



### Art & Design - Drawing Strand - Progression

What does the progression of skills and knowledge look like?



Phase	Progression objectives	Vocabulary	Formal elements
<b>EYFS</b>	<ul style="list-style-type: none"> <li>- Begin to hold a pencil correctly and use it to make marks.</li> <li>- Attempt to use other materials to make marks (crayons, felt tips, etc)</li> <li>- Represent their ideas and feelings through art.</li> <li>- Draw shapes that are beginning to be recognisable and appropriate e.g. A circle for a face.</li> </ul>	<p><b>Tier 2</b> thick, thin, pattern, line, shape, feeling, artwork, colour, light, dark, like, dislike, artist, artwork</p> <p><b>Tier 3</b> pencil, coloured pencil, wax crayon, felt tip pen</p>	<ul style="list-style-type: none"> <li>colour</li> <li>line</li> <li>shape</li> </ul>
<b>Key Stage 1</b>	<ul style="list-style-type: none"> <li>- Hold a pencil appropriately, making a range of marks and lines with a pencil and different materials, with control and awareness, using appropriate vocabulary to describe them.</li> <li>- Use charcoal, coloured pencils and wax crayons to draw.</li> <li>- Make simple observational drawings.</li> <li>- Draw to express emotion using mark making (e.g. angry, happy).</li> <li>- Record their work.</li> </ul>	<p><b>Tier 2</b> thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, image, observe, emotion, feeling, express, detail, pattern, still life, light, dark, tone, like, dislike, change, edit, improve, same, different, artist, artwork, compare, portrait, illustrator,</p> <p><b>Tier 3</b> pencil, charcoal, coloured pencil, wax crayon, felt tip pen, observation</p>	<ul style="list-style-type: none"> <li>colour</li> <li>line</li> <li>space</li> <li>shape</li> <li>pattern</li> </ul>
<b>Lower Key Stage 2</b>	<ul style="list-style-type: none"> <li>- Hold a pencil and make marks with control.</li> <li>- Use sketching strokes to draw and add texture, movement and depth.</li> <li>- Use felt tips, chalk pastels and oil pastels to add colour to their drawings.</li> <li>- Shade, blend and add highlights to show dimension using a range of pencil grades.</li> <li>- Consider the placement and composition when drawing.</li> <li>- Make more detailed observational drawings, beginning to capture facial expression.</li> <li>- Record their work and add it to their sketchbook, annotating with simple analysis and evaluation.</li> <li>- Use sketchbooks to practise techniques and skills.</li> </ul>	<p><b>Tier 2</b> position, control, highlight, dimension, shade, placement, composition, negative space, blend, background, foreground, opinion, reason, inference, influence, inspiration, similar, timeline, location, context</p> <p><b>Tier 3</b> sketch, oil pastel, chalk pastel, smudge, observational drawing</p>	<ul style="list-style-type: none"> <li>colour</li> <li>line</li> <li>value</li> <li>tone</li> <li>space</li> <li>shape</li> <li>texture</li> <li>form</li> <li>pattern</li> </ul>
<b>Upper Key Stage 2</b>	<ul style="list-style-type: none"> <li>- Draw with precision and control.</li> <li>- Select an appropriate drawing media, which is fit for purpose (e.g. pencil, chalk pastel).</li> <li>- Use appropriate software to draw and design digitally.</li> <li>- Create texture using a single medium.</li> <li>- Shade, blend and add highlights to describe light and dark, contrast and shadow.</li> <li>- Make increasingly accurate observational drawings, using formal elements.</li> <li>- Explore and begin to understand perspective.</li> <li>- Draw human bodies, showing movement and emotion.</li> <li>- Record their work and add it to a sketchbook, annotating with detailed analysis and evaluation, using it to demonstrate their development of key skills.</li> </ul>	<p><b>Tier 2</b> human form, grid, precision, medium, media, purpose, appropriate, direction, viewpoint, distance, angle, subject, interior, exterior, art movement, group</p> <p><b>Tier 3</b> perspective, digital drawing, subject matter</p>	<ul style="list-style-type: none"> <li>colour</li> <li>line</li> <li>value</li> <li>tone</li> <li>space</li> <li>shape</li> <li>texture</li> <li>form</li> <li>pattern</li> </ul>

<p><b>KS3</b></p>	<p><b><u>Recording observations</u></b></p> <ul style="list-style-type: none"> <li>-Observing subject matter – shape, proportions, detail, trying to be accurate.</li> <li>-Understand how best to plan and execute the stages of a drawing.</li> <li>-Understanding the importance of scrutinising subject matter.</li> <li>-Use the formal elements within observational studies - line, shape, form, tone, colour, texture &amp; pattern.</li> <li>-Think about composition of your page – size, layout and proportions.</li> </ul>	<p><u>Line</u> Continuous, flowing, thick, thin, horizontal, vertical, diagonal, broken, mark making, faint</p> <p><u>Tone</u> Shading, tonal, dark, medium, light, highlights, pressure, smooth, overlapping</p> <p><u>Pattern &amp; texture</u> Repeating, repetition, symmetrical, symmetry, geometric, bold, uneven, bumpy, rough, smooth, furry, fine, flat</p> <p><u>Shape &amp; form</u> Overlapping, flat, positive, negative, foreground, background, composition, large, small, 2d, 3D</p> <p><u>Colour</u> Colourful, bright, soft, pastel, warm, cool, primary, secondary, tertiary, dull, vivid, contrasting, monochrome, harmonious, complementary, natural, neutral, earthy, pale, strong, subtle</p> <p><u>Drawing</u> Draw, sketch, record, observe, observation, look, composition, arrangement, layout, balanced, landscape, portrait, created, produced, detail, detailed, skilful, skilfully, refine, refining</p>	<ul style="list-style-type: none"> <li>colour</li> <li>line</li> <li>value</li> <li>tone</li> <li>space</li> <li>shape</li> <li>texture</li> <li>form</li> <li>pattern</li> </ul>
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