



High Aspirations, Bright Futures



Meadowhead Juniors Primary School
Art and Design
Progression of knowledge and skills - Drawing

	Drawing	
	Substantive	Disciplinary
Year 3 - Gestural drawing with charcoal	<p>Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. <i>Gestural Drawing with Charcoal</i></p> <p>Understand charcoal and earth pigment were our first drawing tools as humans. <i>Gestural Drawing with Charcoal</i></p> <p>Know that Chiaroscuro means "light/dark" and we can use the concept to explore tone in drawings. <i>Gestural Drawing with Charcoal</i></p> <p>Understand that animators make drawings that move.</p>	<p>Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. <i>Gestural Drawing with Charcoal</i></p> <p>Make charcoal drawings which explore Chiaroscuro, and which explore narrative/drama through lighting/shadow (link to drama). <i>Gestural Drawing with Charcoal</i></p> <p>Option to explore making gestural drawings with charcoal using the whole body (link to dance). <i>Gestural Drawing with Charcoal</i></p> <p>Develop mark making skills by deconstructing the work of artists. Cloth, Thread, Paint</p> <p>Use imaginative and observational drawing skills to make drawings of people/animals which can be animated. Consider background, foreground and subject. <i>Animated Drawings</i></p>



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		<p>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might..."). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p>
<p>Year 4 - Story telling through drawing.</p>	<p>Understand that artists and illustrators interpret narrative texts and create sequenced drawings. Storytelling Through Drawing</p> <p>Understand artists can work with pattern for different reasons: Understand Surface Pattern Designers work to briefs to create patterns for products: Artists work with pattern to create paintings or other works. Exploring Pattern</p>	<p>Create owned narratives by arranging toys in staged scenes, using this as subject matter to explore creation of drawings using charcoal and chalk which convey drama and mood. Use light and portray light/shadow. Storytelling Through Drawing</p> <p>Interpret poetry or prose and create sequenced images in either an accordion or poetry comic format.</p> <p>Work in a variety of media according to intention,</p>



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Understand working with pattern uses lots of different concepts including repetition, sequencing, symmetry. Exploring Pattern

Understand that patterns can be purely decorative or hold symbolic significance. They can be personal or cultural. Exploring Pattern

including handwriting pen, graphite or ink. Storytelling Through Drawing

Use colour, composition, elements, line, shape to create pattern working with tessellations, repeat pattern or folding patterns. Exploring Pattern

Use a variety of drawing media including charcoal, graphite, wax resist and watercolour to make observational and experimental drawings. To feel able to take creative risks in pursuit of creating drawings with energy and feeling. Storytelling Through Drawing

Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").

Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....). Talk about intention.

Work collaboratively to present outcomes to others where appropriate. Present as a team.



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<p>Year 5 - Typography and Maps</p>	<p>Understand that designers create fonts and work with Typography. Typography & Maps</p> <p>Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography. Typography & Maps</p>	<p>Create fonts inspired by objects/elements around you.</p> <p>Use close observational drawing with pen to inspire and use creative skills to transform into letters. Typography & Maps</p> <p>Draw over maps/existing marks to explore how you can make mark making more visually powerful. Typography & Maps</p> <p>Combine drawing with making to create pictorial / 3-dimension maps which explore qualities of your personality or otherwise respond to a theme. Explore line weight, rhythm, grip, mark making and shape, and explore how 2d can become 3d through manipulation of paper. Typography & Maps</p> <p>Use charcoal, graphite, pencil, pastel to create drawings of atmospheric "sets" to help inform (though not design) set design (see column "making"). Set Design</p>



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<p>Year 6 -2D Drawing to 3D Making</p>	<p>Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects. 2D to 2D</p> <p>Understand that graphic designers use typography and image to create packaging which we aspire to use. 2D to</p>	<p>Explore using negative and positive space to "see" and draw a simple element/object. 2D to 2D</p> <p>Use the grid system to scale up the image above, transferring the image onto card. 2D to 2D</p>



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	<p>2D</p> <p>Understand that there are technical processes we can use to help us see, draw and scale up our work. 2D to 2D</p>	<p>Use collage to add tonal marks to the "flat image". 2D to 2D</p> <p>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p>
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