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| **Happiness Responsibility Friendship Respect Courage** | | |
| **Art – Drawing** | | |
|  | **Year 1 – Make Your Mark** | **Year 2 – Tell a Story** |
| **N.C.** | **Knowledge and Skills** | **Knowledge and Skills** |
| Generating ideas | Explore their own ideas using a range of media. | Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. |
| Sketchbooks | Use sketchbooks to explore ideas in an open-ended way. | Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next. |
| Making skills (including formal elements) | **Line:**  Know that drawing tools can be used in a variety of ways to create different lines. Know that lines can represent movement in drawings.  **Texture:**  Know that texture means ‘what something feels like.’ Know that different marks can be used to represent the textures of objects. Know that different drawing tools make different marks.  **Tone:**  Know that ‘tone’ in art means ‘light and dark.’ Know that we can add tone to a drawing by shading and filling a shape  **Pattern:**  Know that pattern is a design where shapes, colours or lines are repeated.  Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens.  Develop observational skills to look closely at shape through mark-making.  To explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary | **Line:**  Know that lines can be used to fill shapes, to make outlines and to add detail or pattern.  **Pattern**:  Know that surface rubbings can be used to add make patterns Know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. Know that patterns can be used to add detail to an artwork.  **Tone:**  Know that shading helps make drawn objects look more three dimensional. Know that different pencil grades make different tones.  **Texture:**  Know that drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.  Further develop mark-making within a greater range of media, demonstrating increased control.  Develop observational skills to look closely and reflect surface texture through mark-making.  Experiment with drawing on different surfaces, and begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes |
| Knowledge of artists | Describe similarities and differences between practices in Art and design, e.g., between painting and sculpture, and link these to their own work. | Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art. |
| Evaluate and Analyse | Describe and compare features of their own and other’s artwork. | Explain their ideas and opinions about their own and other’s artwork, giving reasons. Begin to talk about how they could improve their own work. |

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| **Happiness Responsibility Friendship Respect Courage** | | |
| **Art – Drawing** | | |
|  | **Year 3 – Growing Artists** | **Year 4 – Power Prints** |
| National Curriculum strands | **Knowledge and Skills** | **Knowledge and Skills** |
| Generating ideas | Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. | Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. |
| Sketchbooks | Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. | Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. |
| Making skills (including formal elements) | **Form**:  To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). To know that organic forms can be abstract. **Texture:**  To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object.  **Tone:**  To know some basic rules for shading when drawing, e.g., shade in one direction, blending tones smoothly and with no gaps. To know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.  Confidently use of a range of materials, selecting and using these appropriately with more independence.  Draw with expression and begin to experiment with gestural and quick sketching. Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion. | **Shape**:  To know how to use basic shapes to form more complex shapes and patterns  **Line**:  To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.  Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.  Use growing knowledge of different drawing materials, combining media for effect.  Demonstrate greater control over drawing tools to show awareness of proportion and perspective, continuing to develop use of tone and more intricate mark making. |
| Knowledge of artists | Use subject vocabulary to describe and compare creative works.  Use their own experiences to explain how art works may have been made. | Use subject vocabulary confidently to describe and compare creative works.  Use their own experiences of techniques and making processes to explain how art works may have been made. |
| Evaluate and Analyse | Confidently explain their ideas and opinions about their own and other’s artwork, giving reasons.  Use sketchbooks as part of the problem-solving process and make changes to improve their work. | Build a more complex vocabulary when discussing their own and others’ art.  Evaluate their work more regularly and independently during the planning and making process. |

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| **Happiness Responsibility Friendship Respect Courage** | | |
| **Art – Drawing** | | |
|  | **Year 5 – I Need Space** | **Year 6 – Make My Voice Heard** |
| **N.C.** | **Knowledge and Skills** | **Knowledge and Skills** |
| Generating ideas | Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. | Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. |
| Sketchbooks | Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. | Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. |
| Making skills (including formal elements) | **Line**:  To know that lines can be used by artists to control what the viewer looks at within a composition, e.g., by using diagonal lines to draw your eye into the centre of a drawing.  **Tone**:  To know that tone can help show the foreground and background in an artwork.  To use a broader range of stimulus to draw from, such as architecture, culture and photography.  Begin to develop drawn ideas as part of an exploratory journey.  Apply known techniques with a range of media, selecting these independently in response to a stimulus.  Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form. | **Form**:  To know that the surface textures created by different materials can help suggest form in two-dimensional artwork.  **Shape**:  To know how an understanding of shape and space can support creating effective composition  Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently.  Apply new drawing techniques to improve their mastery of materials and techniques.  Push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques. |
| Knowledge of artists | Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. | Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. |
| Evaluate and Analyse | Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.  Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. | Give reasoned evaluations of their own and others work which takes account of context and intention.  Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. |