media i.e.	different grades of pencil	create a detailed drawing.	their own style of drawing			
and begin to use	experiences and	experiences and	pencil, charcoal, pens	and other implements to	Develop a key element of	demonstrating a range of			
these shapes to represent objects.	imagination.	imagination.	and pencils.	create lines and marks.	their work: line, tone, pattern, texture.	techniques.			
	To begin to explore a	To continue to	Use a sketchbook to	Draw for a sustained		Draw for a sustained period of			
To begin to draw	variety of media i.e.	develop control in the	record media	period of time developing	Draw for a sustained period	time over a number of			
with increasing	pencils, rubbers,	types of marks made	explorations and	drawing techniques.	of time continuing to develop	sessions working on one			
complexity and	crayons, pastels, felt	with the range of	observations and use		drawing techniques.	piece.			
detail i.e.	tips, charcoal, pens	media such as	them to review, develop	Experiment with different					
representing a face	and chalk.	crayons, pastels, felt	and revisit ideas.	grades of pencil and other	Use different techniques for	Use different techniques for			
using a circle.	Begin to control the	tips, charcoal, pen, chalk.	Begin to show an	implements to achieve variations in tone and	different purposes i.e. shading, hatching and begin	different purposes i.e. shading, hatching within their own work,			
To begin to use	types of marks made	Chaik.	awareness of objects	make marks on a range of	to understand why they have	understanding which works			
drawing to	with the range of	Use a sketchbook to	having a third	media and understand why	chosen that technique.	well in their work and why.			
represent ideas like	media. Draw on	plan and develop	dimension and	which one works best.		won in their wonk and wry.			
movement or loud	different surfaces with	simple ideas.	perspective.		Develop close observation	Use a sketchbook to record			
noises.	a range of media.	1		Use a sketchbook to	skills using a variety of view	media explorations and			
		Begin to investigate	Create textures and	record media explorations	finders.	observations and use them to			
To begin to show	Start to record simple	tone by drawing	patterns with a wide	and observations and use		review, develop and revisit			
different emotion in	media explorations in	light/dark lines,	range of drawing	them to review, develop	Use a sketchbook to record	ideas. Show an understanding			
their drawings i.e.	a sketch book.	light/dark patterns,	implements.	and revisit ideas.	media explorations and	of how to adapt their work to			
happiness or		light/dark shapes			observations and use them	improve the outcome.			
sadness.	Explore the work of a	using a pencil.	Continue to explore the	Have opportunities to	to review, develop and revisit				
	range of artists, craft		work of a range of	develop further drawings	ideas.	Have opportunities to develop			
	makers and		artists, craft makers	featuring the third		further simple perspective in			

To begin to show	designers, describing	Continue to	and designers,	dimension and	Start to develop their own	their work using a single focal
accuracy and acre	the differences and	Investigate textures	describing the	perspective.	style using tonal contrast	point and horizon. Continue to
when drawing.	similarities between	and produce an	differences and		and mixed media.	develop an awareness of
	different practices	expanding range of	similarities between	Explore a range of great		composition, scale and
To begin to return to	and disciplines, and	patterns.	different practices and	artists, architects and	Use drawing techniques to	proportion in their paintings
and build on their	making links to their		disciplines, and making	designers in history and	work from a variety of	·
previous learning,	own work.	Explore the work of a	links to their own work.	make links to their own	sources including	Explore a range of great
refining ideas and		range of artists, craft	D'anna and a flash an	techniques and work.	observation, photographs	artists, architects and
developing their	Share and self-reflect	makers and	Discuss and reflect on	Discuss unflant an and	and digital images.	designers in history,
ability to represent	on what they have	designers, describing the differences and	own and others work,	Discuss, reflect on and	Desin te develor en	comparing similarities and differences and make links to
them.	produced, describing	similarities between	expressing thoughts	review own and others	Begin to develop an	
Look and reflect on	the process and		and feelings using	work, expressing thoughts	awareness of composition,	their own techniques and
what they have	media they have used.	different practices and disciplines, and	knowledge and understanding in	and feelings, and identify modifications/ changes on	scale and proportion in their paintings.	work.
produced,	useu.	making links to their	relation to artists and	how their work can be	paintings.	Discuss, reflect on and review
describing simple		own work.	techniques.	developed further.	Explore a range of great	own and others work,
techniques and					artists, architects and	expressing thoughts and
media used.					designers in history,	feelings, and identify
					comparing similarities and	modifications/ changes on how
					differences and make links	their work can be developed
					to their own techniques and	further.
					work.	
					Discuss, reflect on and	
					review own and others work,	
					expressing thoughts and	
					feelings, and identify	
					modifications/ changes on	
					how their work can be	
					developed further.	