

# ST HUGH'S CATHOLIC PRIMARY SCHOOL

## ART PROGRESSION OF KNOWLEDGE & SKILLS - Drawing

By the end of <b>Key Stage 1</b> pupils will have had the opportunity to:	By the end of <b>Lower Key Stage 2</b> pupils will have had the opportunity to:	By the end of <b>Upper Key Stage 2</b> Pupils will have had the opportunity to:
Identify and name different types of lines and shapes and mark making.	Recognise how artists use shape in drawing and use this knowledge to form basis of own drawings.	Create an artist research page
Understand that different media can be used (sometimes combined in one drawing) to capture the nature of things we find.	Learn to use a variety of different mark making tools	Identify the features of self-portraits and portraits.
Experiment using a variety of mark making media	Understand how to create tone in drawing by shading.	Draw a self-portrait
Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. Explore smudging and shading techniques	Experiment with a variety of art media to explore shading techniques including 3D effects and drama.	Develop a drawing, exploring how layers can be used to explore and build portraits of ourselves which explore aspects of our background, experience, culture and personality.
Create art work by applying explored mark making techniques and media	Use tone in their drawing to express a concept in the style of a known artist	Combine mark-making materials to create a background
Create art work in response to work of artists and musical stimuli	Explore proportion and tone when drawing	Draw from direct observation
Experiment using a variety of mark making media to create simple line drawings from observation including continuous line	Use different mark making tools in combination to create effects	Include details accurately in drawing
Describe the lines in the work of both a classical and a modern artist and apply in their own work	Draw from observation to create detailed studies.	Recognise and describe work by a known artist
	Apply learned painting skills when working collaboratively to create artwork.	Reimagine existing objects in the style of a known artist/architect.
	Understand that still life is a name given to the genre of painting (or making) a collection of objects/elements.	compose a print from a larger observational drawing
		Upscale a section of a drawing

<p>Use a variety of art media to create an abstract composition</p> <p>Make larger scale drawings both indoors and outdoors, understanding that drawing action is not just from the hand</p> <p>Draw from observation</p>	<p>Understand that still life is a genre which artists have practised for hundreds of years and which contemporary artists still explore today.</p> <p>Explore composition and scale to create abstract drawings.</p>	<p>Design a monument</p> <p>Use symbolism to express an idea</p>
Key Vocabulary		
Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p><b>Words to describe lines:</b> line, straight, curved, zig-zag, horizontal, vertical, diagonal, broken, spiral</p> <p><b>Names of shape</b></p> <p>shape, composition, shape composition, abstract, concentric, optical art, pattern</p> <p>Mark-making, tools,</p> <p><b>Names of mark-making tools</b></p> <p>art media</p> <p>evaluate, evaluation, annotate</p> <p>inspiration, observation, observational, shade, sketch, tone, dark, light, pressure, texture, smudge,</p> <p>emoji, emotion, expression, feeling</p> <p>illustrator, illustration</p>	<p><b>Formal Elements of Art:</b> Line, shape, form, space, colour, pattern, texture</p> <p>mark making, contrast, gradient, tone, shading, blending, hatching, cross-hatching, shadow, Chiaroscuro, technique, observational drawing, 3Dimensional, 2 Dimensional, concept</p> <p>geometric,</p> <p>botanical drawing, abstract, composition, scale, proportion</p>	<p>guide lines, sketch, tone, shade, highlight, mixed media, composition, expression, development, background, portrait, self-portrait, proportion, scale, upscale, transfer, printmaking, monoprint</p> <p>abstract, literal, symbolism, symbolic, monument, design, architecture, architectural, archeological, legacy, reimagine,</p> <p>research, annotate, evaluate, evaluation</p>

Sketchbooks		
Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p>To use sketchbooks with growing effect with the aid of teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials.</p> <p>Understand that the way each persons' sketchbook looks is unique to them.</p>	<p>Use sketchbooks to generate ideas and for both planning and refining work, to record thoughts, observations and ideas and to develop skill and technique.</p> <p>Build on the understanding that the way each persons' sketchbook looks is unique to them and begin to develop their own style.</p>	<p>Make investigations and research and record these. Record experiments with media and try out and develop new techniques and processes in sketchbooks.</p> <p>Continue to develop their own personal style when using their sketchbooks by note taking, experimenting developing research pages.</p>
Evaluating and reflecting		
Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p>Through discussion with adult, describe what they feel about their artwork and the art of others and describe their choices of technique and media and their preferences using the language of art.</p>	<p>Reflect on their own work and use their own and others opinion of their work to identify areas of improvement.</p>	<p>Give reasoned evaluations of their own and the work of others including peers and known artists, which takes account of context and intention.</p>