



Skills Ladder - Art

| | EYFS | Puffin - Year 1/2 | | Swift Year 3/4 | | Eagle Year 5/6 | |
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| 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. |
| | | 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. | | |
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| Painting |
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| Printing |
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| 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. |

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| 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, dyeing, 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 of 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. | | | |
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| 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. | | | |