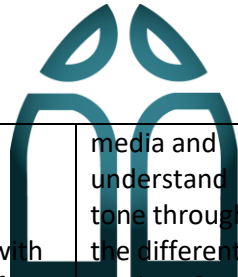




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Term 1	EYFS	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE	YEAR SIX
Concept							
Content (NC with local adaptations)	<p>Enjoy using graphic tools, fingers, hands, chalks, pens and pencils.</p> <p>Use and begin to control a range of media.</p> <p>Draw on different surfaces and coloured paper.</p> <p>Produce lines of different thickness and tone using a pencil.</p>	<p>Experiment with a variety of media pencils, rubbers, crayons, pastils, feltips, charcoal, pen chalk</p> <p>Include use of hard/soft pencils, wet/dry paper, large/small crayons.</p> <p>Explore line and mark making in different ways with control.</p>	<p>Use controlled chalk smudging, blending and rubbing.</p> <p>Explore shading with a pencil.</p> <p>Copy and enlarge images.</p> <p>Continue to investigate tone by drawing light dark lines, patterns and shapes using a pencil.</p> <p>Develop control over the types of marks made with a range of</p>	<p>Understand drawing for different purposes, maps, plans, sketching, observations, cartoons.</p> <p>Understand that different kinds of lines and marks can be achieved with different tools e.g texture.</p> <p>Use artists work as stimulus.</p>	<p>Make detailed and intricate marks with attention to tone e.g. shading.</p> <p>Observational drawing from different viewpoints.</p> <p>Understand that different kinds of line can be achieved with different tools or differing degrees of pressure.</p>	<p>Use of simple techniques to introduce perspective – tonal contrast to show depth, drawing from above / below, size / position of objects to suggest near / far.</p> <p>Discuss and evaluate own and others' work in terms of intentions and purpose.</p>	<p>Use stimuli to influence drawing e.g stories / myths.</p> <p>Use viewfinders and perspective techniques in compositions</p> <p>Work in a sustained and independent way to develop their own style of drawing. This style maybe through the</p>



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	<p>Start to produce different patterns and textures from observations, imagination, and illustrations.</p>	<p>Draw on different surfaces with a range of media.</p> <p>Develop a range of tone using a pencil and a variety of drawing techniques such as hatching, stippling, scribbling, and blending to create light/dark tones.</p> <p>Drawing from observation (introduce drawing what you can see. Encourage focussed looking at shapes, colours,</p>	<p>media and understand tone through the different grades of pencils.</p>	<p>Draw for a sustained period of time at an appropriate level.</p> <p>Develop intricate patterns and marks with a variety of media.</p> <p>Demonstrate different grades of pencil and other implements to draw different form and shapes.</p> <p>Begin to indicate facial expressions in drawings.</p> <p>Show an awareness of objects having a third</p>	<p>Compare the work of two different artists.</p> <p>Develop intricate patterns using different grades of pencil and other implements to create lines and marks.</p>	<p>Use viewfinders to aid composition.</p> <p>Experimenting with artists' techniques.</p> <p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Develop a key element of their work. Line, tone, texture, and pattern.</p> <p>Use different techniques for different purposes e.g. shading, hatching within their own work.</p>	<p>development of; Line, tone, pattern and texture.</p> <p>Use different techniques for different purposes within their own work. Understanding which one works well in their work and why.</p> <p>Develop their own style using tonal contrast and mixed media.</p> <p>Have opportunities to develop further simple perspective in their work using a single focal point and horizon.</p>
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textures,  
patterns).

Drawing from  
memory and  
imagination  
(encourage  
detail)

dimension and  
perspective.

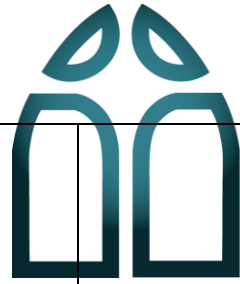
Begin to show  
consideration  
in the choice  
of pencil grade  
they use.

Start to  
develop their  
own style  
using tonal  
contrast and  
mixed media.

Have  
opportunities  
to develop  
further simple  
perspective in  
their work  
using a single  
focal point  
and horizon.

Use drawing  
techniques to  
work from a  
variety of  
sources  
including  
observation  
photographs  
and digital  
photographs.

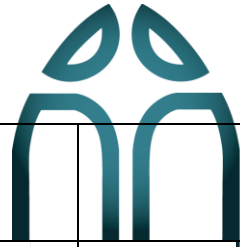
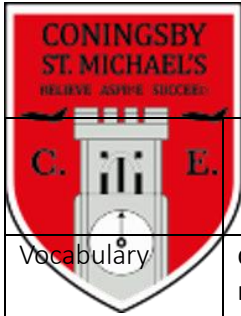
Develop close  
observation  
skills using a  
variety of view  
finders.



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						Making increasingly accurate drawings (people focus on whole person proportion and placement)	
Substantive Knowledge							
Disciplinary Knowledge							
Why here?/ Why now?	Allows children to develop their observational drawing skills	To establish an understanding as the drawing and sketchbooks filters throughout all art units of work.	Builds on previous knowledge and skills and develops personal experimentation which is unique to them.	Children will begin to understand that we all have different responses in terms of our thoughts and the drawing we create. Children will develop an understanding that all	Children will gain experience to be able to make their own choices in regard to what media to use and be able to create a specific style/ effect in relation to	Building on from style and effect, the children will gain experience when it comes to showing proportion in their work.	Children will combine skills from previous learning to create with accuracy perspective and proportional drawings.



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				responses are valid.	their chosen drawing.		
Vocabulary	draw, pattern, repeating, thick, thin, line, shape, colour	as EYFS plus shade.	detail, layer, smudge, blend, tone, figure, object, pattern, portrait	grades of pencil, scale, symmetry, visual, self-portrait, texture, observe, focus, landscape, outline	paper types, shadow	Revisit previous vocab.	dry media, wet media, mixed media, form
Content (NC with local adaptations)							
Substantive Knowledge							
Disciplinary Knowledge							
Why here?/ Why now?							
Vocabulary							



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Content (NC with local adaptations)							
Substantive Knowledge							
Disciplinary Knowledge							
Why here?/ Why now?							
Vocabulary							



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Content (NC with local adaptations)							
Substantive Knowledge							
Disciplinary Knowledge							
Why here?/ Why now?							
Vocabulary							



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Content (NC with local adaptations)							
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Why here?/ Why now?							
Vocabulary							



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Content (NC with local adaptations)							
Substantive Knowledge							
Disciplinary Knowledge							
Why here?/ Why now?							
Vocabulary							



LONG TERM  
SUBJECT



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CURRICULUM PLAN –

