

Ashwell Primary School

Art & Design Curriculum

Knowledge and Skills Organiser – Drawing



Year 1 – Drawing (Autumn 1 - Make your mark)		Year 2 – Drawing (Spring 2 – Tell a story)
Exploring Ideas	<ul style="list-style-type: none"> Explore their own ideas using a range of media 	<ul style="list-style-type: none"> Begin to generate ideas from a wider range of stimuli; exploring different media and techniques
Sketchbooks	<ul style="list-style-type: none"> Use sketchbooks to explore ideas in an open-ended way 	<ul style="list-style-type: none"> Experiment in sketchbooks, using drawing to record ideas Use sketchbooks to help make decisions about what to try out next
Making Skills	<ul style="list-style-type: none"> Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens Develop observational skills to look closely and reflect surface texture through mark-making 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Describe similarities and differences between practices in Art and design, e.g. between painting and sculpture Link what they see to their own works 	<ul style="list-style-type: none"> Talk about art they have seen using some appropriate subject vocabulary Make links between pieces of artwork they explore
Evaluating and analysing	<ul style="list-style-type: none"> Describe and compare features of their own and other's art work 	<ul style="list-style-type: none"> 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

Year 3 – Drawing (Summer 1 – Growing artists)		Year 4 – Drawing (Spring 1 – Power prints)
Generating Ideas	<ul style="list-style-type: none"> Generate ideas from a range of stimuli and carry out simple research and evaluations as part of the making process 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Use sketchbooks for a wider range of purposes, for example recording ideas using drawings and annotations Use sketchbooks in planning and taking next steps in a making process 	<ul style="list-style-type: none"> Use sketchbooks purposefully to improve understanding Use sketchbooks to develop ideas and plan for an outcome
Making Skills	<ul style="list-style-type: none"> Confidently use a range of materials, selecting and using these appropriately with more independence Draw with expression and begin to experiment with gestural and quick sketching Develop drawing through further direct observation, using tonal shading and starting to apply an understanding of shape in order to communicate form and proportion 	<ul style="list-style-type: none"> 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 Continue to develop the use of tone and more intricate mark-making

Knowledge of artists	<ul style="list-style-type: none"> Use subject vocabulary to describe and compare creative works Use own experiences to explain how art works may have been made 	<ul style="list-style-type: none"> 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
Evaluating and analysing	<ul style="list-style-type: none"> Confidently explain own ideas and opinions about their own and other's art work giving reasons Begin to talk about how they could improve their own work 	<ul style="list-style-type: none"> Build a more complex vocabulary when discussing their own and other's work Evaluate their work more regularly and independently during the planning and making process

Year 5 – Drawing (Spring 1 – I need space)		Year 6 – Drawing (Summer 1 – Make my voice heard)	
Generating Ideas	<ul style="list-style-type: none"> Develop ideas more independently from their own research Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome 	<ul style="list-style-type: none"> Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes 	
Sketchbooks	<ul style="list-style-type: none"> Confidently use sketchbooks for purposes including recording observations and research Use sketchbooks to record the testing of materials and work towards an outcome more independently 	<ul style="list-style-type: none"> Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks 	
Making Skills	<ul style="list-style-type: none"> Use a broader range of stimulus to draw from, such as architecture, culture and photography Begin to develop drawn ideas as part of an explorative 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Research and discuss the ideas and approaches of artists across a variety of disciplines Describe how the cultural and historical context may have influenced their creative work 	<ul style="list-style-type: none"> Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines Describe how the cultural and historical context may have influenced their creative work 	
Evaluating and analysing	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Give reasoned evaluations of their own and others work which takes into account the context and intention Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work 	