



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

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