



Art and Design Progression - Drawing

EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Across EYFS pupils will:	Across KS1 pupils will:	In lower KS2 pupils will:	In upper KS2 pupils will:
Begin to use a pencil to draw successfully. Begin to use a range of tools and materials e.g. fingers, chalk, crayons to create a drawing. Investigate different lines (e.g. thick, thin, wavy straight). Make links between material and line thickness. Draw accurate 2D shapes. Begin to include all visible body parts in drawings of people (e.g. head, body, arms, legs). Use drawing to tell a story.	Understand that drawing is a physical activity. Understand there is a relationship between drawings on paper (2D) and making (3D) and that 2D drawings can be transformed into 3D objects. Understand that different media can be used to capture the nature of found things. Understand that drawing tools can be held in a variety of ways and experiment with pressure, grip and speed to affect lines. Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. Use colour (e.g. pastels, chalks) intuitively to develop spiral drawings. Draw from paused film and photographs, observing detail using pencil, graphite, handwriting pen.	Use graphite pencils successfully with higher accuracy. Use guidelines when drawing a portrait to improve levels of accuracy. Draw different facial features with good levels of accuracy. Sketch pencil portraits with the correct proportions. Have a human likeness to each portrait. Plan, refine and alter drawings as necessary. Use different media to achieve variations in line, texture, tone, colour, shape and pattern. Refine pieces of art using a range of graphite pencils. Draw an object to scale and in proportion. Explore light and use this to draw a 3D object accurately.	Add detail and depth through the choice of graphite pencils. Refine drawing to scale and in proportion. Produce highly detailed sketches through pattern choices. Discuss sketches and identify areas for development that would improve the effectiveness of the piece. Interpret the texture of a surface. Naturally use hatching, stippling, scribbling, circling and finger blending techniques in the creation of artwork. Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. Use a range of materials including graphite pencils to create a highly proportional portrait with added depth. Portray a range of emotions in artwork.

	Draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon. Visit the local environment, collect natural objects and explore composition and qualities of objects through arranging, sorting and representing. Use drawing exercises to focus an exploration of observational drawing combined with experimental mark making, using graphite, soft pencil, handwriting pen. Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. Draw in a cartoonistic style.	Integrate shadow into sketches to emphasise a 3D object. Use a magnifying glass to improve drawing accuracy. Begin considering how emotion can be portrayed in artwork through a variety of pictures and symbols. Draw a human eye and mouth to scale. Draw a human eye and mouth which expresses a human emotion. Alter and refine drawings and describe changes using art vocabulary. Explore relationships between line and tone, pattern and shape, line and texture.	Demonstrate a wide variety of ways to make different marks with dry and wet media. Develop ideas using different or mixed media. Manipulate and experiment with the elements of art including line, tone, pattern, texture, form, space, colour and shape.
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