



Progression Map Overview

Drawing

National Curriculum for Art & Design

- Produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to improve their mastery of art and design techniques, including drawing
- to use a range of techniques to record their observations
- to increase their proficiency in the handling of different

Drawing has creative, expressive and educational value; it remains fundamental to translating and analysing the world. It is a central and pivotal activity to the work of many artists and designers – a touchstone and tool of creative exploration that informs visual discovery. It fundamentally enables the visualisation and development of perceptions and ideas. The act of drawing is an integral means to translate, document, record and analyse the worlds we inhabit. The role of drawing in education remains critical, and not just to the creative disciplines in art and design for which it is foundational.

EYFS- Emphasis on basic mark making

Familiarity of drawing medium

Representing objects both seen and imagined

KS1- Beginning to consider purpose for drawing

Emphasis on developing the application of line and shape and other formal elements

Beginning to identify and apply different tones

Refine lines and shapes

KS2- Accurate scaling and appropriate methods for recording



Capturing form using tone and directional shading



More proficient and expressive in recording ideas



Improving control of drawing medium


Progression Mapping: Art and Design- Drawing



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Year Group	Knowledge	Skill	Exemplar Material
Nursery	<ul style="list-style-type: none"> • Knows that pencils and pens can make marks on a surface. • Knows which pieces of equipment are appropriate for drawing. (ELG) • They understand that closing lines will make a shape. • They identify different components of what they see such as human anatomy (eyes, arms etc) and know that they can reference them using drawing. • Know that some drawing apparatus may look different. E.g. pencil, pen, felt tips, pencil crayons. 	<ul style="list-style-type: none"> • Can hold drawing medium (pencil, chalk etc) with some control using a full grip. • Can close lines using some control to create a shape. • Can represent human forms and features using simple shapes from memory or seen. • Can make marks on different surfaces such as cardboard, paper etc 	
Reception	<ul style="list-style-type: none"> • Know that different types of pencils or drawing utensils can make different marks on a surface. • Know which pieces of equipment are appropriate for drawing or making marks. • Can identify components of objects such as human anatomy (eyes, arms etc) and natural forms (leaves and trees) and represent these using appropriate shapes. • Know that some drawing utensils move / feel differently to others. E.g. more efforts required to make darker marks than a black felt tip pen. • Know that the more pressure used with a pencil, the darker the tones will be. 	<ul style="list-style-type: none"> • Can hold drawing medium (pencil, chalk etc) with increasing control, using a consistent grip. (full grip of three fingered grip). • Can create lines and shapes that more clearly reference a given shape or concept. • Using drawing apparatus, they can create basic shapes that represent objects. • Can begin to represent different textures of an object using pencils, chalk and charcoal. 	

		<ul style="list-style-type: none"> • Can create lines that consist of differing weights (thick and thin) by changing the apparatus or pressure. • Begin to experiment with different tones based on the pressure used. 	
Year 1	<ul style="list-style-type: none"> • Know that a pencil grip can change how marks are applied on a surface. E.g. held closely to the tip increased the amount of control you have. • Know that when you hold a pencil close to the tip, will increase control and detail. • Knows that appropriate simple shapes must be combined and used to create an overall object. • Know that refining lines means to make them more accurate. • Know that pencil marks can be lighter / darker depending on the pressure used to apply marks. • Know that pencils have different grades. HB is used for writing and sketching. 	<ul style="list-style-type: none"> • Hold the pencil close to the point for control and detail. • Apply sketched lines to record initial ideas. • Apply lines that follow basic contours and outlines of shapes from observation. • Refines lines to make them more accurate by erasing marks and perfecting lines. • Can begin to apply different tones (dark, mid and light) by utilising a change in pressure. 	<p>Portrait Exemplar</p>  <p>Project Exemplar</p>
Year 2	<ul style="list-style-type: none"> • Know that holding the pencil close to the point will help control and detail, further towards the end creates loose sketching. • Know that they can follow basic contours and outlines of shapes from observation using a guide with their hand or viewfinder. • Know that refining lines increases the accuracy of their drawing. • Know that an eraser can be used to refine lines but also to lighten shaded areas. • Know that tones can be blended together from light, mid to dark using a pencil. • Know that a pencil must be used at an angle when applying different tones. 	<ul style="list-style-type: none"> • Hold the pencil further towards the end for loose sketching. • Sketching is more fluid and expressive when using a grip suitable for purpose. • Lines and contours are clearly identifiable as observed objects. • When lines are refined, they will appear sharper. • Refine their drawing by using an eraser accurately to remove inaccurate lines. • Can apply different tones (dark, mid and light) by utilising a change in pressure. 	<p>Portrait Exemplar</p>  <p>Project Exemplar</p>

	<ul style="list-style-type: none"> • know that directional shading is moving the pencil back and forth using contour lines (a shape's outer line) as a guide. • Knows that a gradient is a gradual change from one element to another such as light to dark or from one colour to another. 	<ul style="list-style-type: none"> • Begin to blend tones or gradients using appropriate pressure. • Can begin to follow the contour lines of a shape when shading (directional shading). • Can choose a position of the pencil based on purpose. E.g. angled to apply tone. 	
<p>Year 3</p>	<ul style="list-style-type: none"> • Know that when adding different tones, it must be completed with a pencil at a shallow angle – increases surface area of pencil point and produces a softer finish. • Know that tone can create contrast in a drawing (difference between light and dark). • Know that H pencils are hard and will produce light marks – best for technical drawing. • Know that B pencils are soft and will produce darker tones – best used for tonal drawings and shading. • Know that directional shading can influence a shape's 3D appearance. • Know that cross hatching and hatching can be used to show areas of light and dark. Close and layered lines show darker areas of an object. • Know that refining lines, shapes, tonal gradients will help to create a more accurate and realistic outcome (where appropriate). • Know that they can measure shapes from observation using a scaling method using their thumb and pencil. • Know that they can use the grid method of referencing to correctly scale an object. • To know that perspective allows artists to portray form in their artwork. Types of perspective: <ul style="list-style-type: none"> • 1-point perspective • 2-point • Know that a horizon line runs horizontally. 	<ul style="list-style-type: none"> • Know that mark making can be symbolic with meaning created by the artist or viewer. • Know that they can measure shapes from observation using a scaling method using their thumb and pencil. • To know that perspective allows artists to portray form in their artwork. Types of perspective: <ul style="list-style-type: none"> • 1-point perspective • 2-point • Know that a horizon line runs horizontally. • Vanishing points are where lines meet. • There can be more than one vanishing point. 	<p>Portrait Exemplar</p>  <p>Project Exemplar</p>

	<ul style="list-style-type: none"> • Vanishing points are where lines meet. • There can be more than one vanishing point. 		
Year 4	<ul style="list-style-type: none"> • Know which pencils they must use based on their properties. E.g. 2B pencil would be appropriate for mid to dark tones. • Know that texture can be manipulated via different methods and techniques such as layering, stippling and different types of mark making. • Know which marks are symbolic in their artwork and why based on their aesthetic. E.g. Strident, sharp lines to show anger. • Know that they can measure shapes from observation using a scaling method using their thumb and pencil. • To know that perspective allows artists to portray form in their artwork. • Know that scale is a comparison of size between objects. • Know that scale will change relative to distance and depth. • Know that proportion is relative to the object it is part of. • Know that when drawing from observation, they must consistently look at the subject to gauge accurate shape, form, tone and proportion. • Know that tone can be used to show implied form within a drawing using dark, mid and light tones to portray a light source. • Know that directional shading can be used to portray form and realism. • Know that lines can be used expressively to portray mood. 	<ul style="list-style-type: none"> • Chooses correct apparatus for purpose and outcome. E.g. If the artist in study creates a dark, melancholic mood with high contrast, a range of pencils should be used. • Draw objects that are correctly sized in comparison to others within an artwork (portray distance). • Create objects in the foreground that appear larger than those in the back and midground. • When drawing, elements of the same object are draw using an accurate proportion e.g. the facial features. • Use different pressures to relieve a drawing of graphite to uncover lighter tones. • Identify areas of shadow and light and blend tones accurately to create soft gradients. • Follow the contours of a shape to show its shape. Capture its form in an implied 3D space using directional shading. • Scaling is more accurate throughout the artwork. • Beginning to explore texture in an observational drawing using 	<p>Portrait Exemplar</p>  <p>Project Exemplar</p>

		<p>different techniques such as stippling.</p> <ul style="list-style-type: none"> • Drawing can be sustained over a period of time. • Can blend tones using a soft and smooth gradient. Tones are blended with little visual appearance of intervals. 	
<p>Year 5</p>	<ul style="list-style-type: none"> • Know that sketched lines are used to map concepts on a surface. A loose grip can also suggest movement in an artwork. • Know that objects can be affected by many light sources. • To know that 3D objects have a tactile texture and when this is captured in a drawing it is called implied texture. • Know that scaling is applied in art when something needs to be emphasised, or when through disproportionate size the importance of the represented is highlighted. • To know that perspective allows artists to portray form in their artwork. There are 4 types of perspective: <ul style="list-style-type: none"> • 1-point perspective • 2-point perspective • 3-point perspective • Multi-point perspective • Know that the horizon line is a horizontal line that runs across the paper or canvas to represent the viewer's eye level, or outline where the sky meets the ground. • Know that the vanishing point is where receding parallel lines diminish. • Can choose drawing type or medium by their properties based on the purpose of the artwork. E.g. linked to a certain style or movement. 	<ul style="list-style-type: none"> • A range of drawing apparatus can be chosen and applied based on their properties, purpose or outcome. E.g. charcoal for its darker tones and tactile texture. • Clearly marks areas of light and shadow in an observational drawing. • Light and shadow is captured in the correct areas with knowledge of light source. • Shapes and lines are refined accurately when appropriate to the artwork. (Some marks may not need refining as they are more abstract). • Shows a range of techniques to create texture e.g. stippling or the use of an eraser (purposefully chosen). • Can consider perspective when creating a drawing (1 and 2-point perspective). Lines generally diminish at the vanishing point. • Scaling is accurate using appropriate measuring methods. 	<p>Portrait Exemplar</p>  <p>Project Exemplar</p> 

		<ul style="list-style-type: none"> • Can sustain drawing over many sessions. • Composition allows for a balanced artwork. E.g. the focal point may not be centred but is in the foreground to highlight its importance. • Blend colours softly with no apparent definition between values. 	
<p>Year 6</p>	<ul style="list-style-type: none"> • Know that media for drawing can differ in purpose and can reflect a certain style, movement or symbolic meaning: E.g. the thin outlines of a David Hockney drawing conveys a sense of simplicity of the human form. • Know that an artist's technique of applying lines, shapes and tone directly affects the aesthetic of an artwork. An expressive method of applying lines will create a sense of movement or an abstract work. • Know that the drawing medium can be used in different ways to inform mood and can be used to reflect the subject matter – E.g. expressive strokes can convey a sense of excitement in a scene where there is a chase. • Know that depth in a drawing affects the scale of an object and its clarity. • To know that perspective will affect the aesthetic of their artwork – thus creating more or less depth. May choose one of the following. <ul style="list-style-type: none"> • 1-point perspective • 2-point perspective • 3-point perspective • Multi-point perspective • Know that different viewpoints and perspectives affects a shape's appearance. E.g. profile of a face – some features may be unobservable. • Know that drawing type can be categorised by their: 	<ul style="list-style-type: none"> • A more expressive range of drawing apparatus can be chosen and applied based on their properties, purpose or outcome. E.g. drawing with string or natural objects. • Can draw an object from different viewpoints using knowledge of perspective • Uses directional shading with confidence to create form in a drawing. • Clearly shows areas of light and shadow in an observational drawing based on one or several light sources. • Shapes and lines are refined independently using controlled lines. • Independently applies a range of techniques to create texture e.g. use of an eraser, stippling, cross-hatching, surface etc. • Can use an eraser for a range of effects and techniques, such as 	<p>Portrait Exemplar</p>  <p>Project Exemplar</p>

	<ul style="list-style-type: none"> • • properties • • purpose • • relation to artist (authenticity) • • relation to context or movement • • based on the purpose of the artwork. • Know that a pencil can be used in different ways to inform mood and can be used to reflect the subject matter. • Know that tone can affect the ability to create form • Know that tone can affect the mood of an artwork. Dark = melancholy 	<p>lifting tone, adding texture and creating negative space.</p> <ul style="list-style-type: none"> • Scaling is accurate using appropriate methods. • Can sustain drawing over many sessions, drawing for purpose (sketching, designing, final artwork) • Can create contrast within an artwork with clear control showing a smooth gradient where appropriate. • Composition is well considered with a clear understanding of how to highlight multiple foci within an artwork. E.g. The focus points may all be in the foreground yet in different locations within the artwork. 	
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