BADGER HILL PRIMARY SCHOOL PROGRESSION IN DRAWING

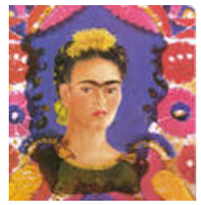
Curriculum Objectives	Drawing Knowledge	Drawing Skill	Artist	Artwork	Lesson Sequence
EYFS ELG: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Physical Development Fine motor skills Use a range of small tools including scissors, pencils and paintbrushes	Know that different types of pencils or drawing utensils can make different marks on a surface. Know which pieces of equipment are appropriate for drawing or making marks. Can identify components of objects such as human anatomy (eyes, arms etc) and natural forms (leaves and trees) and represent these using appropriate shapes. Know that some drawing utensils move / feel differently to others. E.g. more efforts required to make darker marks than a black felt tip pen. Know that the more pressure used with a pencil, the darker the tones will be.	Can hold drawing medium (pencil, chalk etc) with increasing control, using a consistent grip. (full grip of three fingered grip. Can create lines and shapes that are beginning to reference a given shape or concept. Using drawing apparatus, they can create basic shapes that represent objects. Can begin to represent different textures of an object using pencils, chalk and charcoal. Can create lines that consist of differing weights (thick and thin) by changing the apparatus or pressure. Begin to experiment with different tones based on the pressure used.	**Poonac** **Poonac's art celebrates how we are all different**	**Poonac's heart** 	<u>Focused Sessions</u> <u>Session 1</u> **Learn to hold drawing medium with the correct three fingered grip** **Model drawing a family, using black felt tip, point out the body parts we need to include** **Use black felt tip pens to draw a picture of themselves and their family** <u>Session 2</u> **Using pencil, then paint to create their face** **Model drawing face using pencil and by looking in a mirror.** **Model mixing colours and painting details** <u>Session 3</u> **Introduce Poonac art and learn facts.** **Work together to create a large scale piece of art work inspired by Poonac's style** <u>Session 4</u> **In provision provide a variety of different drawing mediums for children to explore using.** **Teach how to create lines of different weights by changing apparatus or pressure.** <u>Session 5</u> **Use pencil to draw a variety of different shaped leaves** **Model mixing paint to match colours and paint to finish** <u>Session 6</u> **Model creating own small scale Poonac inspired pieces of artwork**
Year One Use a range of materials creatively to design and make products	Know that a pencil grip can change how marks are applied on a surface. E.g. held closely to the tip increased the amount of control you have.	Hold the pencil close to the point for control and detail. Apply sketched lines to record initial ideas.	**Picasso** **Born in Spain** 	**After Las Meninas** 	<u>Lesson 1 Artist Study</u> **Recall previous artist knowledge (see EYFS)** **Introduce Picasso and his artwork including After Las Meninas**

to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Know about 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.	Know that when you hold a pencil close to the tip, will increase control and detail. Know that refining lines means to make them more accurate. Know that pencil marks can be lighter / darker depending on the pressure used to apply marks. Know that pencils have different grades. HB is used for writing and sketching	Apply lines that follow basic contours and outlines of shapes from observation. Refines lines to make them more accurate by erasing marks and perfecting lines. Can begin to apply different tones (dark, mid and light) by utilising a change in pressure. Line application on a surface is somewhat influenced by the marks made by the artist in study and shapes bear a resemblance.	**Picasso started a new style of art called Cubism.** **He used simple shapes and a small range of colours to paint objects, people and landscapes.**		**Learn the facts about him** **Pencil Grip** **Know that a pencil grip can change how marks are applied on a surface. E.g. held closely to the tip increased the amount of control you have.** **Know that when you hold a pencil close to the tip, will increase control and detail.** **Pencil knowledge** **Know that pencil marks can be lighter / darker depending on the pressure used to apply marks.** **Know that pencils have different grades. HB is used for writing and sketching** **Pencil Skills and tone** **Practise applying different tones (dark, mid and light) by utilising a change in pressure in sketch books** **<u>Lesson 2 Line</u>** **Apply sketched lines to record initial ideas.** **Apply lines that follow basic contours and outlines of shapes from observation.** **Refines lines to make them more accurate by erasing marks and perfecting lines.** **Practise this in your sketch book and create a mini piece of artwork** **<u>Lessons 3 and 4 Artist Inspired piece of work</u>** **Inspired by Picasso, and practising learned skills, children are to create two different pieces of artwork using his Cubist style. After lesson 3 and prior to starting lesson 4's piece talk about next steps for improving work.** **<u>Lessons 5 and 6 Artist Inspired final project and evaluation</u>** **Again inspired by Picasso, and practising learned skills, embark on a final piece using his Cubist style. Encourage children to think about pencil choice, pencil grip, use of eraser and tone. When completed, evaluate piece and decide on next steps for improving drawing.**

Year Two Use a range of materials creatively to design and make products Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Know about 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.	Know that holding the pencil close to the point will help control and detail, further towards the end creates loose sketching. Know that they can follow basic contours and outlines of shapes from observation Know that refining lines increases the accuracy of their drawing. Know that an eraser can be used to refine lines but also to lighten shaded areas. Know that tones can be blended together from light, mid to dark using a pencil. Know that a pencil must be used at an angle when applying different tones. Know that directional shading is moving the pencil back and forth using contour lines (a shape's outer line) as a guide. Knows that a gradient is a gradual change from one element to another such as light to dark or from one colour to another.	Hold the pencil further towards the end for loose sketching. Sketching is more expressive when using a grip suitable for purpose. Lines and contours are clearly identifiable as observed objects. When lines are refined, they will appear sharper Refine their drawing by using an eraser accurately to remove inaccurate lines. Can apply different tones (dark, mid and light) by utilising a change in pressure. Begin to blend tones or gradients using appropriate pressure. Can begin to follow the contour lines of a shape when shading (directional shading). Can choose a position of the pencil based on purpose. E.g. angled to apply tone.	**Edgar Degas** **Born in Paris, France 1834** **Edgar Degas was a French Impressionist artist famous for his pastel drawings and oil paintings.** **Impressionists painted their idea of how something looked to them at that moment. They didn't try to paint an exact copy of something**	**Ballet Dancer** 	<u>Lesson 1 Artist Study</u> **Recall previous artist knowledge (see EYFS, Y1)** **Introduce Edgar Degas and his artwork including Ballet Dancer** **Learn the facts about him** **Pencil Grip** **Hold the pencil further towards the end for loose sketching.** **Sketching is more expressive when using a grip suitable for purpose.** **Pencil and eraser skills** **Can choose a position of the pencil based on purpose. E.g. angled to apply tone.** **Tone** **Know that tones can be blended together from light, mid to dark using a pencil.** **Know that a pencil must be used at an angle when applying different tones.** **Practise pencil grip and blending tones in sketch book** <u>Lesson 2 Line</u> **Know that refining lines increases the accuracy of their drawing.** **Know that an eraser can be used to refine lines but also to lighten shaded areas.** <u>Directional shading</u> **know that directional shading is moving the pencil back and forth using contour lines (a shape's outer line) as a guide.** **Can begin to follow the contour lines of a shape when shading (directional shading).** **Gradients** **Knows that a gradient is a gradual change from one element to another such as light to dark or from one colour to another.**

					Practise these skills in sketch book **<u>Lessons 3 and 4 Artist inspired piece of work</u>** **Inspired by Degas, and practising learned skills, children are to create two different pieces of artwork using his Impressionist style. After lesson 3 and prior to starting lesson 4's piece talk about next steps for improving work.** **<u>Lessons 5 and 6 Artist inspired final project</u>** **Again inspired by Degas, and practising learned skills, embark on a final piece using his Impressionist style. Encourage children to think about pencil grip and position, use of eraser, tone and blending. When completed, evaluate piece and decide on next steps for improving drawing.**
Year Three Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design Create sketch books to record their observations and use them to review and revisit ideas Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Know about great artists, architects and designers in history.	Know that when adding different tones, it must be completed with a pencil at a shallow angle – produces a softer finish. Know that tone can create contrast in a drawing (difference between light and dark). Know that H pencils are hard and will produce light marks – best for technical drawing. Know that B pencils are soft and will produce darker tones – best used for tonal drawings and shading. Know that directional shading can influence a shape's 3D appearance. Know that cross hatching and hatching can be used to show areas of light and dark. Close and layered lines show darker areas of an object.	Lines and shapes can be applied with increasing accuracy, showing control. The application of tone shows a clear contrast between dark, mid and light. Using shading, their objects can begin to possess form. Directional and contour shading aids this. The blending of tones is becoming smooth without clear intervals of contrast. Composition is considered with regards to placement of the object. Cross hatching shows areas of dark and light areas of an object. Lines that are closer together and layered show darker areas.	**Yayoi Kusama** **Born in Japan 1929** **Yayoi Kusama is a Japanese artist known for her extensive use of polka dots.**	**Mushrooms 1995** 	**<u>Lesson 1 Artist Study</u>** **Recall previous artist knowledge (see EYFS, Y1, Y2)** **Introduce Yayoi Kusama and her artwork including Mushrooms.** **<u>Pencil Knowledge</u>** **Know that H pencils are hard and will produce light marks – best for technical drawing.** **Know that B pencils are soft and will produce darker tones – best used for tonal drawings and shading.** **Practise using these pencils in sketchbooks** **<u>Positive and Negative Space</u>** **Negative space is the area around and between a subject. Positive space refers to the main focus of a picture** **Practise using your drawing skills to create your own positive and negative space piece of work.** **<u>Lesson 2 Cross hatching and hatching</u>** **Know that cross hatching and hatching can be used to show areas of light and dark. Close and layered lines show darker areas of an object.**

	Negative space is the area around and between a subject. Positive space refers to the main focus of a picture Form is a three-dimensional shape. It may be a regular shape, such as a cube or pyramid, or an irregular, organic shape. Form can be expressed in 3D, such as in a sculpture. Artists can also use tone and perspective to create an illusion of form in a 2D artwork.				**<u>Cross-hatching</u>** **The layering of multiple lines to achieve tone. Artists draw in the direction of the shape they are drawing to achieve a realistic and lifelike appearance. The more layers you use the darker the tone achieved.** **<u>Hatching</u>** **Tone is created by a row of (usually) straight lines that are all facing in the same direction. Lines are closer together in darker areas; in lighter areas, the lines are further apart. Sometimes, the lines can be slightly curved to follow the shape of the object.** **Practise these skills in your sketchbook to create a piece of work.** **<u>Lesson 3 Tone and form</u>** **Know that when adding different tones, it must be completed with a pencil at a shallow angle – produces a softer finish.** **Know that tone can create contrast in a drawing (difference between light and dark).** **Using shading, their objects can begin to possess form. Directional and contour shading aids this.** **The blending of tones is becoming smooth without clear intervals of contrast.** **Practise these skills in your sketchbook to create a piece of work.** **<u>Lessons 4 Artist Inspired piece of work</u>** **Inspired by Yayoi Kusama, and practising some learned skills, children are to create a piece of artwork using her polka dot style.** **<u>Lessons 5 and 6 Artist inspired final project and evaluation</u>** **Again inspired by Yayoi Kusama, and practising some learned skills, embark on a final piece using her polka dot style. Encourage children to think about pencil choice, grip and angle, use of eraser, tone, blending, contrast (dark, mid and light) and shading. When completed, evaluate piece and decide on next steps for improving drawing.**

Year Four Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Create sketch books to record their observations and use them to review and revisit ideas Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history.	Know which pencils they must use based on their properties. E.g. 2B pencil would be appropriate for mid to dark tones. Know that texture can be manipulated via different methods and techniques such as layering, stippling and different types of mark making. Know which marks are symbolic in their artwork and why based on their aesthetic. E.g. Sharp lines to show anger. Know that they can measure shapes from observation using a scaling method using their thumb and pencil. Know that they can use the grid method of referencing to correctly scale an object Know that scale is a comparison of size between objects.	Chooses correct apparatus for purpose and outcome. E.g. If the artist in study creates a dark, melancholic mood with high contrast, a range of pencils should be used. Draw objects that are correctly sized in comparison to others within an artwork (portray distance). Create objects in the foreground that appear larger than those in the back and midground. When drawing, elements of the same object are draw using an accurate proportion e.g. the facial features. Use an eraser to expose lighter tones to show texture in an artwork. Identify areas of shadow and light and blend tones accurately to create soft gradients. Follow the contours of a shape to show its shape. Capture its form in an implied 3D space using directional shading.	**Frida Kahlo** **Born Mexico 1907 Frida Kahlo is considered to be one of the most important artists of modern times. She was famous for painting self-portraits (pictures of herself) but she was particularly famous for painting women as strong people**	**The Frame 1938** 	**Lesson 1 Artist Study Lesson 1 Artist Study** **Recall previous artist knowledge (see EYFS, Y1, Y2, Y3)** **Introduce Frida Kahlo and her artwork including The Frame** **Learn artist facts** **Pencil Knowledge** **Know which pencils they must use based on their properties. E.g. 2B pencil would be appropriate for mid to dark tones.** **Know that erasers can be used for different purposes e.g. putty erasers and soft easers can be used to lift off graphite to reveal areas of light.** **Tone** **Use an eraser to expose lighter tones to show texture in an artwork.** **Identify areas of shadow and light and blend tones accurately to create soft gradients.** **Follow the contours of a shape to show its shape. Capture its form in an implied 3D space using directional shading.** **Can blend tones using a soft and smooth gradient** **Tones are blended with little visual appearance of intervals.**

	Know that scale will change relative to distance and depth. Know that proportion is relative to the object it is part of. Know that when drawing from observation, they must consistently look at the subject to gauge accurate shape, form, tone and proportion. Know that erasers can be used for different purposes e.g. putty erasers and soft easers can be used to lift off graphite to reveal areas of light.	Can blend tones using a soft and smooth gradient Tones are blended with little visual appearance of intervals.			**Practise these skills in sketchbook, if you have time create a piece of work demonstrating these/some of these skills** **<u>Lesson 2 Texture</u>** **Know that texture can be manipulated via different methods and techniques such as layering, stippling and different types of mark making.** **Practise these skills in your sketchbook, if you have time create a piece of work demonstrating these/some of these skills** **<u>Lesson 3 Scale and proportion</u>** Know that they can measure shapes from observation using a scaling method using their thumb and pencil. Know that they can use the grid method of referencing to correctly scale an object **Know that scale is a comparison of size between objects.** **Know that scale will change relative to distance and depth.** **Know that proportion is relative to the object it is part of.** **Know that when drawing from observation, they must consistently look at the subject to gauge accurate shape, form, tone and proportion.** **When drawing, elements of the same object are draw using an accurate proportion e.g. the facial features.** **Practise these skills in your sketchbook to create a piece of work.** **<u>Lesson 4 Artist inspired piece of work</u>** **Inspired by Frida Kahlo, and practising learned skills, children are to create a piece of artwork using her style.** **<u>Lessons 5 and 6 Artist inspired final project and evaluation</u>** **Again inspired by Frida Kahlo, and practising learned skills, embark on a final piece using her style. Encourage children to think about pencil choice, grip and angle, use of eraser, tone, blending, contrast (dark, mid and light) shading, proportion, shadow and light, mid ground, foreground and background. When completed, evaluate piece and decide on next steps for improving drawing**

Year Five Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Create sketch books to record their observations and use them to review and revisit ideas Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history.	Know that sketched lines are used to map concepts on a surface. A loose grip can also suggest movement in an artwork. Know that objects can be affected by many light sources. To know that perspective allows artists to portray form in their artwork. Types of perspective to learn • 1-point perspective Know that a horizon line runs horizontally. Vanishing points are where lines meet. There can be more than one vanishing point.	A range of drawing apparatus can be chosen and applied based on their properties, purpose or outcome. E.g. charcoal for its darker tones and tactile texture. Clearly marks areas of light and shadow in an observational drawing. Light and shadow is captured in the correct areas with knowledge of light source. Shapes and lines are refined accurately when appropriate to the artwork. (Some marks may not need refining as they are more abstract). Shows a range of techniques to create texture e.g. stippling or the use of an eraser (purposefully chosen). Can consider perspective when creating a drawing (1 point perspective). Scaling is beginning to show accuracy using appropriate measuring methods.	**Leonardo da Vinci** **Born 1452 Italy** **Da Vinci is sometimes called a 'Renaissance Man'. This is because he was a master of many different areas. He was an expert painter, sculptor, architect, engineer, scientist, inventor and writer!**	**The Mona Lisa** 	**Lesson 1 Artist Study** **Recall previous artist knowledge (see EYFS, Y1, Y2, Y3, Y4,)** **Introduce Da Vinci and his artwork including The Mona Lisa** **Learn artist facts** **Perspective** **Da Vinci used perspective in his work.** **To know that perspective allows artists to portray form in their artwork.** **Types of perspective to learn** **• 1-point perspective** **Know that a horizon line runs horizontally.** **Vanishing points are where lines meet.** **There can be more than one vanishing point.** **Learn how to use 1 point perspective.** **Practise in sketch books.** **Lessons 2 and 3** **Use 1 point perspective in a piece of artwork.** **Lessons 4, 5 and 6** **Artist inspired piece of work and final project** **Inspired by Da Vinci, and practising learned skills, embark on a final piece using his style and techniques. Encourage children to think about to think about pencil choice, grip and angle, use of eraser, tone, blending, contrast (dark, mid and light) shading, proportion, shadow and light, mid ground, foreground and background and perspective.** **When completed, evaluate piece and decide on next steps for improving drawing.**
Year Six Pupils should be taught	Know that media for drawing can differ in purpose and can reflect a certain style, movement or symbolic	Uses directional shading with confidence to create form in a drawing.	**LS Lowry** **Born 1887** **Streford England**	**Going to work 1943** 	**Lesson 1 Artist Study** **Recall previous artist knowledge (see EYFS, Y1, Y2, Y3, Y4, Y5)**

to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Create sketch books to record their observations and use them to review and revisit ideas Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history.	meaning: E.g. the thin outlines of a David Hockney drawing conveys a sense of simplicity of the human form. Know that an artist's technique of applying lines, shapes and tone directly affects the aesthetic of an artwork. An expressive method of applying lines will create a sense of movement or an abstract work. Know that the drawing medium can be used in different ways to inform mood and can be used to reflect the subject matter – E.g. expressive strokes can convey a sense of excitement in a scene where there is a chase. Know that a pencil can be used in different ways to inform mood and can be used to reflect the subject matter. Know that tone can affect the mood of an artwork. Dark = melancholy To know that perspective allows artists to portray form in their artwork. Types of perspective to learn • 1-point perspective • 2-point perspective Know that the horizon line is a horizontal line that runs across the paper or canvas to represent the viewer's eye level, or outline where the sky meets the ground. Know that the vanishing point is where receding parallel lines diminish.	Clearly shows areas of light and shadow in an observational drawing based on one or several light sources. Shapes and lines are refined independently using controlled lines. Independently applies a range of techniques to create texture e.g. use of an eraser, stippling, cross-hatching, surface etc. Can use an eraser for a range of effects and techniques, such as lifting tone, adding texture and creating negative space. Scaling is accurate using appropriate methods. Can consider perspective when creating a drawing (1 point and 2 point perspective).	**Lowry began to paint urban landscapes of factories, mills, chimneys and the workers who clocked in and clocked out day after day.** **Lowry's human figures were nicknamed 'matchstick men' due to their spindly appearance.** **In 1978, a song called Matchstalk Men and Matchstalk Cats and Dogs was written about Lowry and his paintings which became a number one hit in the pop charts.**		**Introduce Lowry and his artwork including Going to work.** **Learn artist facts** **<u>Perspective</u>** **To know that perspective allows artists to portray form in their artwork. Types of perspective to learn** **• 1-point perspective** **• 2-point perspective** **Know that the horizon line is a horizontal line that runs across the paper or canvas to represent the viewer's eye level, or outline where the sky meets the ground.** **Know that the vanishing point is where receding parallel lines diminish.** **Learn how to do 2 point perspective** **<u>Lessons 2 and 3</u>** **Use 2 point perspective in a piece of artwork.** **<u>Lessons 4, 5 and 6 Artist inspired final project</u>** **Inspired by Lowry, and practising learned skills, embark on a final piece using his style and techniques. Encourage children to think about to think about pencil choice, grip and angle, use of eraser, tone, mood, blending, contrast (dark, mid and light) shading, proportion, shadow and light, mid ground, foreground and background and perspective. When completed, evaluate piece and decide on next steps for improving painting.**