

Sketching and Drawing

Possible Artists: Van Gogh, Seurat, Durer, Da Vinci, Cezanne, Picasso, Hopper, Goya, Sargent, Holbein, Moore, Rossetti, Klee, Calder, Cassat

Vocabulary

self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space, portrait, light, dark, tone, shadow, pattern, texture, form, shape, outline, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.

Year group	Progression of skills
Reception	<ul style="list-style-type: none">• Begin to use a variety of drawing tools for example finger, stick, pencil, chalks.• Investigate different lines - thick, thin, wavy straight. To illustrate this, explore different textures and experiment with different mark makings.• Encourage accurate drawings to represent people through including all visible body parts. To say what they notice and like about other artists work.
Year 1	<ul style="list-style-type: none">• Begin to recognise that there are shapes in people and objects.• Begin to draw from observation looking for shapes.• Be introduced to the different grades of pencil.• To use 2H to sketch and 2B to create darker marks in their drawings.• To discuss other artists work saying what they like and how it makes them feel.

Year 2	<ul style="list-style-type: none"> • To use three different grades of pencil in their drawing. • To look for shape, light and darks when they are sketching. • To know how to use different grades of pencil to create tone and texture in their drawing. • To begin to experiment with pastels and mixed media in their drawing. • To use a viewfinder to focus on a specific part of an artefact before drawing it? • To discuss other artists work and start to think about the choices that the artist has made.
Year 3	<ul style="list-style-type: none"> • To sketch from life and photos looking for shape and shade. • To know how to use different grades of pencil to add texture and tone to their drawing. • To begin to use their sketch books and annotations to explain their ideas. • To begin to look at perspective drawing. • To begin to draw faces and understand the structure of the human face. • To used mixed media for texture and tone. • To discuss other artists work and start to think about the choices that the artist has made.
Year 4	<ul style="list-style-type: none"> • To develop their sketching of people to show facial expressions and body language. • To continue to work on their use of different grades of pencil to create texture and tone. • To begin to think about the composition of their work. • To choose mediums to use in their work and explain their choices. • To use their sketchbooks to reflect and develop their ideas. • To find out about and reflect on the work of other artists.

Year 5	<ul style="list-style-type: none">• To select tools to use to create marks and lines, texture and tone.• To successfully use shading to create mood and feeling.• To be able to use perspective in their drawing.• To work in a sustained and independent way from observation, experience and imagination.• To use annotations in their sketch books to explain how their work is adapting and progressing.• To manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.• To find out about and reflect on the work of other artists.• To draw inspiration from other artists when planning their own work.
Year 6	<ul style="list-style-type: none">• To select tools to use to create marks and lines, texture and tone.• To successfully use shading to create mood and feeling.• To be able to use perspective in their drawing.• To work in a sustained and independent way from observation, experience and imagination.• To use annotations in their sketch books to explain how their work is adapting and progressing.• To manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.• To find out about and reflect on the work of other artists.• To draw inspiration from other artists when planning their own work.