



St. Joseph's R.C. Primary School
Art and Design Progression of Skills and Knowledge

D R A W I N G						
	Reception	Year 1	Year 3	Year 4	Year 5	Year 6
	Pupils know how to...					
Methods, techniques, media and materials	<p>How to:</p> <ul style="list-style-type: none"> ● Explore mark making using a range of drawing materials. ● Investigate marks and patterns when drawing. ● Identify similarities and difference between drawing tools. ● Investigate how to make large and small movements with control when drawing. ● Practise looking carefully when drawing. ● Combine materials when drawing. 	<ul style="list-style-type: none"> ● That a continuous line drawing is a drawing with one unbroken line. ● Properties of drawing materials e.g.; which ones smudge, which ones can be erased, which ones blend. <p>How to:</p> <ul style="list-style-type: none"> ● Hold and use drawing tools in different ways to create different lines and marks. ● Create marks by responding to different stimulus such as music. ● Overlap shapes to create new ones. ● Use mark making to replicate texture. ● Look carefully to make an observational drawing. ● Complete a continuous line drawing. 	<p>How to:</p> <ul style="list-style-type: none"> ● Use shapes identified within in objects as a method to draw. ● Create tone by shading. ● Achieve even tones when shading. ● Make texture rubbings. ● Create art from textured paper. ● Hold and use a pencil to shade. ● Tear and shape paper. ● Use paper shapes to create a drawing. ● Use drawing tools to take a rubbing. ● Make careful observations to accurately draw an object. ● Create abstract compositions to draw more expressively 	<p>How to:</p> <ul style="list-style-type: none"> ● Use pencils of different grades to shade and add tone. ● Hold a pencil with varying pressure to create different marks. ● Use observation and sketch objects quickly. ● Draw objects in proportion to each other. ● Use charcoal and a rubber to draw tone. ● Use scissors and paper as a method to 'draw'. ● Make choices about arranging cut elements to create a composition. ● Create a wax resist background. ● Use different tools to scratch into a painted surface to add contrast and pattern. ● Choose a section of a drawing to recreate as a print. ● Create a monoprint. 	<ul style="list-style-type: none"> ● What print effects different materials make. <p>How to:</p> <ul style="list-style-type: none"> ● Analyse an image that considers impact, audience and purpose. ● Draw the same image in different ways with different materials and techniques. ● Make a collagraph plate. ● Make a collagraph print. ● Develop drawn ideas for a print. ● Combine techniques to create a final composition. ● Decide what materials and tools to use based on experience and knowledge. 	<ul style="list-style-type: none"> ● Gestural and expressive ways to make marks. ● Effects different materials make. ● The effects created when drawing into different surfaces <p>How to:</p> <ul style="list-style-type: none"> ● Use symbolism as a way to create imagery. ● Combine imagery into unique compositions. ● Achieve the tonal technique called chiaroscuro. ● Make handmade tools to draw with. ● Use charcoal to create chiaroscuro effects.

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So that they can...

	<ul style="list-style-type: none"> ● Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. ● Begin to develop observational skills (for example, by using mirrors to include the main features of faces) 	<ul style="list-style-type: none"> ● Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. ● Make choices about which materials to use to create an effect. ● Develop observational skills to look closely and reflect surface texture. 	<ul style="list-style-type: none"> ● Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. ● Use hands and tools confidently to cut, shape and join materials for a purpose. ● Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. 	<ul style="list-style-type: none"> ● Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. ● Use growing knowledge of different materials, combining media for effect. ● Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. 	<ul style="list-style-type: none"> ● Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. ● Combine a wider range of media, e.g., photography and digital art effects. ● Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form. 	<ul style="list-style-type: none"> ● Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. ● Combine materials and techniques appropriately to fit with ideas. ● Work in a sustained way over several sessions to complete a piece.
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Please note: not all year groups are included for each separate element due to our **combined and condensed curriculum.**