

Art Skills Progression - St. Stephen's R.C. Primary School

Drawing and Sketchbooks: Autumn 1

Year Group	Topic and Artists	Substantive Knowledge	Implicit Knowledge/Skills
Year 1	Spirals	<ul style="list-style-type: none"> • Understand drawing is a physical activity. • Understand the purpose of a sketchbook and how it is used for experimentation and exploration. • Look at the work of artists who draw, sculptors, and painters, listening to the artists' intention behind the work and the context in which it was made. • Understand we may all have different responses in terms of our thoughts and the things we make, or we may have similarities. Understand all responses are valid. 	<ul style="list-style-type: none"> • Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. • Use colour (pastels, chalks) intuitively to develop spiral drawings. • Reflect upon the artists' work, and share your response verbally ("I liked..."). • Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well"). • Some children may feel able to share their response about classmates' work.
Year 2	Explore and Draw	<ul style="list-style-type: none"> • Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. • Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. • Continue to build understanding that sketchbooks are places for personal experimentation. • Understand that the way each persons' sketchbook looks is unique to them. • Understand that we can combine collage with other disciplines such as drawing, printmaking and making. 	<ul style="list-style-type: none"> • Collect natural materials from a local environment, explore composition and qualities of objects through arranging, sorting & representing. • Use drawing exercises to focus an exploration of observational drawing combined with experimental mark making, using graphite, soft pencil, handwriting pen. • Work with care and focus, making drawings which are unrushed. Explore quality of line, texture and shape. • Explore the qualities of different media. • Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making • Make visual notes about artists studied. • Collage with drawings and materials to create inventive forms.

		<ul style="list-style-type: none"> • Understand artists take their inspiration from around them, collecting and transforming. • Understand that in art we can experiment and discover things for ourselves. • Look at the work of artists and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work. • Understand we may all have different responses in terms of our thoughts and the things we make, and that we may share similarities. Understand all responses are valid. 	<ul style="list-style-type: none"> • Reflect upon the artists' work, and share your response verbally ("I liked..."). • Children to present their own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well"). • Talk about intention. • Share responses to classmates' work, appreciating similarities and differences. • Document work using still image (photography) or by making a drawing of the work.
Year 3	Gestural Drawing with Charcoal	<ul style="list-style-type: none"> • Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. • Understand charcoal and earth pigment were our first drawing tools as humans. • Know that Chiaroscuro means "light/dark" and we can use the concept to explore tone in drawings. • Continue to build understanding that sketchbooks are places for personal experimentation. • Understand that the way each persons' sketchbook looks is unique to them. • To understand that visual artists look to other artforms for inspiration. • Look at the work of an artist who uses gestural marks which convey movement • Understand artists often collaborate on projects, bringing different skills together. • Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to 	<ul style="list-style-type: none"> • Make marks with charcoal using hands as tools. Explore qualities of mark available using charcoal. • Make charcoal drawings to explore Chiaroscuro and explore narrative/drama through lighting/shadow • Option to explore making gestural drawings with charcoal using the whole body. • Explore the qualities of charcoal. • Make visual notes using a variety of media when looking at other artists' work. • Develop mark making skills. • Reflect upon the artists' work and share responses verbally ("I liked... I didn't understand... it reminded me of..."). • Children to present their own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might..."). Talk about intention. • Work collaboratively to present outcomes to others where appropriate. • Share responses to classmates' work, appreciating similarities and differences. Listen to feedback about your own work and respond.

		<p>nurture pupils own creative response to the work.</p> <ul style="list-style-type: none"> • Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. 	<ul style="list-style-type: none"> • Document work using still image (photography) or by making a drawing of the work.
Year 4	Storytelling through Drawing	<ul style="list-style-type: none"> • Understand that artists and illustrators interpret narrative texts and create sequenced drawings • Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook • Look at the work of illustrators and graphic artists, painters and sculptors. Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning. • Understand artists often collaborate on projects, bringing different skills together. • Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work. • Understand we may all have different responses in terms of our thoughts and the things we make, and that we may share similarities. Understand all responses are valid. 	<ul style="list-style-type: none"> • Create narratives by arranging toys in staged scenes, using these as subject matter to explore creation of drawings using charcoal and chalk which convey drama and mood. Use light to portray light/shadow. • Interpret poetry or prose and create sequenced images in either an accordion or poetry comic format. Work in a variety of media according to intention, including handwriting pen, graphite or ink. • Use a variety of drawing media including charcoal, graphite, wax resist and watercolour to make observational and experimental drawings. Children feel able to take creative risks in pursuit of creating drawings with energy and feeling. • Practise drawing skills. • Make visual notes to record ideas and processes discovered through looking at other artists. • Test and experiment with materials. • Reflect upon the artists' work, and share responses verbally ("I liked... I didn't understand... it reminded me of... It links to..."). • Children to present their own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by..."). Talk about intention. • Work collaboratively to present outcomes to others where appropriate.

			<ul style="list-style-type: none"> • Share responses to classmates' work, appreciating similarities and differences. Children listen to feedback about their own work and respond. • Document work using still image (photography) or by making a drawing of the work. If using photography, consider lighting and focus.
Year 5	Typography and Maps	<ul style="list-style-type: none"> • Understand that designers create fonts and work with Typography. • Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography. • Look at the work of designers, artists, animators, architects. • Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning. • Understand we may all have different responses in terms of our thoughts and the things we make, and that we may share similarities. Understand all responses are valid 	<ul style="list-style-type: none"> • Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire, and use creative skills to transform into letters. • Draw over maps/existing marks to explore how to make mark making more visually powerful. • Combine drawing with making to create pictorial / 3 dimension maps which explore qualities of personality or respond to a theme. Explore line weight, rhythm, grip, mark making and shape, and explore how 2d can become 3d through manipulation of paper. • Explore mark making. • Make visual notes to capture, consolidate and reflect upon the artists studied. • Reflect upon the artists' work, and share responses verbally ("I liked... I didn't understand... it reminded me of... It links to..."). • Children to present their own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by..."). Talk about intention. • Work collaboratively to present outcomes to others where appropriate. • Share responses to classmates' work, appreciating similarities and differences. Listen to feedback about own work and respond. • Document work using still image (photography) or by making a drawing of the work. • Discuss the ways in which artists have a responsibility to themselves/society i.e. what purpose does art serve?

Year 6	2D Drawing to 3D Making	<ul style="list-style-type: none"> • Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects. • Understand that graphic designers use typography and image to create packaging which we aspire to use. • Understand that there are technical processes we can use to help us see, draw and scale up our work. • Understand that there is a relationship between 2d shape and pattern and 3d form and function. • Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers. • Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves. • Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. 	<ul style="list-style-type: none"> • Explore using negative and positive space to “see” and draw a simple element/object. • Use the grid system to scale up the image above, transferring the image onto card. • Use collage to add tonal marks to the “flat image”. • Practise seeing negative and positive shapes. • Use the grid method to scale up an image. • Develop Mark Making • Make visual notes to capture, consolidate and reflect upon the artists studied. • Reflect upon the artists’ work, and share own response verbally (“I liked... I didn’t understand... it reminded me of... It links to...”). • Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might.. I was inspired by...”). Talk about intention. • Work collaboratively to present outcomes to others where appropriate. • Share responses to classmates’ work, appreciating similarities and differences. Listen to feedback about your own work and respond. • Document work using still image (photography) or by making a drawing of the work. If using photography, consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.
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