



Year Group	Drawing	Examples
EYFS	<ul style="list-style-type: none"> <li>-Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</li> <li>-Use a sketchbook to gather and collect artwork.</li> <li>- Begin to explore the use of line, shape and colour.</li> <li>-Encourage accurate drawing (e.g. people, houses, fruit).</li> </ul>	
Year 1	<ul style="list-style-type: none"> <li>-Understand the basic use of a sketchbook and work out ideas for drawings.</li> <li>-Draw for a sustained period of time from the figure and real objects, including single and grouped objects.</li> <li>-Experiment with line, shape, pattern and colour e.g. thickness.</li> <li>-Extend the variety of drawings tools.</li> <li>-Describe the shapes and patterns they see. e.g. in landscape drawings, or faces.</li> </ul>	
Year 2	<ul style="list-style-type: none"> <li>-Experiment with different grades of pencil and other implements.</li> <li>-Plan, refine and alter their drawings as necessary.</li> <li>-Use their sketchbook to collect and record visual information from different sources.</li> <li>-Draw for a sustained period of time at their own level.</li> <li>- Use different media to achieve variations in line, texture, tone, colour, shape and pattern e.g. exploring dots/lines, pressing harder for lighter and darker to show tones.</li> <li>-draw a way of recording experiences and feelings</li> </ul>	
Year 3	<ul style="list-style-type: none"> <li>-Children to select types of paper or equipment and experiment with the potential of various pencils.</li> <li>- Alter and refine drawings and describe changes using art vocabulary e.g. tone, shade.</li> <li>- Use research to inspire drawings from memory and imagination.</li> <li>- Explore relationships between line and tone, pattern and shape, line and texture e.g. cold/warm colours. -Sketch lightly so that I do not need to use a rubber.</li> <li>- Draw both the positive and negative shapes (black and white).</li> <li>-Annotate my sketchbook to explain my ideas.</li> <li>- Accurate drawings, and close observation. e.g. people, faces, nature etc.</li> </ul>	
Year 4	<ul style="list-style-type: none"> <li>-Draw for a sustained period of time independently when observing or using imagination.</li> <li>-Use a variety of source material for their work e.g. multiple artists, books.</li> <li>-Annotate ideas and use sketch book to reflect and develop ideas.</li> <li>-Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</li> <li>-Begin to use viewfinders to help me in my sketching to aid scale and proportion.</li> <li>- Complete accurate drawings of whole people including proportion and placement. Work on a variety of scales.</li> <li>-Create computer generated drawings.</li> </ul>	<ul style="list-style-type: none"> <li>1) Observational drawings. Explore zooming in using a view finder to explore scale.</li> <li>2) Creating an imaginary view within a doorway/window or frame.</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>- Identify and draw the effect of light.</li> <li>-interpret the texture of a surface</li> <li>-produce increasingly accurate drawings of people</li> <li>-Use shading to add interesting effects to my drawings, using different grades of pencil.</li> <li>-Explore using one point perspective e.g. (Alfred Sisley).</li> <li>-Use a variety of source material for their work.</li> <li>- Use a sketchbook to reflect then make improvements on original ideas.</li> <li>- Experiment with properties of the visual elements, line, tone, pattern, texture, colour and shape.</li> <li>-Begin to experiment with combining drawing materials.</li> </ul>	
Year 6	<ul style="list-style-type: none"> <li>-Explore the effect of light on objects and people from different directions.</li> <li>Demonstrate a wide variety of ways to make different marks with dry and wet media.</li> <li>- Identify artists who have worked in a similar way to their own work</li> <li>- Develop ideas using different or mixed media, using a sketchbook and explain ideas behind the images.</li> <li>-Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</li> <li>-Begin to develop their own style of drawings.</li> <li>-Choose appropriate techniques to convey the meaning of their work.</li> <li>-I know when materials can be combined and use this to good effect.</li> <li>-I select appropriate drawing materials.</li> </ul>	
Artists	Leonardo Da Vinci, Vincent Van Gogh, Poonac, Alfred Sisley (UKS2)	

