



EWELL GROVE PRIMARY AND NURSERY SCHOOL
Art – Spring 2b
Drawing



Marvellous Marks		Exploring Line and Shape	Understanding Tone and Texture	Developing Drawing Skills	Exploring Tone, Texture and Proportion	Depth, Emotion and Movement	Expressing Ideas
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Shape: The names of simple shapes in art. Line: Lines can be curved or straight and described in simple terms such as: wiggly, 'straight,' 'round'.</p> <p>Texture: Simple terms to describe what something feels like (eg. bumpy).</p> <p>Tone: There are different shades of the same colour and identify colours as 'light' or 'dark'.</p> <p>Explore mark making using a range of drawing materials. Investigate marks and patterns when drawing.</p> <p>Identify similarities and difference between drawing tools. Investigate how to make large and small movements with control when drawing.</p> <p>Practise looking carefully when drawing. Combine materials when drawing.</p> <p>Artists choose colours to draw or paint with. Artists draw many different things and use different tools to draw with.</p> <p>Art is: Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring...</p>		<p>Exploring drawing different lines by varying control and pressure, e.g. straight, wavy, zig zags, broken, lighter, darker etc. (Line, Pattern)</p> <p>Noticing 2D shapes within objects and how they can be used to form the 'bones' of a drawing. (Shape)</p> <p>Exploring drawing and combining geometric shapes. (Line, Shape) Identifying known shapes (in different sizes and orientations*) in objects, scenes or images they wish to draw. (Shape, Line)</p> <p>Recognising that applying more pressure when drawing or colouring, gives a darker tone. (Tone)</p> <p>Creating an area with a single, consistent tone when colouring/shading. (Tone)</p> <p>Demonstrating a growing spatial awareness to represent the position and size of objects, e.g. grounded trees. (Space)</p> <p>Knowledge of artists: Understand how artists choose materials based on their properties in order to achieve certain effects.</p> <p>Evaluating and analysing: Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p>	<p>Form: That 'composition' means how things are arranged on the page.</p> <p>Shape: Shapes can be organic (natural) and irregular. Shape:</p> <p>Patterns can be made using shapes. Line: Lines can be used to fill shapes, to make outlines and to add detail, pattern and texture.</p> <p>Texture: Texture means 'what something feels like.'</p> <p>Texture: Different marks can be used to represent the textures of objects.</p> <p>Texture: Drawing techniques, such as hatching, scribbling, stippling and blending can create surface texture.</p> <p>Making skills: Using and describing more complex lines and marks that might begin to reflect texture, e.g. overlapping, varying speed and varying pressure.</p> <p>Recognising that shapes and marks can be refined rather than accepting the first attempt.</p> <p>Composing more complex drawings by combining shapes.</p> <p>Using shading to show light and dark areas.</p> <p>Using the same tool to colour/shade different tones by adjusting pressure.</p> <p>Developing spatial order by recognising objects in proportional relationship to each other, e.g. flowers are smaller than people.</p> <p>Knowledge of artists: Some artists create art to make people aware of good and bad things happening in the world around them.</p>	<p>Form: Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).</p> <p>Line: Using different tools or using the same tool in different ways can create different types of lines.</p> <p>Pattern: Surface rubbings can be used to add or make patterns.</p> <p>Texture: Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.</p> <p>Tone: That 'tone' in art means 'light and dark'.</p> <p>Tone: Shading helps make drawn objects look realistic.</p> <p>Tone: Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps.</p> <p>Tone: Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.</p> <p>Making skills: Use and apply more complex lines and marks to represent texture, tone, pattern, etc, and describe their qualities, e.g. thick and thin.</p> <p>Recognise more organic shapes within objects.</p> <p>Attempt to draw 3D forms using line and shape.</p> <p>Place tonal shading by experimenting and recognising how it can help to show that a shape has form.</p> <p>Sketch out an idea or composition using short, fast, light strokes and 2D shapes.</p>	<p>Form: Using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>Shape: How to use basic shapes to form more complex shapes and patterns.</p> <p>Line: Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.</p> <p>Texture: How to use texture more purposely to achieve a specific effect or to replicate different surfaces.</p> <p>Tone: That using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>Tone: Tone can be used to create contrast in an artwork.</p> <p>Making skills: 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.</p> <p>Represent geometric 3D shapes more accurately and begin to include organic forms.</p> <p>Use a more diverse range of marks to convey a subject's form.</p> <p>Combine lines and marks to create light and dark areas of a drawing.</p> <p>The impact of light on form (e.g. where it hits 3D objects and where shadows form).</p> <p>Start to depict an object's form with tonal shading, highlighting the presence and absence of light.</p> <p>Create a gradation effect, smoothly transitioning from light</p>	<p>Shape: Shapes can be used to place the key elements in a composition.</p> <p>Line: Lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing.</p> <p>Pattern: Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.</p> <p>Texture: How to create texture on different materials.</p> <p>Making skills: Use lines and marks in a creative way that might look more expressive and gestural, e.g. showing the essence of movement or emotion.</p> <p>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.</p> <p>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.</p> <p>Identify qualities and techniques that resonate and begin to develop personal style and preferences.</p> <p>Refine tonal shading to show greater graduations in tone.</p> <p>Blend to smooth transitions in tone.</p> <p>Use shading techniques such as cross hatching, to create texture as well as depth.</p>	<p>Making skills: Explore the expressive qualities of line as part of their iterative process.</p> <p>Consider the desired line quality in their artwork and thoughtfully choose materials and techniques to best achieve this effect.</p> <p>Further develop shading techniques by creatively selecting and combining tools and techniques to align with their artistic intentions.</p> <p>Find a point in the distance to draw from (one-point perspective).</p> <p>Scale drawings up or down while aiming to keep proportion.</p> <p>Knowledge of artists: Artists can use symbols in their artwork to convey meaning.</p> <p>Sometimes artists add extra meaning to what they create by working in places where they don't have permission to work.</p> <p>Art can be a form of protest.</p> <p>Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time.</p> <p>Art sometimes creates difficult feelings when we look at it.</p> <p>Evaluating and analysing: Sometimes people make art to express their views and opinions, which can be political or topical.</p> <p>Sometime people make art to create reactions.</p> <p>People can have varying ideas about the value of art.</p> <p>Art can be analysed and interpreted in lots of ways and can be different for everyone.</p>

		<p>Artists use line and tone to show how people feel.</p> <p>Evaluating and analysing: People make art to share their feelings. People make art to explore an idea in different ways.</p>	<p>Knowledge of artists: Artists experiment with different tools and materials to create texture. Artists can work in more than one medium.</p> <p>Evaluating and analysing: Artists make art in more than one way. There are no rules about what art must be. Art can be purely decorative or it can have a purpose. People make art for fun and to make the world a nicer place to be. People make art to explore big ideas, like death or nature.</p>	<p>tones, to mid tones, to dark tones.</p> <p>Sketch to plan the placement of their composition elements for visual effect.</p> <p>Draw more accurately in relative size/proportion.</p> <p>Recognise whether something is in the foreground or background of a composition and how size can show distance.</p> <p>Knowledge of artists: Artists use drawing to plan ideas for work in different media.</p> <p>Evaluating and analysing: Artists make choices about what, how and where they create art.</p> <p>Art can be all different sizes.</p> <p>Art can be displayed inside or outside.</p> <p>Artworks can fit more than one genre.</p> <p>Artists evaluate what they make, and talking about art is one way to do this.</p>	<p>Use sketching to experiment with ideas, layout and shading.</p> <p>Consider balance and symmetry / asymmetry in compositions. Start using size to develop a foreground, midground and background in compositions.</p> <p>Knowledge of artists: Artists are influenced by what is going on around them; for example, culture, politics and technology.</p> <p>How an artwork is interpreted will depend on the life experiences of the person looking at it.</p> <p>Artists can choose their medium to create a particular effect on the viewer.</p> <p>Evaluating and analysing: People make art to express emotion. People make art to portray ideas about identity.</p>	<p>Everyone has a unique way of experiencing art.</p>
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Key Vocabulary

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Hard, long, rough, short, smooth, soft, thick, thin wavy circle curved line long squiggly straight zig zag chalk drawing felt tips marks wax crayons mark making observational pencils picture self-portrait artist colours oil pastel paint	artist control line pressure shape	grip mark making materials refine shading sketch texture tone	blend even tones observation organic	collage composition form highlight proportion shadow three-dimensional	background composition depth focal point foreground main subject middle ground printing plate printmaking proportion	depth graffiti horizon mural one point perspective proportion realism scale street art vanishing point	