

ART CURRICULUM PROGRESSION OF SKILLS - EYFS, KS1 and KS2

DRAWING	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	ARTISTS
<p>MATERIALS</p> <p>Pencils</p> <p>Ink</p> <p>Biros</p> <p>Crayons</p> <p>Charcoal</p> <p>Felt tip pens</p> <p>Chalks</p> <p>Pastels</p>	<p>Begin to make different marks and shapes on a variety of surfaces.</p> <p>Begin to hold and use a variety of and drawing tools.</p> <p>Experiment making different marks and shapes.</p> <p>Begin to use drawings to help in the communication and expression of ideas.</p> <p>Start to draw recognizable faces and human forms.</p>	<p>Begin to hold drawing tools in an appropriate grip.</p> <p>Extend experience of using variety of drawing tools.</p> <p>Begin to explore the way in which a drawing tool can create different lines, textures and patterns.</p> <p>Begin to develop ability to draw faces and simple human figures.</p> <p>Begin to develop ability to draw simple geometric shapes, distinguishing between curved and straight lines.</p>	<p>Develop skills in control of drawing tools increasing fluidity and dexterity.</p> <p>Experiment with drawing on a variety of surfaces.</p> <p>Begin to explore the way in which sketching can quickly capture and record ideas.</p> <p>Begin to use drawing as a way of recording experiences and feelings.</p> <p>Discuss and explore how the use of light and dark can imply a light source and shadows.</p>	<p>Show increasing control over pressure and direction of drawing tools.</p> <p>Experiment with different pencils and practise shading tones neatly, with few gaps.</p> <p>Develop confidence in making marks, lines and shapes to describe a range of textures and forms.</p> <p>Use sketch books To collect ideas and practise composition and</p>	<p>Control drawing tools confidently to refine and improve work.</p> <p>Use sketch books to record, explore and improve their drawing skills.</p> <p>Explore creating the effect of space and shape through tone, texture, light and shade.</p> <p>They are encouraged to use technical and subject specific vocabulary to discuss their own and others work.</p> <p>*experiment with different hardness of pencils</p>	<p>Begin to master their control over some drawing implements demonstrating fluidity and dexterity.</p> <p>They refine their skills and experiment with new techniques e.g. perspective.</p> <p>Children use sketch books to record, explore and improve their drawing skills. They will become more confident in expressing and exploring ideas using materials and techniques they have learnt in previous years. They will use technical and subject specific vocabulary to discuss their own and others work,</p>	<p>Develop skills of working with ink, watercolour pencils and charcoal</p> <p>Produce increasingly accurate drawings from observation and use tonal contrast in drawing to indicate shapes and texture.</p> <p>Develop an awareness of composition, scale and proportion, foreground, middle ground and background.</p> <p>Scale up and down images and create a sense of perspective.</p>	<p>Degas</p> <p>Bridget Riley</p> <p>Picasso</p> <p>Elizabeth Rowley</p> <p>Hilma af Klint</p> <p>Caroline Ashwood</p> <p>Keith Haring</p> <p>Van Gogh</p> <p>Frieda Khlo</p> <p>Andy Warhol</p> <p>Leonardo Da Vinci</p> <p>George Stubbs</p> <p>Connie Chadwell</p>

					and other drawing implements to indicate a light source *begin to show an awareness and experiment with the idea of perspective and space	and express and justify their opinion on different works of art.		
--	--	--	--	--	--	--	--	--