



Drawing Overview

Year group	How will your subject strand progress across the school?	Suggestions for how each year group can review and build on this strand at the start of each lesson so that children know and remember more. Subject Specific Vocabulary.
Review suggestions	Refresh Odd one out True or False Quick questions Mini quizzes Referring to knowledge wall Revisiting vocabulary Complete drawing exercises regularly	
Reception	<ul style="list-style-type: none"> • Enjoy using graphic tools, fingers, hands, chalk, pens and pencils. • Use and begin to control a range of media. • Draw on different surfaces and coloured paper. • Produce lines of different thickness and tone using a pencil. • Start to produce different patterns and textures from observations, imagination and illustrations 	<p>Assessment Questions</p> <p>Tell me about what you are making</p> <ul style="list-style-type: none"> • What might you do next? • Tell me about what you have made <p>Vocabulary</p> <p>Linked to media used, e.g. paper, crayon, charcoal</p>
Y1	<ul style="list-style-type: none"> • Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk. • Begin to control the types of marks made with the range of media and explore mark making to start to build mark-making vocabulary e.g. drawing soft toys and drawing feathers • Draw on different surfaces with a range of media. • Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/dark lines. 	<p>Assessment Questions</p> <ul style="list-style-type: none"> • Tell me about what you are making • What might you do next? • Tell me about what you have made • What do you like about what you have made? <p>Vocabulary</p> <ul style="list-style-type: none"> • Painting • Drawing • Feelings • Yourself • Me • You

	<ul style="list-style-type: none"> • Undertake projects which explore observational drawing (drawing what you see), to record what is seen, and also experimental drawing, to share what is felt. • Explore observational and experimental drawing and become familiar with 2 or more drawing exercises repeated over time to build skill. <p>Start Here: Drawing (accessart.org.uk)</p> <p>Possible artists: Van Gogh, Seurat</p>	<ul style="list-style-type: none"> • Pencil/s • Crayon/s • Thick/ness • Thin • Line • Grade
Y2	<ul style="list-style-type: none"> • Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. • Practise drawing techniques that explore pattern and tone, such as stippling, cross-hatching and blending. • Understand tone through the use of different grades of pencils (HB, 2B, 4B) • Develop mark-making skills and demonstrate control over the types of marks made through experimentation with various drawing media: pencil, graphite, chalk, soft pastel, wax and charcoal as a guide to drawing materials. • Explore a variety of drawing starting points (stimuli), including close looking via observation from primary & secondary source material, drawing from memory and imagination. These might include figurative, still life and landscape subject matter for drawings. • Use drawings as basis for collage. <p>Possible artists: Durer, Da Vinci, Cezanne</p>	<p>Assessment Questions</p> <ul style="list-style-type: none"> • Tell me about that you are making • What might you do next? • Which materials might you use? • What have you discovered? • Tell me about what you have made • What would you like to explore more of? <p>Vocabulary</p> <ul style="list-style-type: none"> • Painting • Drawing • Feelings • Yourself • Me • You • Pencil/s • Crayon/s • Thick/ness • Thin • Line • Grade/s • Charcoal • Pastel • View • Tone/s • Light • Dark

		<ul style="list-style-type: none"> • Pattern • Texture
Y3	<ul style="list-style-type: none"> • Develop intricate patterns/ marks with a variety of media. • Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. • Begin to indicate facial expressions in drawings • Begin to show consideration in the choice of pencil grade they use • Practice observational drawing from the figure, exploring careful looking, intention and impact, seeing big shapes, drawing with gesture, and quick sketching, e.g. Using gesture in drawing. • Using observational drawing as a starting point which is fed by imagination, e.g. typography • Continue to familiarize with sketchbook / drawing exercises. Let children describe how to undertake the ones they know as means of recap/reminder and introduce new ones, which are practiced regularly. Expand use of regular drawing exercises to develop dexterity. • Use different grades of pencil to apply tone to drawings. Use different sketching techniques, such as hatching, cross-hatching, stippling, blending and scribbling. • With purpose, make marks and lines using a range of dry media including computer software, charcoal, pencils and pastels. • With purpose, make marks and lines using a range of wet media including watercolours, acrylic paint and ink. • Effectively blend colours using different materials, such as watercolours, oil pastels and colouring pencils. 	<p>Assessment Questions</p> <ul style="list-style-type: none"> • Tell me about that you are making and what inspired you • What might you do next? • Tell me about the materials and techniques you are using • What have you discovered? • How do you feel about the end result? • What kinds of problems did you encounter and how did you get round them? • Tell me about things you really liked or enjoyed • What would you like to explore more of? <p>Vocabulary</p> <ul style="list-style-type: none"> • Expression • Facial • Shade • Tone/s • Texture/s • Sketch/es • Explanation

	<ul style="list-style-type: none"> • Produce detailed drawings from observations and photographs. • Demonstrate awareness of the direction of light in drawings through shading. <p>Possible artists: Picasso, Hopper, Surrealism etc.</p>	
Y4	<ul style="list-style-type: none"> • Develop intricate patterns using different grades of pencil and other implements to create lines and marks. • Draw for a sustained period of time at an appropriate level. • Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media. <ul style="list-style-type: none"> • Have opportunities to develop further drawings featuring the third dimension and perspective. • Further develop drawing a range of tones, lines using a pencil. • Include in their drawing a range of technique and begin to understand why they best suit. • Begin to show awareness of representing texture through the choice of marks and lines made • Attempt to show reflections in a drawing • Begin to use media and techniques (line, tone, colour) to show representation of movement in figures and forms. • Continue to familiarize with sketchbook / drawing exercises. Let children describe how to undertake the ones they know as means of recap/reminder and introduce new ones, which are practiced regularly. • Apply these skills to a variety of media, exploring outcomes in an open-ended manner throughout the other projects featured. • Use growing technical skill and knowledge of different drawing materials, combined with 	<p>Assessment Questions</p> <ul style="list-style-type: none"> • Tell me about that you are making and what inspired you • What might you do next? • Tell me about the materials and techniques you are using • What have you discovered? • How do you feel about the end result? • What kinds of problems did you encounter and how did you get round them? • Tell me about things you really liked or enjoyed • What would you like to explore more of? <p>Vocabulary</p> <ul style="list-style-type: none"> • Facial expression • Body language • Sketch/es • Marks • Lines • Texture • Tone • Shape • Colour • Represent • Figures • Forms • Movement • Reflection • Materials

	<p>increasing confidence in making a creative response to a wide range of stimuli, to explore more experimental drawing, following child's own interests/affinities.</p> <p>Possible artists: Goya, Sargent, Holbein.</p>	
<p>Y5</p>	<ul style="list-style-type: none"> • Work in a sustained and independent way to create a detailed drawing. • Develop a key element of their work: line, tone, pattern, texture. • Use different techniques for different purposes i.e. shading, hatching within their own work. • Start to develop their own style using tonal contrast and mixed media. • Have opportunities to develop further simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings. • Use drawing techniques to work from a variety of sources including observation, photographs and digital images. • Develop close observation skills using a variety of view finders. • Explore architecture of another time and / or culture, and make individual work in response to what is seen. • Enable evolution of ideas through a combination of design through making and drawn inspiration. E.g. Architecture and mark making. • Develop visual literacy skills: explore how we look at and respond to things people have made, and then 	<p>Assessment Questions</p> <ul style="list-style-type: none"> • Tell me about that you are making and what inspired you • What might you do next? • Tell me about the materials and techniques you are using • What have you discovered? • How do you feel about the end result? • What kinds of problems did you encounter and how did you get round them? • Tell me about things you really liked or enjoyed • What would you like to explore more of? • What is the potential of what you have done? • What could you do next? <p>Vocabulary</p> <ul style="list-style-type: none"> • Shade • Create • Mood • Feeling • Line • Marks • Texture • Tone • Shape • Figures • Forms • Movement • Express emotion • Reflections • Materials

	<p>include this awareness when making sculpture. • Continue with the key drawing exercises.</p> <ul style="list-style-type: none"> • Explore the relationship of line, form and colour. • <p>Follow a series of guided activities which each offer pupils an opportunity to make their own individual creative response.</p> <p>Possible artists: Moore sketchbooks, Rossetti, Klee, Calder, Cassatt.</p>	
Y6	<ul style="list-style-type: none"> • Work in a sustained and independent way to develop their own style of drawing. • This style may be through the development of: line, tone, pattern, texture. • Draw for a sustained period of time over a number of sessions working on one piece. • Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. • Develop their own style using tonal contrast and mixed media. • Have opportunities to develop further simple perspective in their work using a single focal point and horizon. • Develop an awareness of composition, scale and proportion in their paintings. • Continue with the key drawing exercises. • Revisit still life. Further develop drawing skills using observational drawing e.g. Cubist still life • Explore drawing and mark making on new surfaces, e.g. clay, linking to genres such as portraiture or landscape. • Create geometric design/pattern / structures. 	<p>Assessment Questions</p> <ul style="list-style-type: none"> • Tell me about that you are making and what inspired you • What might you do next? • Tell me about the materials and techniques you are using • What have you discovered? • How do you feel about the end result? • What kinds of problems did you encounter and how did you get round them? • Tell me about things you really liked or enjoyed • What would you like to explore more of? • What is the potential of what you have done? • What could you do next? <p>Vocabulary</p> <ul style="list-style-type: none"> • Media • Create • Impact • Pencils • Grades • Charcoal • Pastels • Observation/al • Sketch • Sense of self • Accuracy • Imagination • Combine tools

- | | | |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| | <ul style="list-style-type: none">• Continue to develop a “sketchbook habit”, using a sketchbook as a place to record individual response to the world.• Begin to feel a sense of ownership about the sketchbook, which means allowing every child to work at own pace, following own exploration.• Increasingly see the sketchbook as a place which raises questions which can be explored/answered outside the sketchbook, so that the link between sketchbook and journey and outcome becomes understood.• Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting and making links. <p>Possible artists: Explore modern and traditional artists using ICT and other resources.</p> | |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|