



SKILLS LADDER - ART							
	EYFS	Puffin - Year 1/2		Swift Year 3/4		Eagle Year 5/6	
Styles to be covered	Illustrations	Abstract, Surrealism		Pointillism, Expressionism, Impressionism, Mosaics, Pop Art, Cubism, Portraits		Portraits, Pointillism, Expressionism, Grafitti	
Examples of Artists covered	Eric Carle	Kandinsky, Rene Magritte, Frida Kahlo, Joan Miro, Henri Rousseau, Georgia O'Keefe		William Morris, Yayoi Kusama, Gaudi, Georges Seurat, Picasso		Lowry, Van Gogh, Banksy, Keith Herring, Bisa Butler	
Exploring and developing ideas	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  Share their creations, explaining the process they have used.	Record and explore ideas from first hand observation, experience and imagination.		Select and record from first-hand observation, experience and imagination and explore ideas for different purposes.		Select and record from first-hand observation, experience and imagination and explore ideas for different purposes.	
		Ask and answer questions about the starting points for their work and develop their ideas.	Ask and answer questions about the starting points for their work and the processes they have used.	Question and make thoughtful observations about starting points and select ideas to use in their work.		Question and make thoughtful observations about starting points and select ideas and processed to use in their work.	
		Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures and making links to their own work.		Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.		Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	
Evaluating and developing work	Make use of props and materials when role playing characters in narratives and stories.	Review what they and others have done and say what they think and feel about it. e.g. annotate sketchbook using language of art, craft and design.		Compare ideas, methods and approaches in their own and others' work and say what they thing and feel about them using language of art, craft and design.		Compare ideas, methods and approaches in their own and others' work and say what they thing and feel about them using language of art, craft and design.	
		Identify what they might change in their current work or develop in their future work.		Adapt their work according to their views and describe how they might develop it further.		Adapt their work according to their views and describe how they might develop it further.	
			Annotate work in sketchbook.	Annotate work in sketchbook.			
Breadth of study		Work on their own, and collaboratively with others on projects in 2 and 3 dimensions and on different scales.		Work on their own and collaboratively with others on projects in 2 and 3 dimensions and on different scales.		Work on their own and collaboratively with others on projects in 2 and 3 dimensions and on different scales.	
		Use ICT to investigate different kinds of art, craft and design.		Use ICT to investigate art, craft and design in the locality and in a variety of genres, styles and traditions.		Use ICT to investigate art, craft and design in the locality and in a variety of genres, styles and traditions.	
Drawing		Use a variety of tools including: pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.	Layer different media e.g. crayons, pastels, felt tips, charcoal and ballpoint.	Experiment with different grades of pencil and other implements.	Make informed choices in drawing encoding paper and media.	Use a variety of source material for their work.	Demonstrate a wide variety of ways to make different marks with dry and wet media.
				Plan, refine and alter their drawings as necessary.	Alter and refine drawings and describe changes using art vocabulary.	Work with a sustained and independent observation, experience and imagination.	Identify artists who have worked in a similar way to their own work.
		Use a sketch book to gather and collect artwork.	Understand the basic use of a sketchbook and work out ideas for drawings.	Use sketchbook to collect and record visual information from different sources.	Collect images and information independently in a sketchbook.	Use a sketchbook to develop ideas.	Develop ideas using different or mixed media, using a sketchbook.
		Begin to explore the use of line, shape and colour.	Draw for a sustained period of time from the figure to real objects. (single and grouped objects)	Draw for a sustained period of time at their own level.	Use research to inspire drawings from memory and imagination.	Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.	Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.
			Experiment with the visual elements; line, shape, patterns and colour.	Use different media to achieve variations in line, texture, tone, colour, shape and pattern.	Explore relationships between line and tone, pattern and shape, line and texture.		

Painting
Printing

Use a variety of tools and techniques including the use of different brush sizes and types.	Name different types of paint and their properties.	Use a developed colour vocabulary.	Use more specific colour language e.g. tint, tone, shade, hue.	Work on preliminary studies to test media and materials.	Carry out preliminary studies, test media and materials and mix appropriate colours.
Mix and match colours to artefacts and objects.			Make and match colours with increasing accuracy.		Work from a variety of sources, including those researched independently.
Work on different scales.	Work on a range of scales e.g. large brush on large paper etc.	Work confidently on a range of scales e.g. thin brush on small picture etc.	Choose paints and implements appropriately.		Choose appropriate paint, paper and implements to adapt and extend their work.
Mix secondary colours and shades using different types of paint.	Mix a range of secondary colours, shades and tones.	Mix a variety of colours and know which primary colours make secondary colours.	Show increasing independence and creativity with the painting process.	Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.	Create shades and tints using black and white.
Create different textures e.g. use of sawdust.	Experiment with tools and techniques including layering, mixing media, scraping through etc.	Experiment with different effects and textures including blocking in colour, washes, thickened paint etc.	Plan and create different effects and textures with paint according to what they need for the task.	Create imaginative work from a variety of sources.	Show an awareness of how paintings are created (composition).
Make marks in print with a variety of objects, including natural and made objects.	Use a variety of techniques including carbon printing, relief, press and fabric printing and rubbings.	Print using a variety of materials, objects and techniques including layering.	Research, create and refine a print using a variety of techniques.	Explain a few techniques including the use of poly-blocks, relief, mono and resist printing.	Describe varied techniques.
Carry out different printing techniques e.g. monoprint, block relief and resist printing.	Design patterns of increasing complexity and repetition.	Talk about the processes used to produce a simple print.	Select broadly the kinds of material to print with in order to get the effect they want.	Choose the printing method appropriate to task.	Be familiar with layering prints.
Make rubbings.	Print using a variety of materials, objects and techniques.	Explore pattern and shape, creating designs for printing.	Resist printing including marbling, silkscreen and cold water paste.	Build up layers and colours / textures.	Be confident with printing on paper and fabric.
Build a repeating pattern and recognise pattern in the environment.				Organise their work in terms of pattern, repetition, symmetry or random printing styles.	Alter and modify work.
				Choose links and overlay colours.	Work relatively independently.

Textiles / Collage		Use a variety of techniques e.g. weaving, finger knitting, fabric crayons, sewing and binca.	Use a variety of techniques including weaving, knitting, tie-dying, fabric crayons and wax resist, appliqué and embroidery.	Use a variety of techniques including printing, dying, quilting, weaving, embroidery, paper and appliqué.	Match the tool to the material.	Join fabrics in different ways, including stitching.	Awareness of the potential of the uses of material.
		Know how to thread a needle, cut, glue and trim material.	Create textured collages from a variety of media.	Name the tools and materials they have used.	Combine skills more readily.	Use different grades and uses of threads and needles.	Use different techniques, colours and textures etc. when designing and making pieces of work.
		Create images from imagination, experience or observation.	Make a simple mosaic. Stitch, knot and use other manipulative skills.	Develop skills in stitching, cutting and joining.	Choose collage or textiles as a means of extending work already achieved.	Extend their work within a specified technique.	Be expressive and analytical to adapt, extend and justify their work.
		Use a wide variety of media including photocopied material, fabric, plastic, tissue, magazines, crepe paper etc.		Experiment with a range or media e.g. overlapping, layering etc.	Refine and alter ideas and explain choices using an art vocabulary.	Use a range of media to create collage.	
					Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.	Experiment with using batik safely.	
3D form		Manipulate clay in a variety of ways. e.g. rolling, kneading and shaping.	Manipulate clay for a variety of purposes including thumb pots, simple coil pots and models.	Join clay adequately and work reasonably independently.	Make informed choices about the 3D technique chosen.	Describe the different qualities involved in modelling, sculpture and construction.	Develop skills in using clay including slabs, coils, slips etc.
		Explore sculpture with a range of malleable media, especially clay.	Build a textured relief tile.	Construct a simple clay base for extending and modelling shapes.	Show an understanding of shape, space and form.	Use recycled, natural and man-made materials to create sculpture.	Make a mould and use plaster safely.
		Experiment with, construct and join recycled, natural and man-made materials.	Experiment with, construct and join recycled, natural and man-made materials confidently.	Cut and join wood safely and effectively.	Use a variety of materials.		Create sculpture and constructions with increasing independence.
		Explore shape and form.	Understand the safety and basic care of materials and tools.	Make a simple paper mache object.	Talk about their work understanding that it has been sculpted, modelled or constructed.	Plan a sculpture through drawing and other predatory work.	
				Plan, design and make models.	Plan, design, make and adapt models.		