

FOCUS ON DRAWING

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Curriculum Statements	<p>30-50 Months:</p> <ul style="list-style-type: none"> Begin to make marks intentionally using a variety of drawing tools (e.g., pencils, crayons, felt-tip pens). Experiment with lines in different directions (e.g., vertical, horizontal, wavy) and different lengths and thicknesses. Explore making marks using fingers or whole hands to create larger, bolder strokes, as well as using fine motor skills with smaller tools for more delicate lines. Use marks to represent objects or experiences (e.g., a circle for the sun, zigzags for a thunderstorm). Begin to develop control over tools and materials by practicing holding a pencil or crayon correctly, making marks in the space provided (e.g., on paper). Express thoughts and feelings through marks (e.g., excited lines, calm swirls). Explore different textures in marks by using materials such as chalk, pencils, or crayons to see how they feel and what different marks they can make. Manipulate materials (e.g., drawing with different pressure, experimenting with strokes, using different parts of the tool) to experiment with visual effects. <p>40-60 Months:</p> <ul style="list-style-type: none"> Begin to draw simple shapes (e.g., circles, squares, lines) and combine them to form objects (e.g., a house from a square and triangle). Develop control and precision with different drawing tools, making more intentional marks, and experimenting with techniques (e.g., creating dots, lines, loops). Begin to represent objects more realistically using marks (e.g., drawing a sun with rays, a person with stick figures). Explore a variety of drawing tools to create different effects (e.g., thick and thin lines, bold and light marks). Start to notice differences in textures and marks, using materials such as crayons, pencils, and markers to experiment with texture and depth in their drawings. Express ideas or emotions in drawings, experimenting with ways to use lines, shapes, and colors to communicate how they feel (e.g., scribbling when excited, drawing soft lines when calm). Use drawings to represent personal experiences, such as family, friends, or trips, using simple lines and shapes to create meaning. Experiment with directionality in drawing (e.g., moving from left to right, top to bottom), understanding how marks work on a surface. 	<ul style="list-style-type: none"> Explore and create various types of marks, including dots, dashes, and continuous lines. Use different media (e.g., pencils, crayons, charcoal) to produce soft and hard, thick and thin lines. Respond to emotions or sensory input (like music) by creating expressive marks, inspired by Kandinsky. Experiment with combining lines to create simple abstract shapes. Begin to observe and draw from nature, using lines to represent simple forms (e.g., leaves). Work collaboratively to contribute individual lines and marks to a larger, collective mural. 	<ul style="list-style-type: none"> Combine lines to create basic shapes, learning to draw with greater control and precision. Explore and create simple patterns by repeating and layering shapes, inspired by the work of Alma Thomas. Experiment with colour to enhance shapes and add interest to compositions. Practice overlapping shapes to understand composition and layering in art. Develop spatial awareness by arranging shapes in patterns, building basic compositional skills. Work collaboratively to create a mural by combining individual shapes and patterns into a cohesive design. 	<ul style="list-style-type: none"> Develop understanding of light and dark by creating gradients and shading techniques. Use different types of shading (e.g., hatching, cross-hatching) to add depth and texture to drawings. Experiment with texture by creating rough, smooth, and layered surfaces using various media. Apply shading and textural techniques to simple still-life objects (e.g., rocks, leaves) to create realistic effects. Explore using different materials (e.g., charcoal, pencils) to achieve various textural qualities. Collaborate in a group setting to combine individual textured pieces into a larger, collective work. 	<ul style="list-style-type: none"> Learn to create perspective by drawing a horizon line and using it to establish foreground, middle ground, and background. Experiment with scale and proportion, drawing objects larger or smaller depending on their placement in space. Use overlapping techniques to create depth and a sense of spatial layering in drawings. Apply perspective techniques in creating simple landscape scenes, inspired by the work of Hokusai. Use lines to draw depth, understanding how distance affects the size and clarity of objects. Collaborate with peers to create a landscape mural, using perspective to develop depth across the entire piece. 	<ul style="list-style-type: none"> Understand and apply basic facial proportions, learning the placement of eyes, nose, and mouth on the face. Develop control in drawing facial features by focusing on details (e.g., eyes, lips, nose) in isolation. Practice creating different facial expressions by adjusting features to convey emotions. Create self-portraits by observing facial proportions in a mirror, refining lines and features to achieve likeness. Explore symmetry and balance in drawing faces, ensuring features are proportionate and positioned accurately. Participate in a collaborative mural by adding individual portraits, celebrating diverse expressions and features. 	<ul style="list-style-type: none"> Explore the concept of narrative in art by creating storyboards that capture key moments in a sequence. Develop characters with expressive gestures and movements, adding personality and detail to figures. Incorporate symbolic objects and background elements to enhance the story and meaning within drawings. Use perspective, composition, and spatial techniques to place characters within a scene that reflects narrative depth. Combine elements of drawing, including perspective, shading, and texture, to create a cohesive and expressive final artwork. Reflect on personal work and peer contributions in a critique setting, analysing how each piece communicates its story.

Drawing	Summary	In the EYFS drawing curriculum, children explore and experiment with a variety of materials and tools to make intentional marks. They begin by making simple shapes and lines, gradually developing control and precision. Through drawing, children express their ideas, emotions, and experiences, learning to represent objects and feelings. They experiment with different textures, colors, and techniques, building confidence in their ability to communicate visually and refine their drawing skills.	In this unit, students explore basic drawing skills by experimenting with marks and lines. Inspired by Kandinsky, they create expressive lines to communicate emotion and movement. Through playful exploration with different tools, they begin to control basic materials. The unit culminates in a collaborative mural, celebrating individual contributions and the diverse ways lines can express ideas.	Students build on their line skills by creating shapes and simple compositions, inspired by Alma Thomas. They learn to arrange shapes into patterns, overlap them, and use colour for added interest. The unit emphasizes developing control over shape and composition, with a final collaborative mural showcasing the class's pattern designs and creativity.	This unit teaches students how to add depth to their drawings using texture and shading techniques. Inspired by Van Gogh, they explore hatching and cross-hatching to create light and dark contrasts. Through still-life studies and collaborative work, students develop an understanding of how texture and shading bring realism and dimension to their art.	Students learn perspective to create depth in their drawings, using horizon lines and scale to depict foreground, middle ground, and background. Inspired by Hokusai, they practice landscape drawing and spatial relationships, gaining a deeper understanding of how objects appear in space and how to represent them realistically in their artwork.	Focusing on portraits, students explore facial proportions and details, inspired by Frida Kahlo. They practice drawing facial features and expressions, culminating in self-portraits. This unit helps students understand the precision of portraiture and encourages personal expression through the careful observation and representation of their own faces.	In this unit, students create narrative artwork by developing characters, symbolism, and settings. Inspired by Jacob Lawrence, they learn how to convey stories through gesture, movement, and perspective. Students combine skills from previous units to create a final piece that expresses their unique narrative and personal creativity through drawing.
	Success	<ul style="list-style-type: none"> ✓ To make intentional marks using different tools, like pencils, crayons, and markers. ✓ To draw simple shapes, such as circles, squares, and lines, and use them to create objects. ✓ To experiment with different textures and learn how different materials make different marks. ✓ To express my feelings or ideas through my drawings. ✓ To draw pictures to represent things they know, like family, animals, or nature. ✓ To hold a pencil or crayon correctly and control the marks they make. ✓ To talk about my drawing and explain what it represents or how they feel about it. 	<ul style="list-style-type: none"> ✓ To experiment with different types of lines and marks. ✓ To create expressive marks that communicate emotions or ideas. ✓ To control different drawing tools and media to produce varied lines. ✓ To combine marks and lines to form simple shapes and compositions. ✓ To contribute to a collaborative class mural using individual lines and marks. ✓ To evaluate and discuss my own work and the work of others. 	<ul style="list-style-type: none"> ✓ To draw and combine basic shapes to create patterns and compositions. ✓ To experiment with overlapping shapes and colours to enhance my drawings. ✓ To arrange shapes and patterns to create a balanced composition. ✓ To explore colour in my shapes to add contrast and interest. ✓ To work collaboratively to create a class mural with overlapping shapes. ✓ To evaluate and reflect on my work and the work of others. 	<ul style="list-style-type: none"> ✓ To use shading techniques such as hatching and cross-hatching to create depth. ✓ To experiment with different textures in my drawings. ✓ To observe and accurately represent light and dark contrasts in my work. ✓ To develop realistic texture in still-life objects through shading and detail. ✓ To incorporate texture and shading in collaborative group projects. ✓ To discuss and evaluate my own work and the work of others. 	<ul style="list-style-type: none"> ✓ To understand and use horizon lines to create perspective in my drawings. ✓ To apply the concept of scale and proportion to create realistic space. ✓ To experiment with drawing foreground, middle ground, and background. ✓ To depict depth and space in a landscape or scene. ✓ To work collaboratively to create a landscape drawing using perspective. ✓ To critique and reflect on the effectiveness of perspective in my work. 	<ul style="list-style-type: none"> ✓ To draw accurate facial proportions, including the placement of eyes, nose, and mouth. ✓ To explore different facial expressions and the emotions they convey. ✓ To create a self-portrait that captures my likeness and expression. ✓ To experiment with symmetry and balance in portrait drawing. ✓ To evaluate and reflect on the success of my portrait and those of others. ✓ To discuss the use of proportion and detail in portraits. 	<ul style="list-style-type: none"> ✓ To create a story through drawing by developing characters and settings. ✓ To use gesture and movement in my characters to convey action or emotion. ✓ To apply perspective and spatial techniques to tell a visual story. ✓ To experiment with symbolism to enhance the meaning in my drawings. ✓ To contribute to a collaborative narrative art piece. ✓ To discuss and evaluate the storytelling elements in my own and others' work.
	Unit	No specific unit – opportunities within provision.	Kandinsky	Alma Thomas	Van Gogh	Hokusai	Frida Kahlo	Jacob Lawrence
Knowledge	In EYFS, children explore materials and tools to make marks, shapes, and lines. They experiment with textures, colours, and techniques to express ideas and emotions. They develop fine motor skills, control drawing tools, and communicate through their artwork.	Basic drawing tools, types of marks, and expression through lines.	Shapes and patterns, introduction to composition and basic colour theory.	Texture, light and shadow, and tonal contrast in realistic drawings.	Understanding perspective, space, and depth, learning to depict realistic environments.	Proportions in portraiture, facial features, and emotional expression.	Storytelling through drawings, symbolism, and advanced narrative techniques	
		Experimenting with tools and creating marks to express ideas.	Combining shapes and colours in simple compositions, beginning to control elements of design.	Mastering texture and shading to create depth and dimension.	Applying perspective and space to create realistic and dynamic compositions.	Developing control over proportion in portraits, using facial features to express emotion.	Telling stories through drawing, using advanced narrative and symbolic techniques.	

			<p>To experiment with different types of lines and marks:</p> <p>I know that straight lines can be calm or structured. I know that curved lines can feel soft, gentle, or flowing. I know that zigzag lines may suggest energy, chaos, or movement. I know that wavy lines represent calmness, water, or air. I know that dotted lines can represent things that are incomplete or moving. To create expressive marks that communicate emotions or ideas:</p> <p>I know that harsh, jagged marks may represent anger, frustration, or tension. I know that smooth, flowing lines can represent calm, peace, or happiness. I know that thick, bold marks show strength or confidence. I know that light, soft marks can represent gentleness, lightness, or sadness. I know that repeating marks can create rhythm, energy, or movement in my drawing. To control different drawing tools and media to produce varied lines:</p> <p>I know that pressing harder with my pencil creates darker, thicker lines. I know that pressing lightly with my pencil creates softer, lighter marks. I know that using a crayon creates thicker, brighter lines than a pencil. I know that markers can make bold, bright marks that stand out on paper. I know that charcoal can create deep, textured marks that add depth to my drawing. To combine marks and lines to form simple shapes and compositions:</p> <p>I know that combining circles and lines can form simple objects like a sun or a face. I know that by adding straight lines, I can create shapes like houses or boxes. I know that curves can make shapes like flowers, clouds, or waves. I know that using different marks in one composition can create interest and movement. I know that overlapping lines and shapes can show depth or position in my drawing. To contribute to a collaborative class mural using individual lines and marks:</p>	<p>I know that thick lines can create emphasis or boldness in my drawing. I know that thin lines can show detail or lightness. I know that curved lines can make things look soft, flowing, or round. I know that jagged or broken lines can suggest tension, sharpness, or movement. I know that a combination of lines in different directions can make my drawing feel more dynamic. I know that diagonal lines can make my drawing feel like it's in motion or falling. I know that using short, fast marks can show speed, while long, slow marks can show calmness. I know that the texture of my marks can change based on how hard I press with my tool (e.g., soft or rough marks). I know that pencils can make lines of different thickness and darkness depending on how hard I press. I know that pens create darker, more defined lines than pencils and are good for adding detail. I know that charcoal can create softer, smudged marks, which can be useful for shading and creating depth. I know that crayons can create vibrant, solid marks, and they are good for adding color to my drawings. I know that pastels can be blended easily to create smooth, soft transitions between colors. I know that markers create bold, bright lines and can fill areas quickly. I know that shading with a pencil can make areas look darker, showing shadow and depth. I know that pressing lightly creates soft tones, while pressing harder creates darker tones. I know that cross-hatching (drawing lots of small lines that overlap) can add texture and depth to my drawing. I know that using different patterns (like dots or lines) can make surfaces look rough, smooth, or bumpy. I know that varying the thickness of my lines can show how far or close something is in my drawing. I know that adding lighter areas alongside darker areas can make my drawing look more three-dimensional. I know that certain textures (like rough marks) can create feelings of roughness or harshness, while smooth lines can feel calm or soft.</p>	<p>I know that different types of lines can be used to show different emotions or moods (e.g., jagged lines for anger, curved lines for calmness). I know that I can use thick and thin lines to create contrast and focus in my drawing. I know that I can use a variety of marks (e.g., short, long, continuous, or broken) to create texture and interest. I know that combining different line qualities (such as soft, hard, smooth, or rough) can create different effects and feelings in my drawing. I know that using diagonal lines can suggest movement, action, or direction. I know that curving or bending my lines can help show the shape and volume of objects. I know that vertical lines can convey stability, while horizontal lines can suggest calmness or rest. I know that I can use different drawing tools (e.g., pencils, charcoal, pens, or pastels) to create different effects in my artwork. I know that pencils are good for creating fine details and light, gradual shading, while charcoal can be used for bold, expressive lines. I know that pens create sharp, clean lines that can be used for precision and definition. I know that pastels are ideal for blending and creating softer transitions between colors and tones. I know that I can experiment with blending different media (e.g., using pencil for fine lines and charcoal for shading) to create more varied effects. I know that shading can be done by varying the pressure on my pencil, using cross-hatching, or blending with my fingers or a tool. I know that I can create different textures by layering marks, using stippling (dots), or hatching (lines) to give my drawing depth. I know that I can use contrasting tones (light and dark) to show light sources and shadow in my drawing. I know that adding shading around the edges of an object can make it look three-dimensional. I know that drawing lighter areas next to darker areas can create a sense of light, shadow, and volume. I know that I can experiment with perspective by drawing objects smaller as they move away from me, creating a sense of space. I know that I can draw simple objects in perspective (e.g., a box or</p>	<p>I know that I can use a variety of lines (e.g., zigzag, curved, wavy, straight) to create different effects, such as movement, tension, or calmness. I know that thick, bold lines can make an object stand out, while thinner lines can add detail and depth. I know that I can use a combination of different lines to create texture, shading, and form in my drawings. I know that continuous lines can show fluidity and smoothness, while broken or dashed lines can convey fragmentation or roughness. I know that experimenting with marks in different directions can add dynamic energy or create a sense of stillness in my work. I know that I can create a mood in my drawings by varying the pressure I use with my drawing tools (e.g., hard pressure for strong, intense marks, light pressure for softer, gentler marks). I know that I can experiment with using different types of pencils (e.g., HB, 2B, 6B) to create varying levels of darkness and detail. I know that using a variety of drawing tools, such as pencils, charcoal, pens, and pastels, can create different textures and effects in my drawing. I know that charcoal is great for bold, expressive lines, and can be smudged to create soft transitions in tone. I know that ink pens create sharp, clean lines and are useful for adding fine details to my drawings. I know that pastels allow me to blend colors smoothly and can be used to create a soft, vibrant effect in my drawings. I know that I can use colored pencils to add subtle color and texture to my drawings, and layering them can intensify color. I know that varying the thickness and type of marks I make can communicate different textures (e.g., rough marks can suggest fur, smooth marks can create the look of water). I know that shading adds depth and volume to objects, and I can use light and dark areas to suggest where the light hits and where shadows fall. I know that blending or smudging the shading with my finger or a blending tool can make the transitions between light and dark smoother. I know that I can use cross-hatching and stippling to create texture and</p>	<p>I know that lines can be used in many ways to express different qualities and emotions, such as using jagged lines for tension or calm, smooth curves for serenity, or straight lines for stability. I know that line thickness and pressure can influence the overall impact of a drawing (e.g., thick, bold lines can create emphasis, while thin, light lines can add subtle detail). I know that I can combine various types of lines (e.g., curved, angular, wavy, straight) to create more complex and dynamic compositions. I know that I can create texture in my drawings by varying the type of mark I make (e.g., stippling, hatching, cross-hatching, or smudging). I know that I can experiment with different tools (e.g., graphite, charcoal, ink pens) to achieve a range of line qualities and textures. I know that I can use layering to build up texture and detail in my drawings, applying multiple types of marks to create richness and depth. I know that using a variety of tones (light and dark) in my drawings can create depth, volume, and the illusion of three-dimensionality. I know that by adjusting the pressure on my drawing tool, I can create varying tonal values from light to dark, adding contrast and dimension to my work. I know that I can use shading techniques such as hatching, cross-hatching, and blending to achieve gradual transitions between light and dark areas. I know that I can create highlights in my drawings by leaving certain areas untouched or lightly shaded, allowing the light source to stand out. I know that I can blend and smooth my shading with tools like tortillons or blending stumps to create soft, gradual transitions between tones. I know that I can use contrasting tones (light versus dark) to highlight key areas of my drawing and draw attention to important elements in my composition. I know that I can use light and dark areas to suggest light sources, shadows, and reflections, giving my drawing a more realistic feel. I know that I can create perspective in my drawings by using techniques like vanishing points, horizon lines, and foreshortening to represent depth and space.</p>	<p>I know that I can use line in sophisticated ways to create texture, pattern, and depth, experimenting with techniques like cross-hatching, stippling, and blending to evoke different moods or effects in my drawings. I know that I can vary the weight, thickness, and pressure of lines to enhance the composition, creating emphasis and directing the viewer's attention to specific areas of my drawing. I know that I can use different lines (e.g., curved, straight, jagged) to communicate emotion or atmosphere, such as soft lines for calmness or sharp lines for tension. I know that I can combine multiple types of marks (e.g., thin, thick, straight, curved) to create a complex composition that communicates depth, texture, and movement. I know that by controlling the pressure on my drawing tools, I can create a full range of tonal values, from deep, dark shadows to delicate highlights. I know that I can use light and dark areas in my drawings to create contrast and emphasis, making certain areas stand out while others recede into the background. I know that I can create depth in my drawings by using tonal contrast, light and dark shading, and highlighting areas where the light hits an object. I know that I can use gradient shading to transition smoothly from light to dark, creating a sense of form and volume in my drawings. I know that I can use different techniques, such as stippling, cross-hatching, or blending, to create varied textures (e.g., rough, smooth, soft, or gritty). I know that I can manipulate tone and texture to represent the materials in my drawings (e.g., using smooth lines for glass, textured marks for stone, or soft shading for fabric). I know that I can use light to create the illusion of three-dimensionality in my drawings by applying shading to the areas furthest from the light source. I know that I can draw realistic shadows, considering their shape and angle, to make my drawings appear more lifelike and grounded. I know that I can represent different surfaces and textures, such as metal, wood, skin, or fur, by closely observing how light interacts with those materials.</p>
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		<p>I know that my marks can be part of a bigger picture that others are creating.</p> <p>I know that I can work together with my classmates to make a shared artwork.</p> <p>I know that adding my unique marks to the mural can make it more interesting.</p> <p>I know that I can combine my lines with others' lines to create a larger composition.</p> <p>To evaluate and discuss my own work and the work of others:</p> <p>I know that when I look at my drawing, I can talk about what I like or want to improve.</p> <p>I know that my marks can show how I feel, and I can explain that to others.</p> <p>I know that when I talk about other people's work, I can point out things I like, such as the colors or lines they used.</p> <p>I know that it's important to give positive feedback and think about what could be better in my own and others' drawings.</p> <p>I know that I can ask for help if I need it and listen to suggestions for how to improve.</p>	<p>I know that I can create shapes by combining different kinds of lines (e.g., straight lines for rectangles, curved lines for circles).</p> <p>I know that overlapping shapes can show depth and make objects look closer or further away.</p> <p>I know that shapes like squares and triangles can be used to form simple objects like houses or trees.</p> <p>I know that I can create more complex shapes by combining different types of lines (e.g., a house with a triangle roof and a rectangle base).</p> <p>I know that repeating shapes or patterns can create rhythm and harmony in my drawing.</p> <p>I know that I can draw shapes in perspective (e.g., making a square look like a cube) by changing the angle of the lines.</p> <p>I know that looking carefully at an object helps me draw it more accurately.</p> <p>I know that objects have different sizes, and I can compare their size to help me draw them more accurately.</p> <p>I know that I can break down complex objects into simpler shapes (e.g., a cup can be drawn as a circle with a rectangle for the handle).</p> <p>I know that I can draw from life (e.g., drawing a fruit or a flower) by looking closely and noticing small details.</p> <p>I know that proportions (how big or small parts are compared to each other) are important when drawing something to look realistic.</p> <p>I know that I can use lines to draw the outline of an object and then add details like texture or shading.</p> <p>I know that when I look at my drawing, I can describe the lines, marks, and shapes I used.</p> <p>I know that I can say what worked well in my drawing (e.g., the way I used shading to show depth).</p> <p>I know that I can think about what I might improve, like making my lines smoother or adding more texture.</p> <p>I know that I can give positive feedback to others about their work, focusing on what I like in their drawings.</p> <p>I know that I can ask others about how they created certain effects (e.g., "How did you make those lines look so smooth?").</p> <p>I know that when I give feedback to others, I can focus on how they used lines and marks to create mood or effects in their drawing.</p> <p>I know that reflecting on both my own and others' work helps me improve my drawing skills.</p>	<p>a road) by using vanishing points and converging lines.</p> <p>I know that I can represent textures such as rough, smooth, bumpy, or soft by varying the way I make marks (e.g., scribbling for rough, smooth blending for soft).</p> <p>I know that I can use a variety of shapes to form more complex objects (e.g., a house can be drawn as a square with a triangle on top for the roof).</p> <p>I know that when I draw from life, I should observe objects closely and look at their proportions, angles, and shapes.</p> <p>I know that to draw people, I need to consider the proportions of the body and the size relationships between different parts (e.g., the head is smaller compared to the torso).</p> <p>I know that I can make my drawings look more realistic by paying attention to the size and placement of the objects in my composition.</p> <p>I know that I can break down complex objects into simple shapes and lines before adding details.</p> <p>I know that I can use my sketchbook to plan out my drawing and experiment with different approaches before starting my final piece.</p> <p>I know that my drawing should have a clear focal point, where the most important part of the image is placed to grab attention.</p> <p>I know that I can experiment with drawing the same subject in different ways (e.g., changing the angle or perspective) to create a variety of effects.</p> <p>I know that I can evaluate my own work by asking myself if I've communicated the idea or feeling I wanted to express.</p> <p>I know that I can look at my work and think about how the marks I made contribute to the overall composition and mood of the drawing.</p> <p>I know that when I review others' work, I can give helpful and kind feedback, focusing on strengths and areas to improve.</p> <p>I know that I can discuss the tools, techniques, and effects used in my drawing and explain why I chose them.</p> <p>I know that I can learn from other artists' work by noticing the marks, lines, and techniques they used to achieve certain effects.</p> <p>I know that I can share my thoughts and ideas about my artwork with others, explaining what I was trying to show or express.</p>	<p>shading without fully blending the tones.</p> <p>I know that using light shading around the edges of an object can make it look like it is standing out from the background.</p> <p>I know that the light source in my drawing affects where I place the shadows and highlights.</p> <p>I know that I can create perspective in my drawing by using techniques like overlapping, size variation, and vanishing points.</p> <p>I know that I can make objects in the foreground larger and objects in the background smaller to create a sense of depth.</p> <p>I know that I can draw objects in one-point perspective, where lines converge towards a single point on the horizon, creating a realistic sense of depth.</p> <p>I know that I can create two-point perspective to show objects from an angle, making them look more three-dimensional.</p> <p>I know that I can use different line qualities to show depth in my drawing, such as lighter lines for distant objects and darker, thicker lines for closer objects.</p> <p>I know that I can break down complex objects (like a building or tree) into simpler shapes and forms, making them easier to draw.</p> <p>I know that I can use a sketchbook to explore my ideas before making a final drawing, allowing me to try different approaches.</p> <p>I know that I can use composition techniques, like the rule of thirds or leading lines, to make my drawing more interesting and balanced.</p> <p>I know that I can use different textures and patterns in my drawing to create contrast and emphasis.</p> <p>I know that I can use the space in my drawing to create a sense of balance, ensuring that objects are not too crowded or too far apart.</p> <p>I know that I can experiment with drawing from observation, using real-life objects to study their shape, texture, and proportion.</p> <p>I know that when I draw people, I need to think about the proportions of their body and the size of each body part in relation to the others (e.g., the head is about 1/8th of the body's height).</p> <p>I know that I can use my observations of light and shadow to make my drawings look more realistic.</p> <p>I know that I can create depth in my drawings by layering elements, using overlapping objects, and</p>	<p>I know that I can apply one-point perspective to draw scenes with a single vanishing point, creating the illusion of depth along a central line of sight.</p> <p>I know that I can apply two-point perspective to draw objects from an angle, where two sets of parallel lines converge at two vanishing points.</p> <p>I know that I can use foreshortening to make objects or figures appear closer or receding into space, by adjusting the proportions of objects based on their position in the scene.</p> <p>I know that I can use size variation, overlapping, and placement of objects to create the illusion of space and depth in my drawings.</p> <p>I know that I can create depth and three-dimensionality by considering how light interacts with the object, casting shadows on one side and creating highlights on the other.</p> <p>I know that I can observe the proportions and relative sizes of different objects when drawing from life or photographs, ensuring accurate representations.</p> <p>I know that I can break down complex forms into simpler shapes (e.g., cylinders, spheres, cubes) to make them easier to draw.</p> <p>I know that when drawing the human form, I can use guidelines to place features proportionally, understanding that the body is divided into measurable parts (e.g., the head is approximately 1/8th of the total height).</p> <p>I know that when drawing faces, I can use the eyes as a central reference point, placing them halfway down the head, and ensuring other facial features are aligned properly.</p> <p>I know that I can draw objects in correct perspective, adjusting their size and angle to reflect how they would appear from different viewpoints.</p> <p>I know that I can create realism by observing light and shadow carefully, paying attention to where the light hits and how shadows are cast on objects.</p> <p>I know that I can create realistic textures (e.g., fur, fabric, metal, or wood) by carefully observing the patterns and applying appropriate marks in my drawings.</p> <p>I know that I can experiment with different media, such as combining pencil with charcoal or ink, to add depth, contrast, and richness to my drawing.</p> <p>I know that I can use color pencils, pastels, or watercolors to introduce</p>	<p>I know that I can create depth and distance in my drawings by using perspective techniques like vanishing points, horizon lines, and scaling objects smaller as they move into the distance.</p> <p>I know that I can use one-point perspective to represent straight lines (e.g., roads, railways) that recede into the distance towards a single vanishing point.</p> <p>I know that I can apply two-point perspective to draw objects from an angled viewpoint, creating a more realistic sense of depth with two vanishing points.</p> <p>I know that I can use three-point perspective to draw high or low vantage points, giving a more dynamic sense of space in my work.</p> <p>I know that I can understand and represent foreshortening to depict objects at a dramatic angle or objects closer to the viewer, making them appear larger and more three-dimensional.</p> <p>I know that I can break down complex objects (e.g., human figures, buildings, trees) into basic shapes (cylinders, spheres, cubes) to make them easier to draw accurately.</p> <p>I know that I can measure proportions when drawing people or animals, ensuring that the head, torso, limbs, and facial features are in the correct relationship to one another.</p> <p>I know that I can apply the rule of thirds to compose my drawings, placing key elements off-center to make the image more visually engaging.</p> <p>I know that I can create a balanced composition by considering the placement of objects, ensuring that no part of the drawing feels overcrowded or too empty.</p> <p>I know that I can plan my composition by sketching out a rough layout before adding detailed work, ensuring that the final drawing looks unified.</p> <p>I know that I can make my drawings more dynamic by varying the angles of the objects I depict, making them appear more interesting and complex.</p> <p>I know that I can observe and represent the human form with greater accuracy, paying close attention to proportions and the position of different body parts.</p> <p>I know that when drawing portraits, I can focus on accurate placement of facial features (eyes, nose, mouth), making sure they are proportionally placed and 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I know that I can research different artists' work to see how they use lines, shapes, and colors to create effects in their drawings. I know that I can use my observations and research to inspire my own drawings and develop my own style. I know that I can discuss the choices I made in my drawing (e.g., line choice, shading techniques, and color palette) to explain how they contribute to the overall effect of the piece. I know that I can appreciate the drawing techniques used by others and learn from their creative approaches.</p>	<p>color and mood to my drawings, choosing appropriate hues to match the theme or atmosphere. I know that I can work collaboratively with others to create a large-scale drawing, combining my individual marks and ideas to contribute to a group composition. I know that I can make thoughtful decisions about the composition of my drawing, such as the placement of objects and the overall balance of the image. I know that I can use the rule of thirds to make my composition more dynamic and engaging, placing key elements off-center for visual interest. I know that I can experiment with different angles and viewpoints to see how they affect the composition and the message of my drawing. I know that I can use a sketchbook to test different drawing techniques, record ideas, and refine my observations before producing a final drawing. I know that I can evaluate my work by considering if my intended message or feeling is communicated through my marks, tones, and composition. I know that I can reflect on the technical aspects of my drawing (e.g., proportion, perspective, light and shadow) and identify areas to improve. I know that I can ask others for feedback on my work, and use their insights to improve my drawing process and final piece. I know that I can appreciate other artists' works by analyzing their drawing techniques and understanding the choices they made regarding line, texture, and composition. I know that I can analyze how other artists use color, tone, and texture to enhance their drawings and inspire my own ideas. I know that I can explain the process I used to create my drawing, describing my choice of media, techniques, and tools. I know that I can experiment with different drawing styles, trying out realistic, abstract, or stylized approaches to develop my own artistic voice. I know that I can identify and discuss the various elements of a drawing, such as line, shape, form, tone, texture, and composition, to understand how they work together to create a cohesive image.</p>	<p>I know that I can use gesture drawing to capture the basic form and movement of a figure before adding detail and refining the drawing. I know that I can combine drawing techniques, such as blending and cross-hatching, to create a unified and harmonious effect in my work. I know that I can express my personal style and ideas through my drawings, choosing subjects and techniques that reflect my creativity. I know that I can experiment with drawing from a range of sources, including direct observation, photographs, and imagination, to develop my drawing skills further. I know that I can use my sketchbook as a tool for refining ideas, experimenting with different approaches, and reflecting on my progress as an artist. I know that I can create a series of drawings exploring the same subject, experimenting with different media, perspectives, and styles to develop my ideas. I know that I can incorporate symbolism or abstract techniques into my drawings to communicate deeper meanings or feelings. I know that I can make deliberate decisions about the materials I use in my drawing, choosing the right tool for the desired effect (e.g., pencil for detail, charcoal for bold marks). I know that I can evaluate my own work and the work of others by considering the use of line, composition, tone, texture, and perspective to determine if the drawing effectively communicates the intended message. I know that I can discuss the strengths and areas for improvement in my own work, identifying specific techniques I used and explaining how they contributed to the drawing's impact. I know that I can give constructive feedback to my peers, focusing on specific aspects of their drawings (e.g., perspective, tone, or texture) to help them improve their skills. I know that I can discuss how my drawing style has evolved, reflecting on how I have improved or changed my techniques and approaches over time. I know that I can analyze the work of famous artists, exploring how they use lines, textures, and shading to create powerful drawings, and use this research to inspire my own work.</p>
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