



## Art Curriculum Map

# DRAWING

Year	Knowledge	Skills	Vocabulary
EYFS	<ul style="list-style-type: none"> <li>Exploring and using media and materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul> <p><b>Suggested artists</b> – Cy Twombly, Hans Hartung, Oliver Jeffers</p>	<ul style="list-style-type: none"> <li>Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art and stories.</li> </ul> <p>Mark making Creative representations Choosing colours for purpose</p> <ul style="list-style-type: none"> <li>- <i>Begin to use a variety of drawing tools</i></li> <li>- <i>Use drawing to tell a story</i></li> <li>- <i>Investigate different lines</i></li> <li>- <i>Explore different textures</i></li> <li>- <i>Encourage accurate drawings of people</i></li> </ul>	Pencil, crayons, chalk, pattern, line, marks, strong, gentle, portrait
1	<ul style="list-style-type: none"> <li>Following exploration of different media, know how a range of materials can be used creatively to design and make products and express ideas</li> <li>Recognise and have an understanding of : colour, pattern, texture, line, shape, form and space</li> <li>-Recognise 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</li> </ul> <p><b>Suggested Year 1 Artists</b> – Paul Klee, Henri Matisse, Raymond Briggs</p>	<ul style="list-style-type: none"> <li>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>Generating ideas</li> <li>Experiment with an open mind <i>(for instance, they enthusiastically try out and use all materials that are presented to them.</i></li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>Try out a range of materials and processes and recognise that they have different qualities</li> <li>Use materials purposefully to achieve particular characteristics or qualities</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>Show interest in and describe what they think about the work of others</li> </ul> <p>Drawing from observation and increased range of tools e.g. pencil, charcoal, crayon</p> <ul style="list-style-type: none"> <li>- <i>Extend variety of drawing tools</i></li> <li>- <i>Explore different textures</i></li> <li>- <i>Observe and draw landscapes</i></li> <li>- <i>Observe patterns</i></li> <li>- <i>Observe anatomy (faces, limbs)</i></li> </ul>	Shapes, big, small, colourful, thick, thin, primary, mixing, self portrait, landscape, charcoal, pastel  Sketch, texture



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<p><b>2</b></p>	<ul style="list-style-type: none"> <li>Following exploration of different media, know how a range of materials can be used creatively to design and make products and express ideas</li> <li>Recognise and have an understanding of : colour, pattern, texture, line, shape, form and space</li> <li>Recognise 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</li> </ul> <p><b>Suggested Year 2 Artists</b> – Vincent Van Gogh Alexander Calder, Quentin Blake</p>	<ul style="list-style-type: none"> <li>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>Generating ideas</li> <li>Try out different activities and make sensible choices about what to do next</li> <li>Use drawing to record ideas and experiences</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>Deliberately choose to use particular techniques for a given purpose</li> <li>Develop and exercise some care and control over the range of materials they use <i>(for instance, they do not accept the first mark but seek to refine and improve)</i></li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>When looking at creative work express clear preferences and give some reasons for these <i>(for instance, be able to say "I like that because...")</i></li> </ul> <p>Exploring and experimenting with mediums</p> <ul style="list-style-type: none"> <li>- Experiment with tools and surfaces</li> <li>- Draw as a way of recording experiences and feelings</li> <li>- Discuss use of shadows, use of light and dark</li> <li>- Sketch to make quick records</li> </ul>	<p>Flat, bright, dark uneven, smooth, rough, secondary, observation</p> <p>Shade, smudge, blend</p>
<p><b>3</b></p>	<ul style="list-style-type: none"> <li>Understand how sketchbooks can help them to review and revisit ideas</li> <li>Develop knowledge of a larger and more sophisticated range of materials, understanding how they can be used most appropriately</li> <li>Understand what to look for when assessing their own work both for success and improvements</li> <li>Knowing that no single artist is better than another and celebrate individuality within their own work</li> </ul>	<ul style="list-style-type: none"> <li>Create sketch books to record their observations and use them to review and revisit ideas</li> <li>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>Generating ideas</li> <li>Gather and review information, reference and resources related to their ideas and intentions</li> <li>Use a sketchbook for different purposes, including recording observations, planning and shaping ideas</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>Develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques</li> <li>Select, and use appropriately, a variety of materials and techniques in order to create their own work</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>Take time to reflect upon what they like and dislike about their work in order to improve it <i>(for instance they think carefully before explaining to their teacher what they like and what they will do next)</i></li> </ul>	<p>Simple, boring, dull vibrant, fine, bold</p> <p>Grades of pencil, scale</p>



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	<ul style="list-style-type: none"><li>Consider great artists, architects and designers in history</li></ul> <p><b>Suggested Year 3 Artists</b> – Pablo Picasso, John Piper, Ruth Allen, Shirley Hughes</p>	<p>Light and shade Developing drawing techniques</p> <ul style="list-style-type: none"><li>Experiment with the potential of various pencils</li><li>Close observation</li><li>Draw both the positive and negative shapes</li><li>Initial sketches as preparation for painting</li><li>Accurate drawings of people, particularly faces</li></ul>	
4	<p><b>Suggested Year 4 Artists</b> – Hans Holbein, Edgard Degas, Nigel Peake, Maurice Sendak</p>	<ul style="list-style-type: none"><li>Create sketch books to record their observations and use them to review and revisit ideas</li><li>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li><li>Generating ideas</li><li>Select and use relevant resources and references to develop their ideas</li><li>Use sketchbooks, and drawings, purposefully to improve understanding, inform ideas and plan for an outcome (<i>for instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome</i>)</li></ul> <p><b>Making</b></p> <ul style="list-style-type: none"><li>Investigate the nature and qualities of different materials and processes systematically</li><li>Apply the technical skills they are learning to improve the quality of their work (<i>for instance, in painting they select and use different brushes for different purposes</i>)</li></ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"><li>Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve</li></ul> <p>Detailed observational drawings</p> <ul style="list-style-type: none"><li>Identify and draw the effect of light</li><li>Scale and proportion</li><li>Accurate drawings of whole people including proportions and placement</li><li>Work on a variety of scales</li><li>Computer generated drawings</li></ul>	<p>Complex, unrealistic, realistic, texture, proportion, placement</p> <p>Define, alter</p>



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5	<p><b>Suggested Year 5 Artists</b> – Georges Seurat, John Singer Sargent, Thea Brine, Shaun Tan</p>	<ul style="list-style-type: none"><li>• Create sketch books to record their observations and use them to review and revisit ideas</li><li>• Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li><li>• Generating ideas</li><li>• Engage in open ended research and exploration in the process of initiating and developing their own personal ideas</li><li>• Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information</li></ul> <p><b>Making</b></p> <ul style="list-style-type: none"><li>• Confidently investigate and exploit the potential of new and unfamiliar materials (<i>for instance, try out several different ways of using tools and materials that are new to them</i>)</li><li>• Use their acquired technical expertise to make work which effectively reflects their ideas and intentions</li></ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"><li>• Regularly analyse and reflect on their progress taking account of what they hoped to achieve</li></ul> <ul style="list-style-type: none"><li>• Proportion and positioning</li><li>• Medium and techniques</li></ul> <ul style="list-style-type: none"><li>- <i>Effect of light on objects and people from different directions</i></li><li>- <i>Interpret the texture of a surface</i></li><li>- <i>Produce increasingly accurate drawings of people</i></li><li>- <i>Concept of perspective</i></li></ul>	Delicate, flowing, perspective
6	<p><b>Suggested Year 6 Artists</b> – Leonardo Da Vinci, Henry Moore, Edward Hopper, Chris Riddell</p>	<ul style="list-style-type: none"><li>• Create sketch books to record their observations and use them to review and revisit ideas</li><li>• Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li><li>• Generating ideas</li><li>• Independently develop a range of ideas which show curiosity, imagination and originality</li><li>• Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches (<i>for instance, sketchbooks will show in advance how work will be produced and how the qualities of materials will be used</i>)</li></ul>	Contrasting, subtle, tone



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		<p><b>Making</b></p> <ul style="list-style-type: none"><li>Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques</li><li>Independently select and effectively use relevant processes in order to create successful and finished work</li></ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"><li>Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work</li></ul> <p>Perspective and detailed observation Blending techniques Different points of view</p> <ul style="list-style-type: none"><li>- <i>Effect of light on objects and people from different directions</i></li><li>- <i>Interpret the texture of a surface</i></li><li>- <i>Produce increasingly accurate drawings of people</i></li><li>- <i>Concept of perspective</i></li></ul>	
	<p><u>**Secondary Ready skills – Magna Learning Partnership</u></p> <p>**Understand a colour wheel – what are the primary and secondary colours</p> <p>** Mixing colours</p> <p>** Copying a picture using scale and proportion</p> <p>** What are different medias (pen, pencil, chalk, pastel)</p> <p>**Name the elements of art – line, colour, texture, pattern, shape</p>		