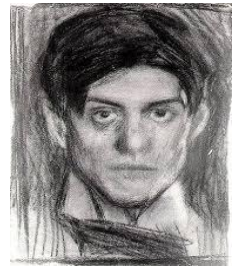


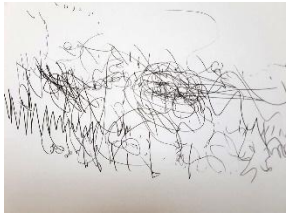
Drawing Nursery



Goal - use marks to create a drawing.

Practical	Theoretical	Disciplinary
Explore making marks with different tools, e.g. chalk, pen, pencil, crayon etc. Explore holding the mark making tools in different ways.	What is the art? E.g. drawing Why is it drawing? What marks can you see? How have the marks been made?	Identify that marks have been made. Identify that it is drawing. Suggest how I can make marks. Suggest tools that I can use to make marks. Identify how I have used marks to show something that I can see or that is in my imagination.

Vocabulary

marks 

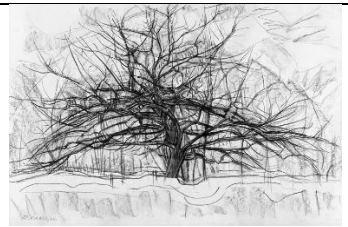
chalk 

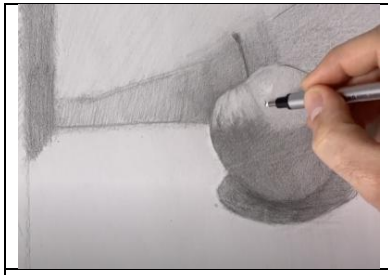
pen 

pencil 

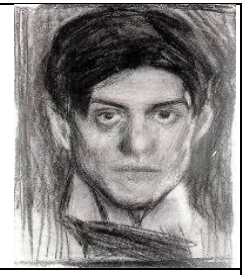
crayon 

Suggested artists

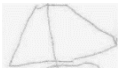
Classic	Modern	Contempory
 Guiseppe (1526-1593)  Female Cook	 Piet Mondrian (1872-1944)  Study for the Grey Tree 1911	 Shantell Martin B 1980  VI 2015  Victoria Rusyn B 1989  Afro Woman 2021



Drawing EYFS

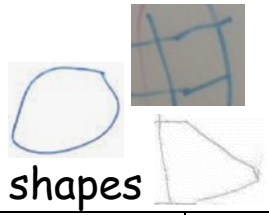


Goal - use lines and shapes to create a drawing.

Practical	Theoretical	Disciplinary
Explore making marks with different mark making tools and holding the mark making tools in different ways (Nursery). Use lines and shapes in drawings. Create lines with a start and end point.  Form shapes by joining lines together. 	What is the art? E.g. drawing Why is it drawing? What lines can you see? What shapes can you see? How have the lines and shapes been made?	Identify that lines and shapes have been made. Identify that it is drawing. Suggest how they can draw lines and shapes. Identify how I have used lines and shapes to create a drawing of something that I can see or from my imagination.

Vocabulary


lines

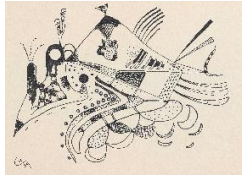
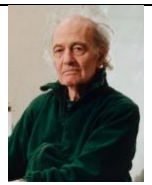

shapes

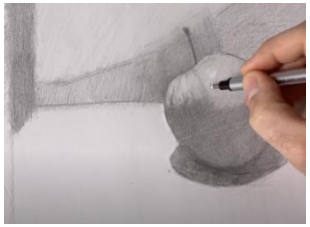
chalk 

pen 

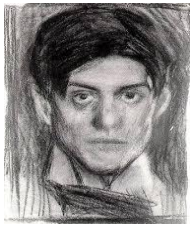
pencil 

crayon 

Classic	Modern	Contempory
 Jacques Callot (1592 – 1635)  The Lute Player 1616	 Wassily Kandinsky (1866 – 1944)  Study for Voisinage 1939	 Frank Auerbach B 1931  Working Progress for Primrose Hill 1968  Hiroyuki Doi B 1946  Circles Drawing  Jason Gathorne-Hardy B 1968  Sheep



Sketching Year 1



Goal - use shapes to sketch with increasing accuracy.

Practical

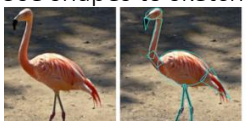
Use lines and shapes in drawings. Create lines with a start and end point. Form shapes by joining lines together (EYFS).

Identify shapes and how these are created from lines joined together.

Identify shapes in artwork.

Use lines to draw shapes.

Use shapes to sketch what they can see.





Theoretical

What is the art? E.g. sketching

Why is it sketching?

What shapes can you see?

How have lines been used to create the shapes?

How has the artist used shapes to sketch what they can see?

Disciplinary

Identify that lines and shapes have been made.

Identify that it is sketching.

Suggest how they can use lines to create shapes and shapes to sketch what they can see.

Identify how I have used lines to create shapes and shapes to sketch what I can see.

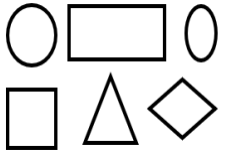
Vocabulary

tools





shapes



Suggested artists

Classic



A W N Pugin
1812- 1852



Design 1848

Modern

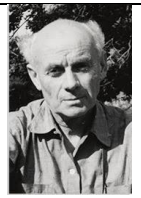


Edgar Degas
(1834 – 1917)



Study of a Jockey 1884

Contempory



Ben Nicholson
(1894 – 1982)





Keith Harring
(1958-1990)



Untitled 1982

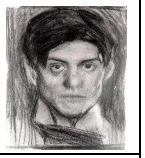




Kenal Louis



Sketching Year 2



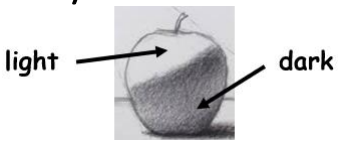
Goal - use lines and shapes to sketch with increasing accuracy.

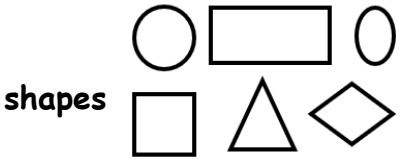
Practical	Theoretical	Disciplinary
Identify shapes and how these are created from lines joined together. Identify shapes in artwork. Use lines to draw shapes. Use shapes to sketch what they can see (Year 1). Identify different lines, e.g. straight, curved, horizontal, vertical, diagonal, straight, curved. Identify how different lines have been used to create shapes. Use different lines and shapes to sketch what they can see.	Who is the artist? What forms of art do they produce? E.g. Sketching What different lines and shapes can you see? How have different lines and shapes been used to sketch what they can see? Why has the artist used different lines and shapes to create the sketch?	Identify that different lines create different shapes and that these can be combined to create a sketch. Identify that this is sketching and how artists sketch what they can see. Suggest how they can use different lines to create shapes and combine the shapes to sketch what they can see. Identify how I have used different lines to create shapes and combine the shapes to sketch what they can see.

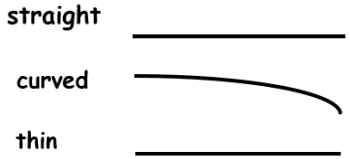
Goal - show light and dark using different grades of pencil.

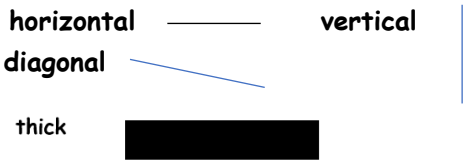
Practical	Theoretical	Disciplinary
Press with increasing pressure to create darker lines/areas. Press with less pressure to create lighter lines/areas. H stands for hard. B stands for blackness. Use H pencils to create lighter lines. Use B pencils to create darker lines.	How has the artist shown light and dark in their sketch? What different pencil grades have they used to create the light and dark lines/areas? Why has the artist used different pencil grades to create light and dark in their sketch?	Identify that different pencil grades create light and dark lines. Identify that this is a sketching technique that artists use to add light and dark to their sketches. Suggest how they can use different pencil grades to add light and dark to their sketches. Identify how I have used different pencil grades to add light and dark to their sketches.

Vocabulary









Suggested artists

Classic



Antonio Ciseri 1821-1891



Study of Figure

Modern



Henri Matisse (1869-1954)



Maternite 1939



Gustav Klimt (1862-1918)



Contempory



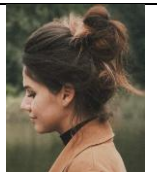
Chris Thomas



Quentin Blake B 1932



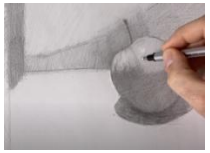
Woman at Downing 2020



Doriana Popa B 1991



Build 2019



Sketching Year 3



Goal - sketch using a view finder matching lines and shapes to the view finder view.

Practical	Theoretical	Disciplinary
Use lines and shapes to sketch with increasing accuracy (Year 2). Identify that a view finder helps in framing what is to be sketched and helps with positioning when sketching using the frame of the view finder to show what goes where. Identify different lines and shapes in the view finder. Identify how the lines and shapes are connected in the view finder. Identify the position of the lines and shapes in the view finder.	How has the artist sketched what they could see in their view finder? What lines and shapes did they know to use? How did they know where to position these lines and shapes when they were sketching? Where would they have begun sketching? Why?	Identify that view finders help artists with sketching the position of lines and shapes. Suggest how they can use a view finder to identify where to sketch lines and shapes. Identify how I have used a view finder to sketch lines and shapes for the view inside my viewfinder.

Goal - show texture using lines created with different drawing materials.

Practical	Theoretical	Disciplinary
Show light and dark using different grades of pencil (Year 2). Hold the pencil/charcoal/pen upright for narrow lines. Hold the pencil/pen at an angle with the majority of the lead touching the surface/the charcoal flat for wider lines. Draw lines diagonally, repeatedly, close together = hatching Draw lines diagonally, repeatedly, close together in one direction then repeat on top in the opposite direction = cross hatching Dot the pencil, repeatedly, close together = stippling Draw circles/swirling lines, repeatedly, close together = scumbling	How has the artist shown light and dark in their sketch? What different pencil lines have been used to create texture? How has the pencil been held/used to create texture? Which pencil grades create what texture effects?	Identify that holding that artists hold the pencil in different positions when sketching patterns of lines to create texture. Identify that different pencil grades create different texture. Identify that different line orientations and patterns of lines and pencil grades combined create texture when sketching. Suggest how they can use lines, orientation of lines and pencil grades to add texture to their sketches. Identify how I have used lines, orientation of lines and pencil grades to add texture to my sketches.

Vocabulary



Classic



Michelangelo (1475 – 1564)



Head of Satyr 1501-1503

Modern



Mary Cassatt (1844 – 1926)



Drawing 1879/80



Vincent Van Gogh (1853-1890)



The Rock of Montmajor with Pine Trees 1881

Contempory



Ian Murphy B 1963

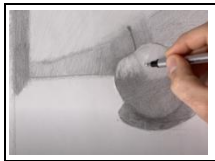




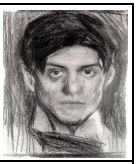
Kerry James Marshall B 1955



Untitled 2007



Sketching Year 4



Goal - sketch using hands/fingers to measure/identify proportions.

Practical	Theoretical	Disciplinary
Sketch using a view finder matching lines and shapes to the view finder view (Year 3). Identify that using hands/fingers helps in measuring/identify proportions. Move thumb and index finger (on none writing hand) up and down/ left and right to identify how long/short to sketch lines/shapes. When the correct proportion is identified keep fingers still and position in the correct orientation on the drawing surface to then sketch.	How has the artist sketched what they could see in their view finder? What lines and shapes did they know to use? How did they know where to position these lines and shapes when they were sketching? Where would they have begin sketching? Why?	Identify that view finders help artists with sketching the position of lines and shapes. Suggest how they can use a view finder to identify where to sketch lines and shapes. Identify how I have used a view finder to sketch lines and shapes for the view inside my viewfinder.



Goal - show tone in sketches using different pencil grades.

Practical	Theoretical	Disciplinary
Show texture using lines created with different drawing materials (Year 3). Colour areas using B pencils/soft charcoal then using the finger press and rub over the top to smudge and create tone. Use softer B pencils (the higher the B number, the softer the pencil) for darker tones. Use harder B and H pencils (the higher the H number, the harder the pencil) for lighter tones. Use softer B pencils for darker toned areas when sketching. Use harder B and H pencils for lighter toned areas when sketching.	How has the artist shown tone through the pencil grades they have used in their sketch? Which pencil grades create what tone effects? at different pencil grades might have been used to create the tone?	Identify that artists use different pencil grades to create different tones in their sketches. Identify that different pencil grades create different tones. Identify that higher B pencils create darker tones and that harder B and harder H pencils create lighter tones. Suggest how they can use different pencil grades to create tone in their sketches. Identify how I have used different pencil grades to create tone in my sketches.

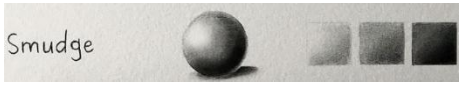


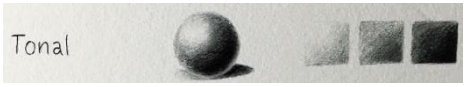


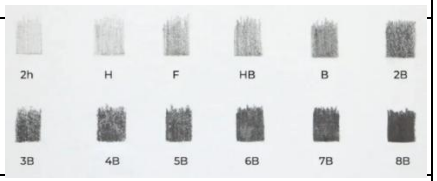
Vocabulary



proportion







Suggested artists

Classic



Dong Qichang (1555 – 1636)



Rivers and Mountains on a Clear Autumn Day 1624-27

Modern



E.H. Shephard (1879-1976)



Bump, Bump Going Upstairs 1926



Leon Kossoff (1926 – 2019)



The Window 1984

Contempor y



Marc Bauer B 1975





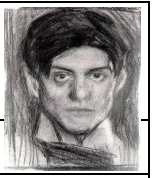
Charles W White (1918 – 1979)



Mother and Awaiting Her Return 1954



Sketching Year 5



Goal - sketch using drawing materials in a variety of ways to create atmosphere (mood and feeling).

Practical	Theoretical	Disciplinary
Sketch using hands/fingers to measure/identify proportions (Year 4). Use straight, dark lines to create strong/hard feeling/mood. Use darker tones to shade to create strong/hard feeling/mood. Use curvier, flowing, light lines to create soft feeling/mood. Use lighter tones to shade to create softer feeling/mood. Use softer materials e.g. higher graded b pencils, soft charcoal, chalk pastels to create soft feeling/mood. User harder materials, e.g. higher graded h pencils, pens, graphite, oil pastels to create strong/hard feeling/mood.	What atmosphere has the artist created? How has the artist created this atmosphere? What lines/tones have they used to create this atmosphere? What different materials have they used to create this atmosphere? In what way have they used the different materials to create this atmosphere?	Identify that artists show atmosphere in their sketches through the materials they use and the lines and tones they create using the materials. Suggest how they can use materials in different ways to sketch lines and tones to create atmosphere in their sketches. Identify how I have used materials in different ways to sketch lines and tones to create atmosphere in my sketches.

Goal - show depth and perspective through shape, line and tone in sketches.

Practical	Theoretical	Disciplinary
Show tones in sketches using different pencil grades (Year 4). Sketch objects using shapes and lines in the foreground larger in proportion to objects in the background smaller in proportion. Shade objects in the foreground in darker tones to objects in the background in lighter tones.	How has the artist shown depth and perspective through the way they have sketched the shape, line and tone in their artwork? How can you show perspective in sketches? How can you show depth in sketches?	Identify that artists show perspective in their sketches with objects in the foreground sketched larger than objects on the background sketched smaller. Identify that artists show depth in their sketches with objects in the foreground darker in tone than objects in the background lighter in tone. Suggest how they can use shape and line to create perspective in their sketches. Suggest how they can use tone to create depth on their sketches. Identify how I have used shape and line to create perspective in my sketches. Identify how I have used tone to create depth in my sketches.

Vocabulary

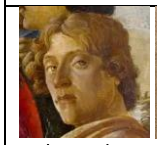
perspective 

depth 

atmosphere 

Suggested artists

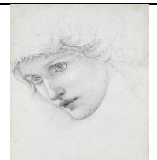
Classic




Alessandro Boticelli 1445-1510



Edward Burne-Jones 1833-1898



Study for the head of a mermaid 1885

Modern



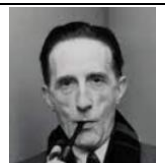
Henri De toulouse-Lautrec 1864-1901



At the Circus 1899



Marcel Du Champ 1887-1968



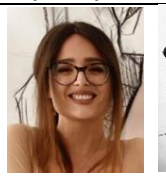
Virgin No.2 1912

Contempory

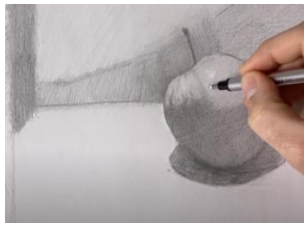


John Nelson B

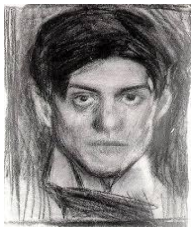





Hannah Tischler B 1988



Sketching Year 6



Goal - select drawing materials and drawing techniques to develop and represent own style in sketches.

Practical

Sketch using drawing materials in a variety of ways to create mood and feeling. Show depth and perspective through shape, line and tone in sketches (Year 5).

Select tools: pencils in different grades, charcoal, pens, ink, chalk pastels, oil pastels and line formation styles (lines type, line direction, line thickness etc.) with application techniques: hatching, cross hatching, scumbling, stippling, blending etc.

Develop a drawing style in response to stimuli.

Theoretical

What sketching materials has the artist chosen?

How have these materials been applied?

What effects have these had?

Why has the artist made these material and application choices?

What sketching style and techniques do you like? Why? How is this/are these style/s created/used?

Disciplinary

Suggest how artists have used sketching tools and application techniques in their work and the effects presented. Suggest possible reasons for these choices in relation to the effects presented in their work examples.

Identify how I have used sketching tools and the techniques that I have used for application.

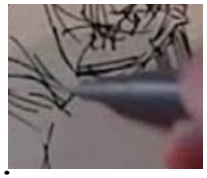
Suggest how artists have used sketching tools and application techniques in their work and why.

Identify how I have used sketching tools and application techniques in my work and why.

Create my own sketching style in response to stimuli and discuss my sketching tool and technique application choices.

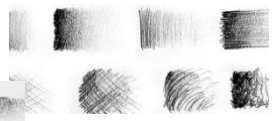
Vocabulary





line techniques







application techniques



develop



stimuli



response



Suggested artists

Classic



Willaim Blake
1757-1827



Free Version of Lacoon
1825

Modern



Otto Dix
1891 – 1969



Assault Troops Advance Uder Gas 1924

Contempory



Donalee Peden Wesley
1983





Lee Kenumin
B 1983



Untitled 2020



Kehinde Wiley
B 1977



Rumours of War
2005