

Progression in Art and Design at Aston St Mary's School (Drawing)

Every child is a treasure, small
in size, growing in God's love



The National Curriculum

Aims:

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Attainment targets:

- By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study



Key stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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



Key stage 2

Pupils should be taught:

- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- 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]
- about great artists, architects and designers in history.



At Aston St Mary's School the EYFS curriculum is carefully planned to cover the 7 areas of learning. Our curriculum document outlines how we teach through adult directed input and tasks, topic-based learning, using the classroom environment and continuous provision, as well as following the interests of the child and taking advantage of all opportunities in the 'hidden curriculum'. Art and design knowledge and skills are taught through all of these means in a variety of ways.

Development matters links to these subjects:

Physical development

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Develop overall body-strength, balance, coordination and agility.

Expressive arts and design

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.

Aston St Mary's curriculum ambition links:

Make our own books - Illustrating our own books using detailed drawings as drawing skills progress. designing page layouts and using images gathered from elsewhere.

Become Forest School rangers - Making detailed observations and drawings of plants and animals and noticing how they change over time, with drawings and paintings that reflect this. Using clay to make imprints and to design animal sculptures. Look for colours in the environment.

Arrange a fundraising event for charity - ticket designs drawn by children. Posters/paintings created for sale to parents.

Make an intricate junk model - cross over of skills in design and technology. Drawing skills used in the design phases of model building.



Shackadell Class (Reception)

Examples of topics and skills covered:

Ourselves - self-portraits and portraits of our buddies using pencil, pen and poster paint.

Forest school - Detailed drawings of plants and animals using pencil and watercolour paints.

Colour matching and mixing.

Use of clay for imprinting.

Sculpture using playdough and then clay of animals, characters such as aliens.

Skills and Knowledge -

Understand that they can use lines to enclose a space and then begin to use these shapes to represent objects.

Enjoy using fingers, hands, chalk, pens, and pencils.

Use and begin to control a range of media.

Draw on different surfaces and coloured paper.

Produce lines of different thickness.

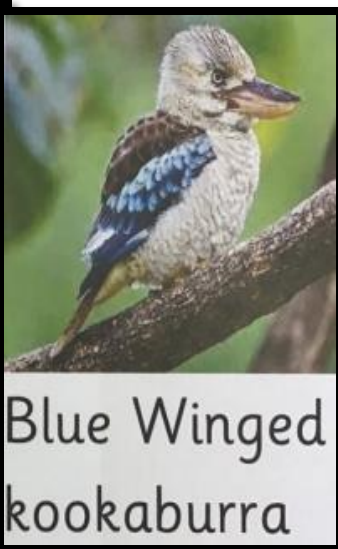
Start to produce different patterns and textures from observations, imagination, and illustrations.



Simply Designing
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Blue Winged
kookaburra



White Faced Owl



pygmy falcon





Peartree Class (Year One and Year Two)

Skills and Knowledge

Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk to create patterns.

Begin to control the types of marks made with the range of media.

Draw on different surfaces with a range of media.

Start to record simple media explorations and patterns in a sketch book.

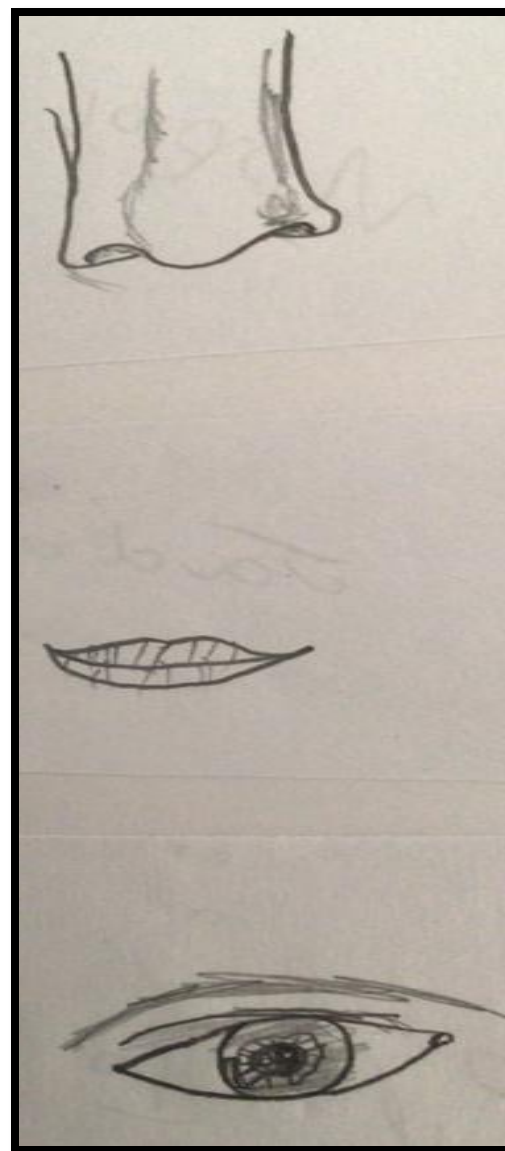
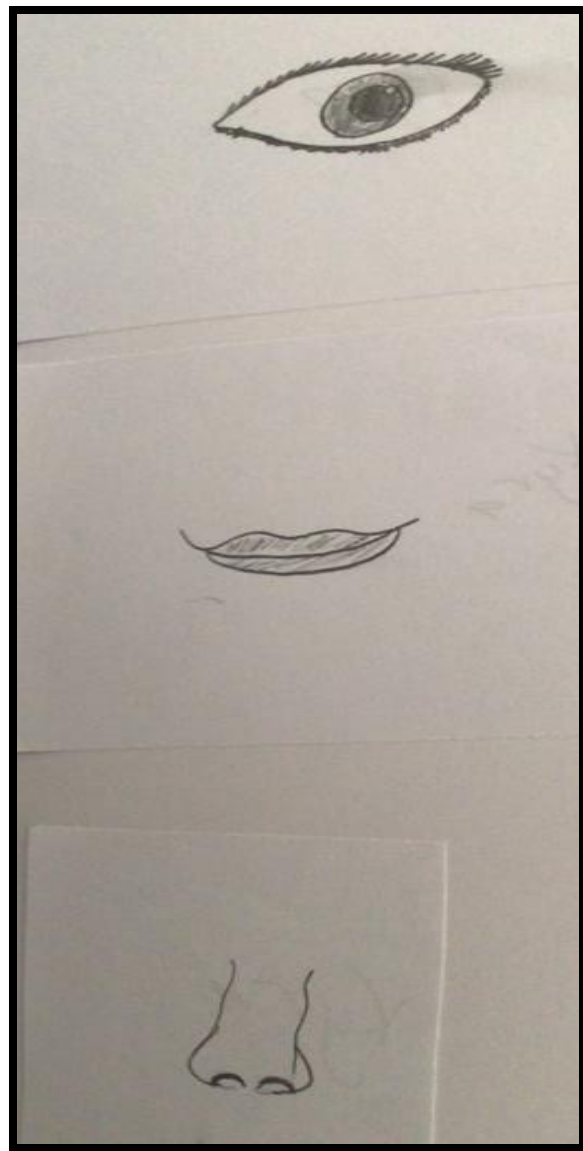
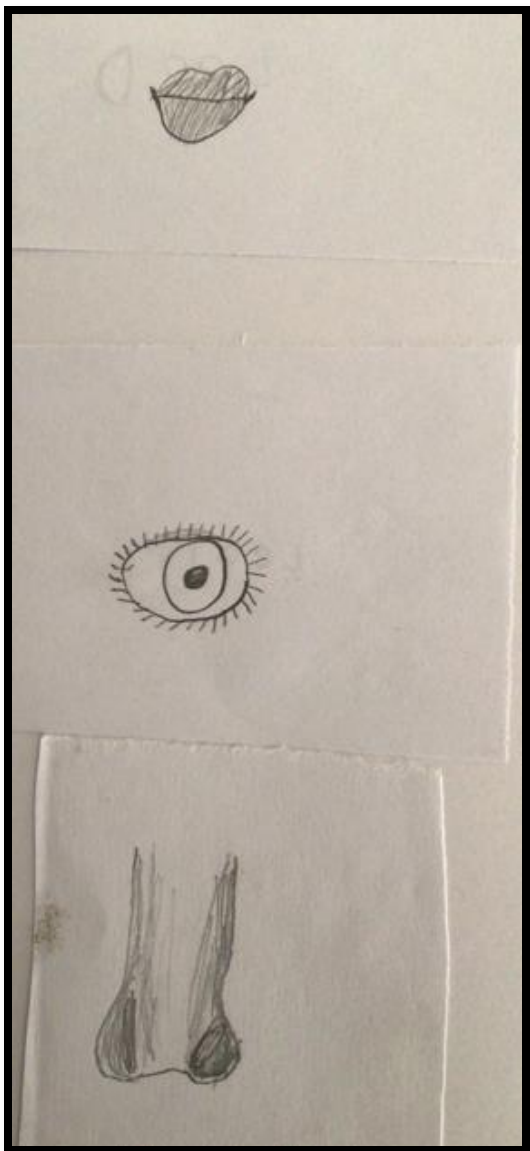
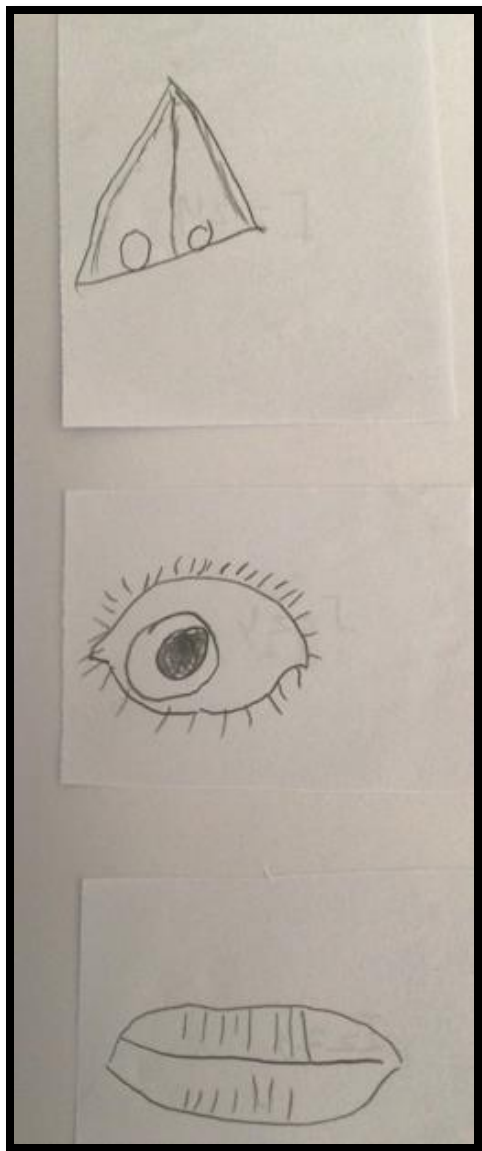
Develop a range of tone using a pencil and use a variety of drawing techniques such as: scribbling, shading, and blending to create light/ dark lines.

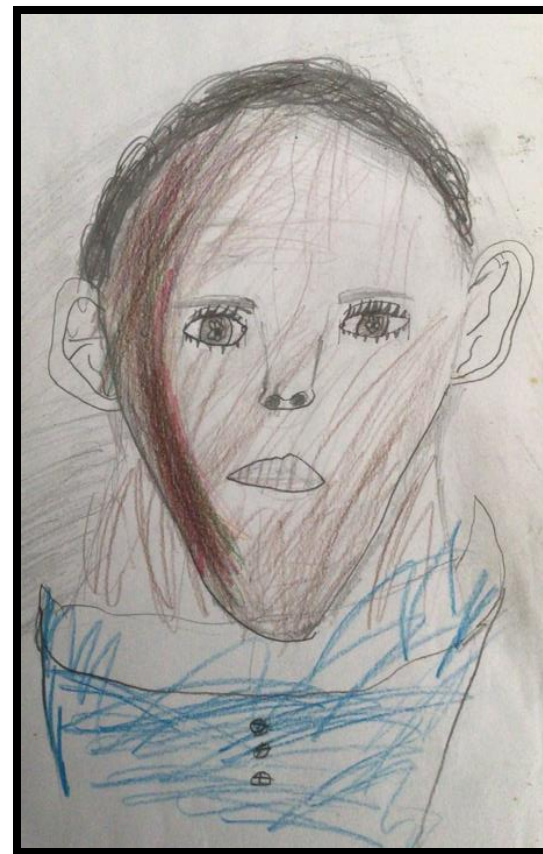
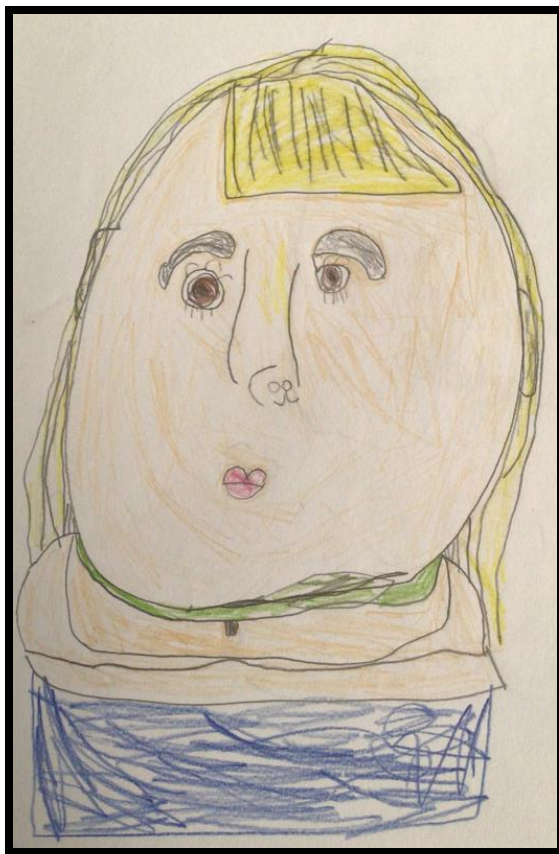
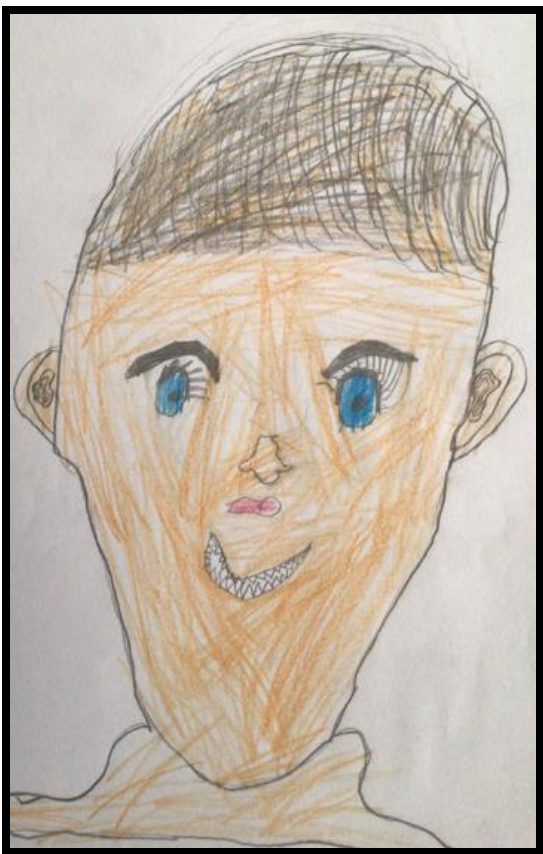
Investigate textures by describing, naming, rubbing, copying.

Begin to control the types of marks made with the range of media e.g crayons, pastels, felt tips, charcoal, pen, chalk to create symmetrical patterns.

Continue to investigate textures and produce an expanding range of patterns.







Haffydown Class (Year Two and Year Three)

Skills and Knowledge

Control the types of marks made with the range of media.

Draw on different surfaces with a range of media.

Use a sketchbook to plan and develop simple ideas.

Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.

Develop intricate patterns/ marks with a variety of media.

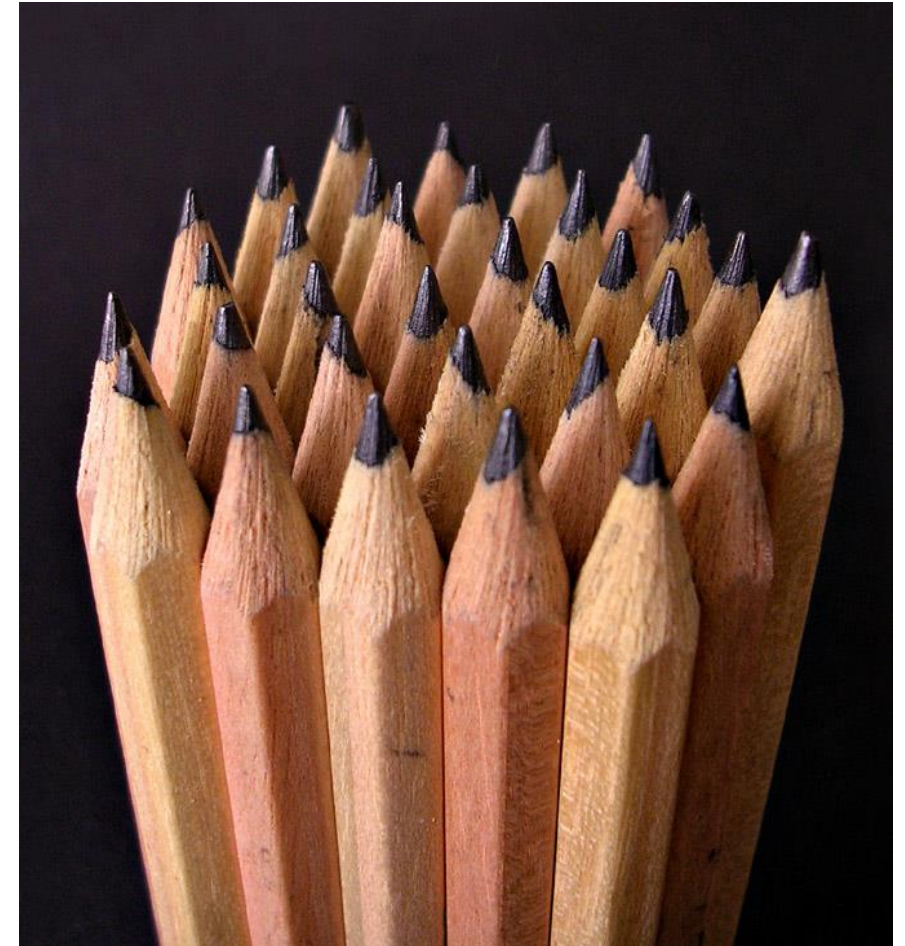
Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.

Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.

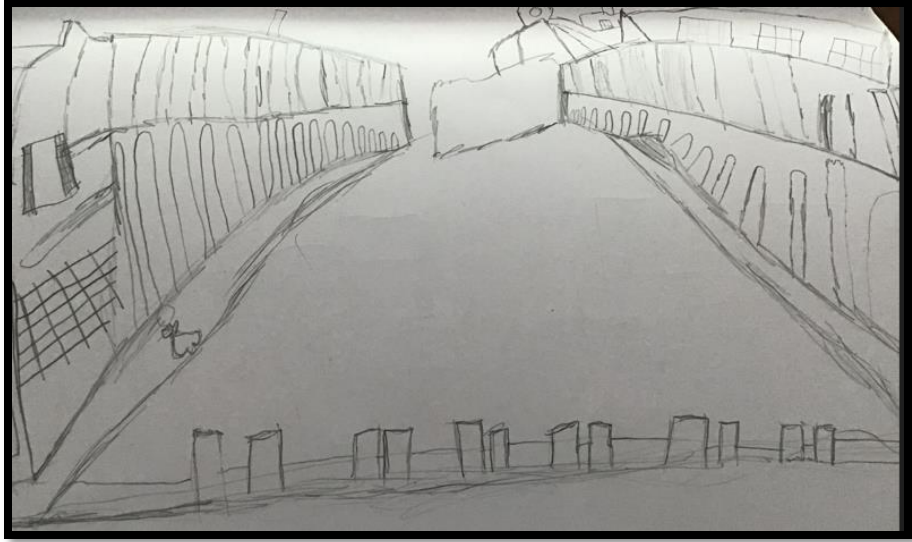
Begin to show an awareness of objects having a third dimension and perspective.

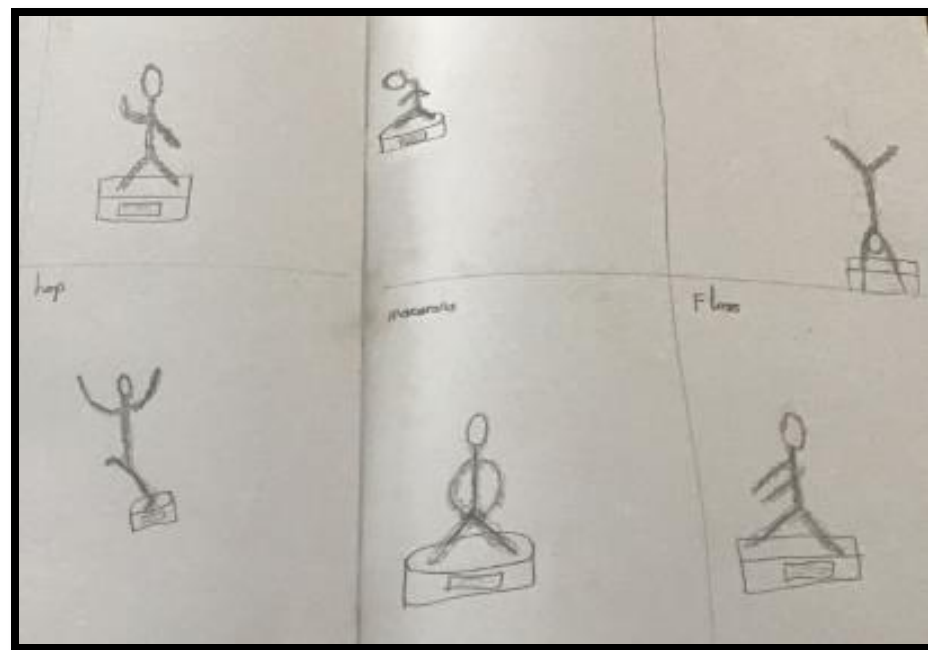
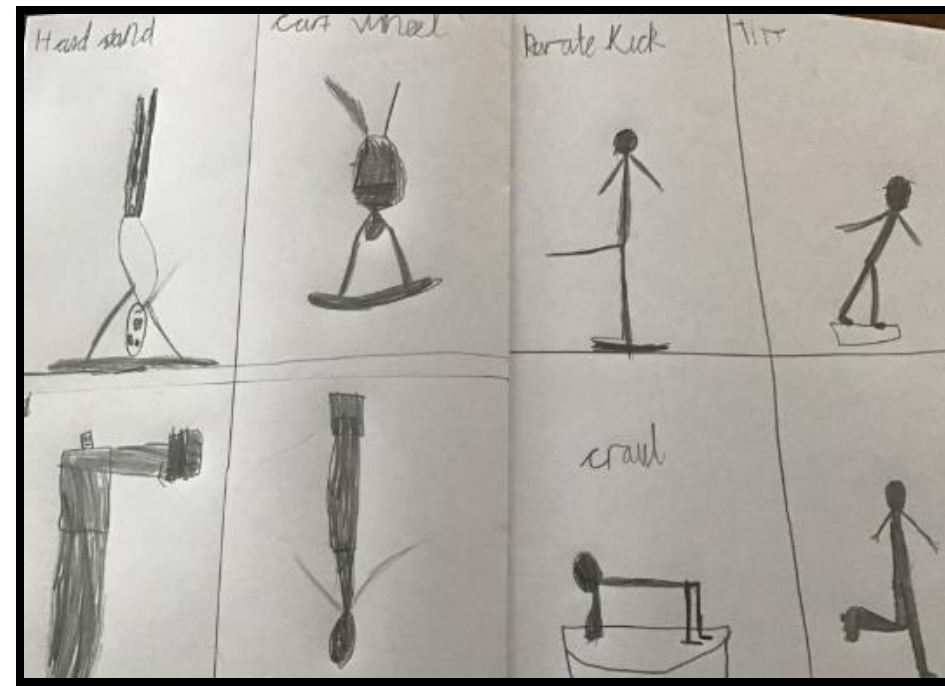
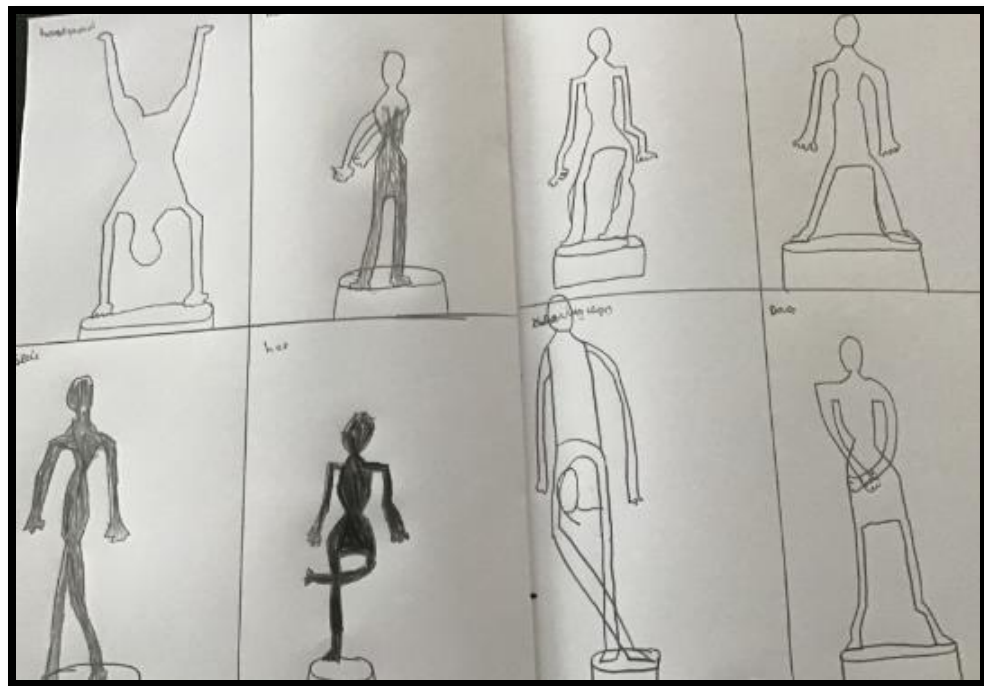
Create textures and patterns with a wide range of drawing implements.

Create textures and patterns with different grades of pencils and use techniques such as stippling, hatching, and blending.



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Puddlebridge Class (Year Four and Year Five)

Skills and Knowledge

Create textures and patterns with different grades of pencils and use techniques such as stippling, hatching, and blending.

Experiment with different grades of pencil and other implements to achieve variations in tone and line.

Use tracing to copy the outline of an image.

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

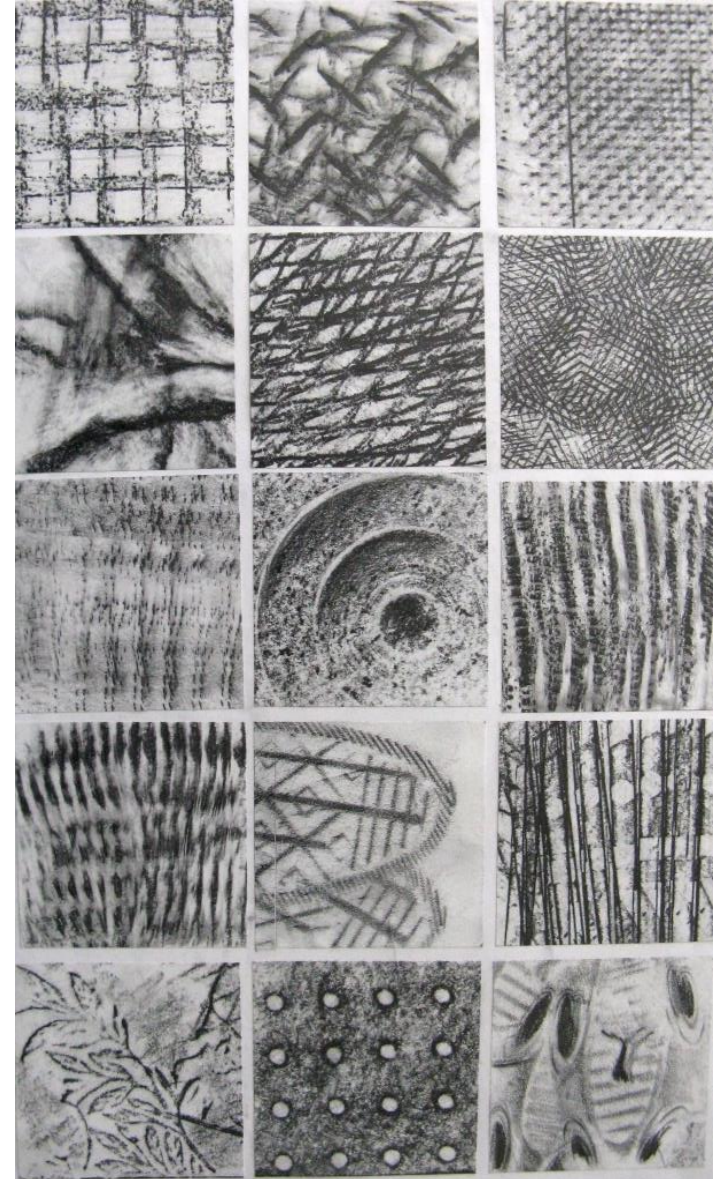
Draw for a sustained period at an appropriate level.

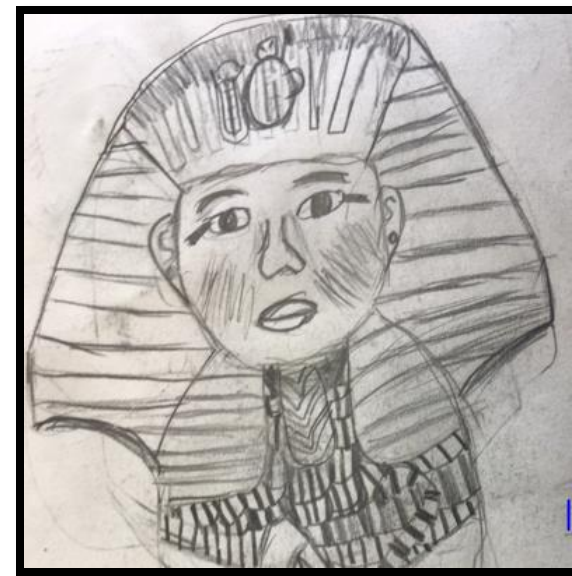
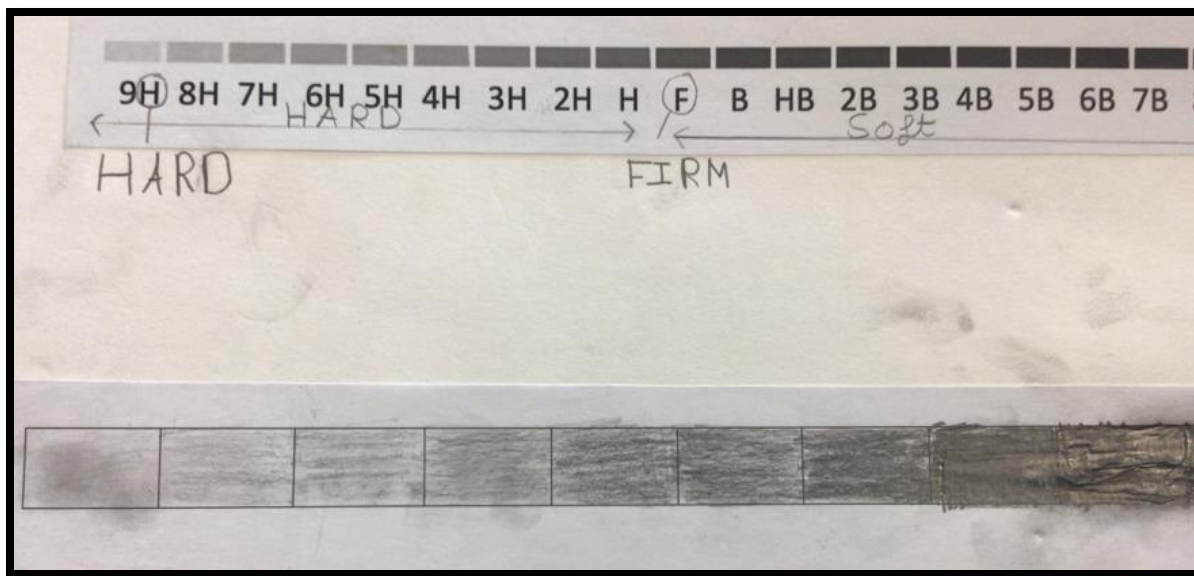
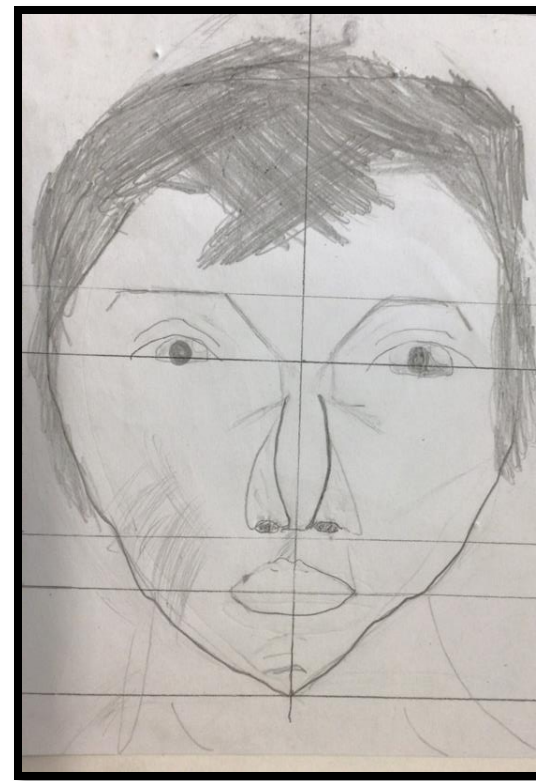
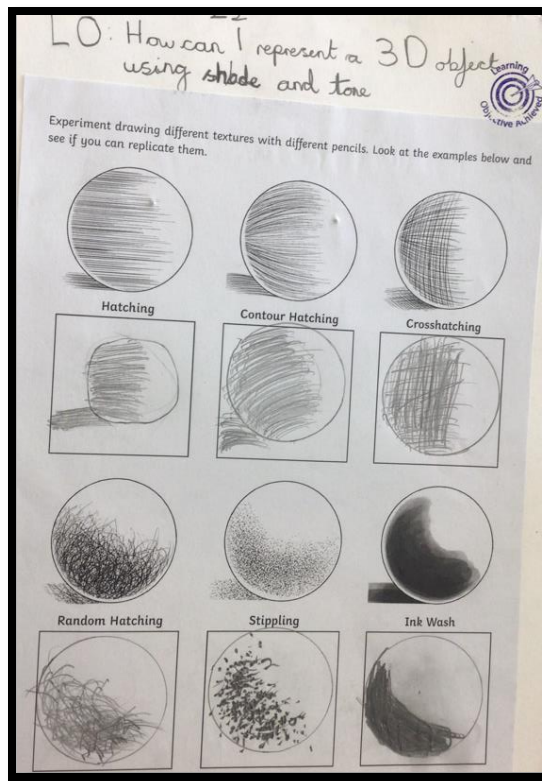
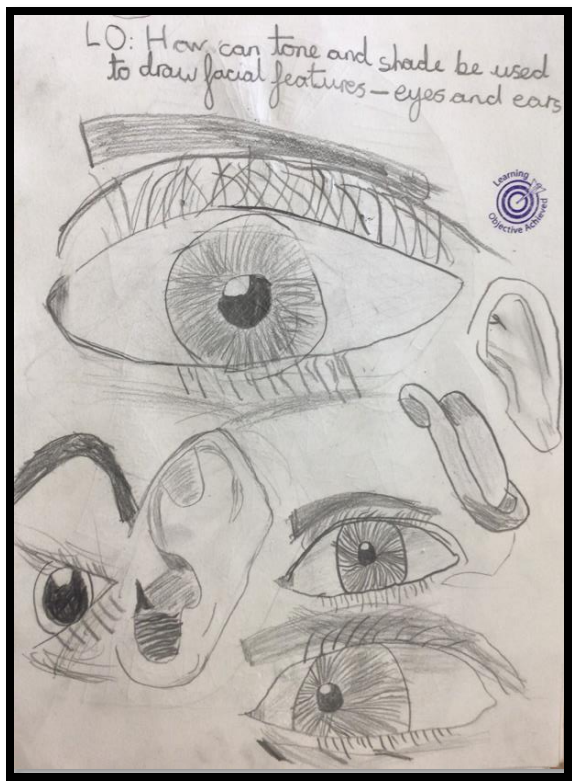
Experiment with different grades of pencil to achieve variations in tone and intricate patterns.

Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works.

Have opportunities to develop further drawings featuring the third dimension and perspective.

Include in their drawing a range of technique and begin to understand why they best suit.





Danes Class (Year Five and Year Six)

Skills and Knowledge

Develop a key element of their work: line, tone, pattern, texture.

Make choices about which different techniques to use for different purposes i.e., shading, hatching within their own work. Use their own style using tonal contrast and mixed media.

Have opportunities to develop further perspective in their work using one point and two-point perspective.

Begin to develop an awareness of composition, scale and proportion in their drawings and create the illusion of “motion”.

Draw for a sustained period of time over a number of sessions working on one piece.

Use different techniques for different purposes i.e., shading, hatching within their own work, understanding which works well in their work and why.

Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material.

Adapt their work according to their views, style and describe how they might develop it further.

