

Year Group	Drawing	Examples
EYFS	-Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. -Use a sketchbook to gather and collect artwork. - Begin to explore the use of line, shape and colour. -Encourage accurate drawing (e.g. people, houses, fruit).	
Year 1	-Understand the basic use of a sketchbook and work out ideas for drawings. -Draw for a sustained period of time from the figure and real objects, including single and grouped objects. -Experiment with line, shape, pattern and colour e.g. thickness. -Extend the variety of drawings tools. -Describe the shapes and patterns they see. e.g. in landscape drawings, or faces.	
Year 2	-Experiment with different grades of pencil and other implements. -Plan, refine and alter their drawings as necessary. -Use their sketchbook to collect and record visual information from different sources. -Draw for a sustained period of time at their own level. - Use different media to achieve variations in line, texture, tone, colour, shape and pattern e.g. exploring dots/lines, pressing harder for lighter and darker to show tones. -draw a way of recording experiences and feelings	
Year 3	-Children to select types of paper or equipment and experiment with the potential of various pencils. - Alter and refine drawings and describe changes using art vocabulary e.g. tone, shade. - Use research to inspire drawings from memory and imagination. - Explore relationships between line and tone, pattern and shape, line and texture e.g. cold/warm colours. -Sketch lightly so that I do not need to use a rubber. - Draw both the positive and negative shapes (black and white). -Annotate my sketchbook to explain my ideas. - Accurate drawings, and close observation. e.g. people, faces, nature etc.	
Year 4	-Draw for a sustained period of time independently when observing or using imagination. -Use a variety of source material for their work e.g. multiple artists, books. -Annotate ideas and use sketch book to reflect and develop ideas. -Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. -Begin to use viewfinders to help me in my sketching to aid scale and proportion. - Complete accurate drawings of whole people including proportion and placement. Work on a variety of scales. -Create computer generated drawings.	1) Observational drawings. Explore zooming in using a view finder to explore scale. 2) Creating an imaginary view within a doorway/window or frame.
Year 5	- Identify and draw the effect of light. -interpret the texture of a surface -produce increasingly accurate drawings of people -Use shading to add interesting effects to my drawings, using different grades of pencil. -Explore using one point perspective e.g. (Alfred Sisley). -Use a variety of source material for their work. - Use a sketchbook to reflect then make improvements on original ideas. - Experiment with properties of the visual elements, line, tone, pattern, texture, colour and shape. -Begin to experiment with combining drawing materials.	
Year 6	-Explore the effect of light on objects and people from different directions. Demonstrate a wide variety of ways to make different marks with dry and wet media. - Identify artists who have worked in a similar way to their own work - Develop ideas using different or mixed media, using a sketchbook and explain ideas behind the images. -Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. -Begin to develop their own style of drawings. -Choose appropriate techniques to convey the meaning of their work. -I know when materials can be combined and use this to good effect. -I select appropriate drawing materials.	
Artists	Leonardo Da Vinci, Vincent Van Gogh, Poonac, Alfred Sisley (UKS2)	