



Crossflatts Art Curriculum – Drawing

1	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocab.	Line Shape	Shade Sketch Observe Style	Texture Shading Media	Vertical Horizontal Diagonal Space	Subject Form Negative Space Imitation Innovation	Perspective Emphasis	Linear Perspective Composition
N.C. Objectives	<ul style="list-style-type: none"> To use a variety of drawing tools Explore different textures 	<ul style="list-style-type: none"> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space to learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. become proficient in drawing, painting, sculpture and other art, craft and design techniques 	<ul style="list-style-type: none"> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space to learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work become proficient in drawing, painting, sculpture and other art, craft and design techniques 	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Learn about great artists, architects and designers in history. 	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Learn about great artists, architects and designers in history. 	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Learn about great artists, architects and designers in history. 	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Learn about great artists, architects and designers in history.
Key Learning	<p>Use and name a range of media</p> <p>Know that art represents /shows something</p> <p>Draw on different surfaces</p> <p>Study the work of famous artists</p>	<p>Use and name a range of media</p> <p>Notice effects of different media and begin to compare them</p> <p>Demonstrate control over media</p> <p>Study the work of famous artists</p>	<p>Use and name a range of media, talking about their differences and comparing them</p> <p>Make choices about suitable media to create effects, textures, etc.</p> <p>Study the work of famous artists</p>	<p>Differentiate between a range of media, make comparisons between effects</p> <p>Plan and begin to further develop own ideas</p> <p>Investigate tone by drawing light to dark lines,</p> <p>Understand that producing patterns gives textures</p> <p>Study the work of famous artists</p>	<p>Know that intricate patterns produced with a range of media give more texture</p> <p>Experiment and explore, refine skills by practicing and making comparisons with other artists</p> <p>Have some awareness of three dimensional shape</p> <p>Study the work of famous artists</p>	<p>Create and develop drawings for sustained periods</p> <p>Know that various pencil grades have different effects</p> <p>Know that tonal contrast and mixed media can be used to develop own style, different to studied artists</p> <p>Understand and use emphasis to develop ideas</p> <p>Study the work of famous artists</p>	<p>Develop understanding of composition, perspective, focal points</p> <p>Refine knowledge of scale and proportion</p> <p>Study the work of famous artists</p>



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<i>Evidence of working at the expected standard</i>	<p>Uses drawing to share thoughts and ideas.</p> <p>Intentionally represents people, animals and objects using drawing.</p>	<p>Uses drawing as a medium to develop and share ideas. Incorporate known experiences. Focus on using lines and known shapes to create.</p>	<p>USING SKETCHBOOKS (CROSSFLATTS REQUIREMENT)</p> <p>Refines skills in drawing and develops and shares ideas. Incorporates known experiences. Is able to focus on using lines (movement, contours and feelings) and uses known geometric shapes to create.</p>	<p>USING SKETCHBOOKS</p> <p>Records observations and uses them to review and revisit ideas. Develops drawing skills using a broader variation of media, e.g. charcoal, range of pencil type. Incorporates previously learned techniques, line, shape, appropriate use of colour</p>	<p>USING SKETCHBOOKS</p> <p>Records observations, uses them to review and revisit ideas. Further develops drawing skills using a broader variation of media, e.g. charcoal, range of pencil type. Is able to choose previously learned techniques, line, shape, appropriate use of colour. Is aware of negative space.</p>	<p>USING SKETCHBOOKS</p> <p>Creates sketchbooks as reference for reviewing and revisiting ideas. Refers to artists, architects and designers in history. Uses these to inspire own work. Chooses from appropriate materials to reflect the work of other artists.</p>	<p>USING SKETCHBOOKS</p> <p>Creates sketchbooks as reference for reviewing and revisiting ideas. Creates form and texture using a variety of techniques, e.g. shading. Begins to add perspective through single focal points and horizon. Shows a developing awareness of scale and proportion.</p>
<i>Possible evidence of greater depth understanding</i>	<p>Represents people, animals and objects with some accuracy.</p> <p>Develops an understanding of different effects, e.g., pressing lightly or hard with a drawing tool.</p>	<p>Using a variety of techniques, known experiences and the imagination to develop pieces of work. Begin to explore geometric shapes.</p>	<p>Evaluate drawings to improve them. Begin to recognise improvement and begin to explain development of work.</p>	<p>Incorporating previously learned techniques, begin to explore appropriate use of space and different effects.</p>	<p>Learn and demonstrate knowledge of working with different media for drawing. Explore effects and techniques for different media, beginning to choose appropriate media for certain effects, creating mood, impact, etc.</p>	<p>Review the work of peers with a critical eye. Use knowledge of artists, media and skills to guide and support peers. Begin to explain and justify preferences using appropriate vocabulary.</p>	<p>Perspective should be secure. Scale and proportion are frequently demonstrated with confidence and clarity.</p>
<i>Artists To Study</i>	<p>Oliver Jeffers Lydia Monks</p>	<p>Van Gogh Axel Scheffler</p>	<p>Pablo Picasso R.W Walley</p>	<p>Quentin Blake David Hockney</p>	<p>Chris Mould Hokusai</p>	<p>Andy Warhol Celia Godkin</p>	<p>William Morris Shaun Tan</p>

Artists to study should have an illustrator theme for this area of the Art Curriculum.

The suggested artists are based on Long Term Planning as it currently stands. These artists are subject to change, dependent on books used, and what is deemed appropriate by class teachers.



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