

Art Long Term Progression Plan: Drawing

Concept	EYFS	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE	YEAR 6
Content Drawing	<p>Enjoy using graphic tools, fingers, hands, chalks, pens and pencils.</p> <p>Use and begin to control a range of media.</p> <p>Draw on different surfaces and coloured paper.</p> <p>Produce lines of different thickness and tone using a pencil.</p> <p>Start to produce different patterns and textures from observations, imagination, and illustrations.</p>	<p>Experiment with a variety of media pencils, rubbers, crayons, pastils, feltips, charcoal, pen chalk</p> <p>Include use of hard/soft pencils, wet/dry paper, large/small crayons.</p> <p>Explore line and mark making in different ways with control.</p> <p>Draw on different surfaces with a range of media.</p> <p>Develop a range of tone using a pencil and a variety of drawing techniques such as hatching, stippling, scribbling, and blending to create light/dark tones.</p>	<p>Use controlled chalk smudging, blending and rubbing.</p> <p>Explore shading with a pencil.</p> <p>Copy and enlarge images.</p> <p>Continue to investigate tone by drawing light dark lines, patterns and shapes using a pencil.</p> <p>Develop control over the types of marks made with a range of media and understand tone through the different grades of pencils.</p>	<p>Understand drawing for different purposes, maps, plans, sketching, observations, cartoons.</p> <p>Understand that different kinds of lines and marks can be achieved with different tools e.g texture.</p> <p>Use artists work as stimulus.</p> <p>Draw for a sustained period of time at an appropriate level.</p> <p>Develop intricate patterns and marks with a variety of media.</p> <p>Demonstrate different grades of pencil and other implements to draw</p>	<p>Make detailed and intricate marks with attention to tone e.g. shading.</p> <p>Observational drawing from different viewpoints.</p> <p>Understand that different kinds of line can be achieved with different tools or differing degrees of pressure.</p> <p>Compare the work of two different artists.</p> <p>Develop intricate patterns using different grades of pencil and other implements to create lines and marks.</p>	<p>Use of simple techniques to introduce perspective – tonal contrast to show depth, drawing from above / below, size / position of objects to suggest near / far.</p> <p>Discuss and evaluate own and others' work in terms of intentions and purpose.</p> <p>Use viewfinders to aid composition.</p> <p>Experimenting with artists' techniques.</p> <p>Work in a sustained and independent way to create a</p>	<p>Use stimuli to influence drawing e.g stories / myths.</p> <p>Use viewfinders and perspective techniques in compositions</p> <p>Work in a sustained and independent way to develop their own style of drawing. This style maybe through the development of; Line, tone, pattern and texture.</p> <p>Use different techniques for different purposes within their own work. Understanding which one works well in</p>

		<p>Drawing from observation (introduce drawing what you can see. Encourage focussed looking at shapes, colours, textures, patterns).</p> <p>Drawing from memory and imagination (encourage detail)</p>		<p>different form and shapes.</p> <p>Begin to indicate facial expressions in drawings.</p> <p>Show an awareness of objects having a third dimension and perspective.</p> <p>Begin to show consideration in the choice of pencil grade they use.</p>	<p>Draw for a sustained amount of time at an appropriate level.</p>	<p>detailed drawing.</p> <p>Develop a key element of their work. Line, tone, texture, and pattern.</p> <p>Use different techniques for different purposes e.g. shading, hatching within their own work.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p>Have opportunities to develop further simple perspective in their work using a single focal point and horizon.</p> <p>Use drawing techniques to work from a</p>	<p>their work and why.</p> <p>Develop their own style using tonal contrast and mixed media.</p> <p>Have opportunities to develop further simple perspective in their work using a single focal point and horizon.</p>
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Why Here/Why now	Allows children to develop their observational drawing skills	To establish an understanding as the drawing and sketchbooks filters throughout all art units of work.	Builds on previous knowledge and skills and develops personal experimentation which is unique to them.	Children will begin to understand that we all have different responses in terms of our thoughts and the drawing we create. Children will develop an understanding that all responses are valid.	Children will gain experience to be able to make their own choices in regard to what media to use and be able to create a specific style/ effect in relation to their chosen drawing.	Building on from style and effect, the children will gain experience when it comes to showing proportion in their work.	Children will combine skills from previous learning to create with accuracy perspective and proportional drawings.

Key Vocabulary	draw, pattern, repeating, thick, thin, line, shape, colour	as EYFS plus shade.	detail, layer, smudge, blend, tone, figure, object, pattern, portrait	grades of pencil, scale, symmetry, visual, self-portrait, texture, observe, focus, landscape, outline	paper types, shadow	Revisit previous vocab.	dry media, wet media, mixed media, form
Possible artists to use.	Guiseppe Arcimboldo	Van Gough Seurat	Paul Cezanne Durer De Vinci	Picasso Salvador Dali Rene Magritte	Lowry Hopper Anya Simmons (coastal image)	Kalf Claesz Cezanne	Leonora Carrington Marc Chagall
Theoretical Knowledge. (Cultural and contextual content)	<p>Theoretical knowledge needs to be the starting point for each unit of artwork. This will include,</p> <p>EYFS/Yr1- To have an image of the focus artist with examples of their work to chose from. Children are to select their favourite pieces to add to their sketchbooks as a montage.</p> <p>Yr2, Yr3, Yr4- As above, but to include discussion and written sentences to clarify the choice of work. The children begin to interpret pieces of work thinking about how and why questions in relation to the artist's work.</p> <p>Yr5, Yr6- As above, but to create a detailed fact file of the focused artist. The children to continue to improve their ability to interpret pieces of work thinking about how and why questions in relation to the artist's work.</p>						
Practical Knowledge	Your practical knowledge is the content lined out in the long-term plan. Practical knowledge will develop over the course of the term by ensuring your lessons are sequential and builds up to a final piece of work.						
Disciplinary Knowledge	Children explore concepts of quality, value, and purpose. This should link to your theoretical knowledge and should give a personal response to the art work they are focusing on.						