

Progression	EYFS	KS1	LKS2	UKS2	UKS3
Drawing skills	<p>Fine Motor: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools i.e. scissors, paintbrushes, cutlery. Begin to show accuracy and care when drawing.</p> <p>Creating with materials: Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, pattern, texture, form, and function. Share creations, explaining the processes they have used. Make use of props and materials when role playing characters in narratives and stories.</p>	Can hold and use drawing tools such as pencils and crayons using them with some dexterity and control to investigate marks and represent their observation, memories and ideas with purpose/intention	Can use and manipulate a range of drawing tools with control and dexterity applying teacher guidance	Can select , use and manipulate a range of drawing tools, using them with control and dexterity to accurately represent from observation	<p>to use a range of techniques to record their observations in sketchbooks, journals and other media to use a range of techniques and media, including painting to increase their proficiency in the handling of different materials to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</p>
		Can use a viewfinder to select a view, or shapes and visual clues in an image and then record what is selected within the frame	Can use a viewfinder to select a view and visual clues in an image, then record what is in the frame	Can select a view and use a viewfinder to record what is in the frame and compile and develop several studies as visual evidence for a purpose	
		Can draw carefully in line from observation, recording shapes and positioning all marks/features with some care	Can draw in line with care when taking a line for a walk, or in scale applying rules of simple perspective	Can express their ideas and observations responding to advice from others to rework and improve design ideas	
		Can make quick line and shape drawings from observation adding light/dark tone, colour and features	Can make quick studies from observation to record action or movement with some fluency	Can develop quick studies from observation recording action and movement with fluency, returning to each study to improve accuracy/detail	
		Can record ideas, observations and designs in a visual journal to support the development of ideas and skills. Children show good control and co-ordination in small movement. (PD, M&H, ELG)	Can use a visual journal/ sketchbook to support the development of a design over several stages. Can draw with coloured media descriptively and expressively to represent ideas and objects with increasing accuracy/fluency.	Can convey tonal qualities well, showing good understanding of light and dark on form	
Drawing techniques	<p>Fine Motor: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools i.e. scissors, paintbrushes, cutlery. Begin to show accuracy and care when drawing.</p> <p>Creating with materials: Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, pattern, texture, form, and function. Share creations, explaining the processes they have used. Make use of props and materials when role playing characters in narratives and stories.</p>	Enjoys making marks, signs and symbols on a variety of types of paper and will use a variety/all tools/media offered. Will work spontaneously expressively using marks, lines and curves.	Explores shading, using different media to achieve a range of light and dark tones, black to white	Selects appropriate media and techniques to achieve a specific outcome	<p>to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas to use a range of techniques and media, including painting to increase their proficiency in the handling of different materials to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</p>
		Explores tone using different grades of pencil, pastel and chalk Will experiment and investigate.	Draws familiar things from different viewpoints and combines images to make new images	Plans and completes extended sets of drawings in sketchbook/ journals to plan a painting, print or 3D piece	
		Uses line to represent objects seen, remembered or imagined working spontaneously and expressively.	Uses line, tone, shape and mark with care to represent things seen, imagined or remembered	Can annotate a work of art to record ideas and emotions using this to inform design ideas and thumbnail drawings/designs	
		Uses line and tone to represent things seen, remembered or observed.	Will investigate and experiment with formal elements to make drawings that convey meaning	Builds up drawings and images of whole or parts of items using various techniques, e.g. card, relief, found materials, torn and cut materials	
		Uses a journal or sketchbook to record what they see and collect, recording new processes and techniques.	Uses drawing to design and arrange research and elements of ideas to compose and plan drawings, painting or prints	Confidently and strongly uses charcoal/pastels in response to light and dark, shadows and well lit areas	