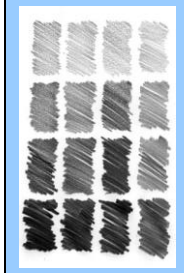
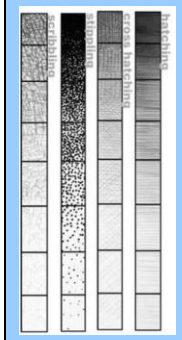
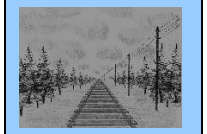
Drawing Progression – Morley Primary School

Early Years - In the early years, children should be supported to develop their artistic awareness to create and communicate what they imagine. Pupils will first be stimulated to make marks intentionally, using part of their body and a range of materials to make marks in different ways. As pupils progress, they should be taught to create closed shapes with continuous lines, with shapes representing objects. Teachers should give opportunity for pupils to spend sustained periods of time making marks and encourage children.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing apparatus 	Can hold drawing medium (pencil, chalk etc) with increasing control, using a consistent grip. Encourage accurate drawings.	Hold the pencil close to the point for control and detail. Experiment and control the marks made with a greater variety of media: pencils, pens, crayons.	Hold the pencil further towards the end for loose sketching.	Lines and shapes can be applied with increasing accuracy, showing control. Complete initial sketches in preparation for painting.	Chooses correct apparatus for purpose and outcome. Draw for a sustained period of time at an appropriate level.	A range of drawing apparatus can be chosen and applied based on their properties, purpose or outcome.	A more expressive range of drawing apparatus can be chosen and applied based on their properties, purpose or outcome. Work from a variety of sources including: observational, photographs and digital images.
Tone 	Begin to experiment with different tones based on the pressure used.	Begin to vary tone (dark, mid and light) using the same pencil by utilising a change in pressure.	Discuss use of shadow, light and dark. Can apply different tones (dark, mid and light) by utilising a change in pressure.	The application of tone shows a clear contrast between dark, mid and light. Apply tone in a drawing in a simple way.	Use an eraser to expose lighter tones to show texture in an artwork. Identify areas of shadow and light and blend tones accurately to create soft gradients. Experiment with using different grades of pencils to draw different forms and shapes.	Clearly marks areas of light and shadow in an observational drawing. Chooses the correct pencils to build tone. Light and shadow is captured in the correct areas with knowledge of light source.	Clearly shows areas of light and shadow in an observational drawing based on one or several light sources. Can draw the effect of light on objects and people from different directions Shows an awareness of proportion, scale and movement in their drawings.

Texture 	Can begin to represent different textures of an object using pencils, chalk and charcoal.	Produce an expanding range of patterns & textures both natural & man-made.	Continue to investigate textures and produce an expanding range of patterns.	Cross hatching, hatching and stipple shows areas of dark and light areas of an object. Lines that are closer together and layered show darker areas. Create textures with a wide range of drawing implements.	Beginning to explore texture in an observational drawing using different techniques.	Shows a range of techniques to create texture e.g., stippling or the use of an eraser (purposefully chosen).	Independently applies a range of techniques to create texture e.g., use of an eraser, stippling, cross -hatching, surface etc
Perspective 				When creating perspective drawings, a horizon line and vanishing points are used. Observe and draw landscapes. Draw both positive and negative space.	Create depth in their drawings through the use of simple 3D and perspective. Observe and draw landscapes.	Further develop perspective in their work using a single focal point and horizon.	Further develop perspective using a single focal point & horizon. Continue to develop use of composition, scale and proportion in their work. Has an understanding of accurate and distorted proportion and can use in their work.
Scale 		Discuss scale using objects to demonstrate. For example, when drawing a mouse, it wouldn't be as big as a tree.	Discuss scale using objects to demonstrate. For example, when drawing a mouse, it wouldn't be as big as a tree.	Introduce scale and how the size of one object is compared to another.	Scale is more accurate throughout the artwork. Show an awareness of how pictures are drawn, i.e., composition.	Scale is accurate using appropriate measuring methods using the human body as a comparison. Accurate drawings of people.	Scale is accurate using appropriate measuring methods using the human body as a comparison. Has an understanding of

							large and small scale. Produces increasing accurate drawings of people including facial features.
Sketchbooks 		Start to record simple explorations in a sketch book.	Use sketchbooks to plan & develop simple ideas.	Use sketchbooks to record explorations in different media as well as collecting ideas and material for further work.	Use sketchbooks to record ideas from different sources including their own imagination.	Use sketchbooks to record ideas from different sources and materials for future work, including their own imagination. Use sketchbooks to collect and develop ideas.	Use sketchbooks to record ideas from different sources including as well as planning & collecting source material. Adapt their work according to their views & describe how they might develop it further. Use sketchbooks to collect and develop ideas.
Vocabulary 	Pencil, chalk, crayon, pencil, mark make, dots, lines (thick, thin, broad) scissors, colour.	All previously learnt vocabulary and: Pencil, pen, chalk, charcoal, dots, circles, dashes, lines, shape, dark, light, pattern, sketch book, sketch, pastels.	All previously learnt vocabulary and: Drawing from memory and imagination, still life, simple shapes, blend, texture, shade, perspective, oil pastels.	All previously learnt vocabulary including: Landscape, portrait, negative/ positive space, hatching, cross hatching, stipple, horizon line, vanishing point, composition, pencil grade, tone, observational drawings.	All previously learnt vocabulary including: Scale, foreground, middle ground, background focal point, detail.	All previously learnt vocabulary including: Graffiti, expression, body language, express emotion, mood,	All previously learnt vocabulary including: Micrography, distorted, proportion, movement, accurate, life-sized, manikin, form.