

**Ashwell Primary School**  
**Art & Design Curriculum**  
**Knowledge and Skills Organiser – Drawing**



	<b>EYFS: Reception Marvellous Marks</b>	<b>Year 1 – Drawing Exploring Lines &amp; Shape</b>	<b>Year 2 – Drawing Understanding Tone &amp; Texture Telling a story</b>
<b>Mark-making</b>	<ul style="list-style-type: none"> <li>▪ Explore mark-making in different surfaces such as sand, mud playdough and rice with fingers or sticks (Line, Texture).</li> <li>▪ Begin to draw simple closed shapes that could represent objects, e.g. a circle for a face (Line, Shape).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Draw different lines by varying the control and pressure, e.g. straight, wavy, zig zags, broken, lighter, darker, etc (Line, Pattern).</li> <li>▪ Notice 2D shapes within objects and how they can be used to form the 'bones' of a drawing (Shape).</li> <li>▪ Draw and combine geometric shapes (Line, Shape).</li> <li>▪ Identify known shapes (in different sizes and orientations*) in objects, scenes or images they wish to draw (Shape, Line).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use and describe more complex lines and marks that might begin to reflect texture, e.g. overlapping, varying speed and varying pressure (Line, Texture).</li> <li>▪ Recognise that shapes and marks can be refined rather than accepting the first attempt (Line, Shape).</li> <li>▪ Compose more complex drawings by combining shapes (Shape, Space).</li> </ul>
<b>Shading</b>	<ul style="list-style-type: none"> <li>▪ Describe when colouring is lighter or darker (Tone).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Apply more pressure when drawing or colouring to create a darker tone (Tone).</li> <li>▪ Create an area with a single, consistent tone when colouring/shading (Tone).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use shading to show light and dark areas (Tone).</li> <li>▪ Use the same tool to colour/shade different tones by adjusting pressure (Tone).</li> </ul>
<b>Spatial awareness</b>	<ul style="list-style-type: none"> <li>▪ Make lines and marks on paper, staying within the boundaries of the page (Space).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrate a growing spatial awareness to represent the position and size of objects, e.g. grounded trees (Space).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Develop spatial order by recognising objects in proportional relationship to each other, e.g. flowers are smaller than people (Shape, Space).</li> </ul>
<b>So they can:</b>	<ul style="list-style-type: none"> <li>▪ Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</li> <li>▪ Begin to develop observational skills (for example, by using mirrors to include the main features of faces)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</li> <li>▪ Make choices about which materials to use to create an effect.</li> <li>▪ Develop observational skills to look more closely.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Further demonstrate increased control with a greater range of media.</li> <li>▪ Make choices about which materials and techniques to use to create an effect.</li> <li>▪ Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</li> </ul>

	<b>Year 3 – Drawing Developing Drawing Skills</b>	<b>Year 4 – Drawing Exploring Tone, Texture and Proportion</b>
<b>Mark-making</b>	<ul style="list-style-type: none"> <li>▪ Use and apply more complex lines and marks to represent texture, tone, pattern, etc, and describe their qualities, e.g. thick and thin (Line, Texture, Tone, Pattern).</li> <li>▪ Recognise more organic shapes within objects (shape).</li> <li>▪ Attempt to draw 3D forms using line and shape (Line, Form, Shape).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use lines and marks to represent texture, pattern and light in a creative and expressive way, e.g. using bold, quick lines to depict rough texture or swirling marks to represent swaying grass (Line).</li> <li>▪ Represent geometric 3D shapes more accurately and begin to include organic forms (Line, Shape, Form).</li> <li>▪ Use a more diverse range of marks to convey a subject's form (Line, Tone, Form).</li> <li>▪ Combine lines and marks to create light and dark areas of a drawing (Tone).</li> </ul>
<b>So they can:</b>	<ul style="list-style-type: none"> <li>▪ Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</li> <li>▪ Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D forms.</li> <li>▪ Use growing knowledge of different materials, combining media for effect.</li> <li>▪ Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</li> </ul>

	<b>Year 5 – Drawing Depth, emotion &amp; movement</b>	<b>Year 6 – Drawing Expressing Ideas</b>
<b>Mark-making</b>	<ul style="list-style-type: none"> <li>▪ Use lines and marks in a creative way that might look more expressive and gestural, e.g. showing the essence of movement or emotion (Line).</li> <li>▪ Capture the essence of a subject through lines and marks rather than precise form, e.g. communicating emotion or emphasising certain elements of a composition (Line).</li> <li>▪ Describe the quality of lines, including identifying the movement conveyed by different lines, e.g. sweeping lines to suggest a flowing motion, sharp to suggest speed (Line).</li> <li>▪ Identify qualities and techniques that resonate and begin to develop personal style and preferences (Line, Shape, Form, Texture, Tone, Pattern).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explore the expressive qualities of line as part of their iterative process (Line, Shape, Texture).</li> <li>▪ Consider the desired line quality in their artwork and thoughtfully choose materials and techniques to best achieve this effect (Line, Shape, Form, Texture, Tone, Pattern).</li> </ul>
<b>So they can:</b>	<ul style="list-style-type: none"> <li>▪ Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</li> <li>▪ Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</li> <li>▪ Combine materials and techniques appropriately to fit with ideas.</li> </ul>