

Art — Skills ladder

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
An artist will be able to...	<p>An EYFS artist will be able to record and explore ideas whilst trying out new ideas with the option to change their mind. They will be able to explore the work of artists, craftspeople and designers from different times and cultures. They will have the opportunity to review what they and others have done and say what they think and feel about it.</p>	<p>A year 1 artist will be able to record and explore ideas from first hand observations whilst asking and answering questions about the starting points for their work. They will have the opportunity to develop their ideas – try things out, change their minds.</p> <p>Over the year, they will explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</p> <p>Through review what they and others have done and say what they think and feel about it. This will include identifying what they might change in their current work</p>	<p>A year 2 artist will be able to record and explore ideas from first hand observations. They will be asking and answering questions about the starting points for their work. Through discussion and exploration they will develop their ideas – try things out with the option to change their minds.</p> <p>They will explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities. Once they have completed a piece of artwork they will review what they and others have done and say what they think and feel about it whilst identifying what they might change in their current work or develop in future work</p>	<p>A year 3 artist will be able to select and record from first hand observation, experience and imagination, and explore ideas for different purposes. They will ask questions and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Over the year, a year 3 artist will explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. They will compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.</p> <p>They will understand how to adapt their work according to their views and describe how they might develop it further. Year 3 artists will be able to annotate work in sketchbooks when needed.</p>	<p>A year 4 artist will be able to select and record from first hand observation, experience and imagination, and explore ideas for different purposes. They will be confident to ask question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>They will explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Year 4 artists will confidently compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.</p> <p>They will understand how to adapt their work according to their views and describe how they might develop it further. Year 4 artists will be able to annotate work in sketchbook.</p>	<p>A year 5 artist will be able to select and record from first hand observation, experience and imagination, and explore ideas for different purposes. They will be able to question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Throughout the year, year 5 artists will explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. They will compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.</p> <p>They will understand how to adapt their work according to their views and describe how they might develop it further. Year 5 artists will be able to annotate work in sketchbook.</p>	<p>A year 6 artist will be able to select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Overtime they will question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>By the end of the year, a year 6 artist will explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. They will compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.</p> <p>Year 6 artists will be able to adapt their work according to their views and describe how they might develop it further. They will be able to confidently annotate their work in a sketchbook.</p>
Breadth of Study Drawing	<p>Children will experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints and chalk.</p> <p>They will begin to control the types of marks made with the range of media.</p> <p><u>Line and marks:</u></p> <p>Draw on different surfaces with a range of media and use differently textured and sized media.</p> <p><u>Shape</u></p> <p>Observe and draw shapes. Draw shapes in between objects. Invent new shapes.</p> <p><u>Tone</u></p> <p>Investigate tone by drawing light/dark lines.</p>	<p>Children will experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk</p> <p>They will learn to control the types of marks made with the range of media</p> <p><u>Lines and marks:</u></p> <p>Name, match and draw lines/marks from observations with the opportunity to invent new lines and draw on different surfaces with a range of media whilst using differently textured and sized media.</p> <p><u>Shape</u></p> <p>Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes.</p> <p><u>Tone</u></p> <p>Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc.</p> <p><u>Texture</u></p> <p>Investigate textures by describing, naming, rubbing, copying.</p>	<p>Children will experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints and chalk.</p> <p>They will learn how to control the types of marks made with the range of media</p> <p><u>Lines and marks</u></p> <p>Name, match and draw lines/marks from observations. Invent new lines. They will draw on different surfaces with a range of media. Use differently textured and sized media.</p> <p><u>Shape</u></p> <p>Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes.</p> <p><u>Tone</u></p> <p>Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc.</p> <p><u>Texture</u></p> <p>Investigate textures by describing, naming, rubbing, copying.</p>	<p>Children will experiment with ways in which surface detail can be added to drawings. They will use sketchbooks to collect and record visual information from different sources They will learn how to draw for a sustained period of time at an appropriate level.</p> <p><u>Lines and Marks</u></p> <p>Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</p> <p>Experiment with different grades of pencil and other implements to create lines and marks.</p> <p><u>Form and Shape</u></p> <p>Experiment with different grades of pencil and other implements to draw different forms and shapes.</p> <p>Begin to show an awareness of objects having a third dimension.</p> <p><u>Tone</u></p> <p>Experiment with different grades of pencil and other implements to achieve variations in tone.</p> <p>Apply tone in a drawing in a simple way.</p> <p><u>Texture</u></p> <p>Create textures with a wide range of drawing implements.</p> <p>Apply a simple use of pattern and texture in a drawing.</p>	<p>Children will experiment with ways in which surface detail can be added to drawings. They will use sketchbooks to collect and record visual information from different sources. They will draw for a sustained period of time at an appropriate level.</p> <p><u>Lines and Marks</u></p> <p>Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</p> <p>Experiment with different grades of pencil and other implements to create lines and marks.</p> <p><u>Form and Shape</u></p> <p>Experiment with different grades of pencil and other implements to draw different forms and shapes.</p> <p>Begin to show an awareness of objects having a third dimension.</p> <p><u>Tone</u></p> <p>Experiment with different grades of pencil and other implements to achieve variations in tone.</p> <p>Apply tone in a drawing in a simple way.</p> <p><u>Texture</u></p> <p>Create textures with a wide range of drawing implements.</p> <p>Apply a simple use of pattern and texture in a drawing.</p>	<p>Children will work from a variety of sources including observation, photographs and digital images. They will work in a sustained and independent way to create a detailed drawing.</p> <p>They should develop close observation skills using a variety of view finders as well as use a sketchbook to collect and develop ideas. Children will identify artists who have worked in a similar way to their own work.</p> <p><u>Lines, Marks, Tone, Form and Texture</u></p> <p>Use dry media to make different marks, lines, patterns and shapes within a drawing.</p> <p>Experiment with wet media to make different marks, lines, patterns, textures and shapes.</p> <p>Explore colour mixing and blending techniques with coloured pencils.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p><u>Perspective and Composition</u></p> <p>Begin to use simple perspective in their work using a single focal point and horizon.</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</p> <p>Show an awareness of how paintings are created ie. Composition</p>	<p>Children will experiment with wet media to make different marks, lines, patterns, textures and shapes. They will explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>They should start to develop their own style using tonal contrast and mixed media.</p> <p><u>Perspective and Composition</u></p> <p>Begin to use simple perspective in their work using a single focal point and horizon.</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</p> <p>Show an awareness of how paintings are created ie. Composition</p>

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Breadth of Study Painting	<p>They will use a variety of tools and techniques including different brush sizes and types whilst experimenting with tools and techniques e.g. layering, mixing media, scrapping through .</p> <p><u>Colour</u> Identify primary colours by name</p> <p><u>Texture</u> Create textured paint by adding sand, plaster</p>	<p>They will use a variety of tools and techniques including different brush sizes and types. They will learn how to mix and match colours to artefacts and objects whilst working on different scales.</p> <ul style="list-style-type: none">- Experiment with tools and techniques e.g. layering, mixing media, scrapping through- Name different types of paint and their properties <p><u>Colour</u> Identify primary colours by name</p> <p>Mix primary shades and tones</p> <p><u>Texture</u> Create textured paint by adding sand, plaster</p>	<p>They will use a variety of tools and techniques including different brush sizes and types, they will learn how to mix and match colours to artefacts and objects. They will also be able to work on different scales whilst experimenting with tools and techniques e.g. layering, mixing media, scrapping through.</p> <ul style="list-style-type: none">- Name different types of paint and their properties <p><u>Colour</u> Identify primary colours by name</p> <p>Mix primary shades and tones</p> <p><u>Texture</u> Create textured paint by adding sand, plaster</p>	<p>They will be able to experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. They will be able to work on a range of scales e.g. thin brush on small picture etc.</p> <ul style="list-style-type: none">- Create different effects and textures with paint according to what they need for the task. <p><u>Colour</u> Mix colours and know which primary colours make secondary colours</p> <p>Use more specific colour language</p> <p>Mix and use tints and shades</p>	<p>They will be able to experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. They will work on a range of scales e.g. thin brush on small picture etc.</p> <ul style="list-style-type: none">- Create different effects and textures with paint according to what they need for the task. <p><u>Colour</u> Mix colours and know which primary colours make secondary colours</p> <p>Use more specific colour language</p> <p>Mix and use tints and shades</p>	<p>They will be able to develop a painting from a drawing. Whilst working on this, they will be able to carry out preliminary studies, trying out different media and materials and mixing appropriate colours</p> <ul style="list-style-type: none">- Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music <p><u>Colour</u> Mix and match colours to create atmosphere and light effects</p> <p>Be able to identify primary secondary, complementary and contrasting colours.</p> <p>Work with complementary colours</p>	<p>They will be able to develop a painting from a drawing. Whilst working on this, they will be able to carry out preliminary studies, trying out different media and materials and mixing appropriate colours</p> <ul style="list-style-type: none">- Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music <p><u>Colour</u> Mix and match colours to create atmosphere and light effects</p> <p>Be able to identify primary secondary, complementary and contrasting colours</p> <p>Work with complementary colours</p>
Breadth of Study Printing	<p>To be able to print with a range of hard and soft materials e.g. corks, pen barrels and sponge. To make simple marks on rollers and printing palettes. To build repeating patterns and recognise pattern in the environment</p> <p><u>Texture</u> Make rubbings to collect textures and patterns</p>	<p>To be able to print with a range of hard and soft materials e.g. corks, pen barrels and sponge. To make simple marks on rollers and printing palettes. To take simple prints i.e. mono -printing Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils</p> <p>To be able to build repeating patterns and recognise pattern in the environment. They will create simple printing blocks with press print and design more repetitive patterns.</p> <p><u>Colour</u> Experiment with overprinting motifs and colour</p> <p><u>Texture</u> Make rubbings to collect textures and patterns</p>	<p>To be able to print with a range of hard and soft materials e.g. corks, pen barrels and sponge. To make simple marks on rollers and printing palettes. To take simple prints i.e. mono -printing Roll printing ink over found objects to create patterns e.g. plastic mesh or stencils.</p> <p>To be able to build repeating patterns and recognise pattern in the environment. They will create simple printing blocks with press print and design more repetitive patterns.</p> <p><u>Colour</u> Experiment with overprinting motifs and colour</p> <p><u>Texture</u> Make rubbings to collect textures and patterns.</p>	<p>To be able to create printing blocks using a relief or impressed method and create repeating patterns. They will be able to print with two colour overlays.</p>	<p>To be able to create printing blocks using a relief or impressed method and create repeating patterns. They will be able to print with two colour overlays</p>	<p>To be able to create printing blocks by simplifying an initial sketch book idea and use relief or impressed method. They will create prints with three overlays effectively as well as being able to create work into prints with a range of media e.g. pens, colour pens and paints</p>	<p>They will be able to create printing blocks by simplifying an initial sketch book idea and use relief or impressed method. They will create prints with three overlays as well as being able to competently create work into prints with a range of media e.g. pens, colour pens and paints</p>
Breadth of Study Textiles	<p>They will begin to match and sort fabrics and threads for colour, texture, length, size and shape. Begin to change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting Cut and shape fabric using scissors/snips. They will apply shapes with glue and apply decoration using beads, buttons, feathers etc. They can also create cords and plaits for decoration.</p> <p><u>Colour</u> Apply colour with printing, dipping, fabric crayons</p> <p>Create and use dyes i.e. onion skins, tea, coffee</p> <p><u>Texture</u> Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel</p>	<p>They will match and sort fabrics and threads for colour, texture, length, size and shape. They will also be able to change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting as well as being able to cut and shape fabric using scissors/snips.</p> <p>They will apply shapes with glue or by stitching and apply decoration using beads, buttons, feathers etc. They could also create cords and plaits for decoration.</p> <p><u>Colour</u> Apply colour with printing, dipping, fabric crayons</p> <p>Create and use dyes i.e. onion skins, tea, coffee</p> <p><u>Texture</u> Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel</p>	<p>They will match and sort fabrics and threads for colour, texture, length, size and shape. They will be able to change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting and plaiting as well as being able to cut and shape fabric using scissors/snips.</p> <p>They will apply shapes with glue or by stitching and apply decoration using beads, buttons, feathers etc. They will also be able to create cords and plaits for decoration.</p> <p><u>Colour</u> Apply colour with printing, dipping, fabric crayons</p> <p>Create and use dyes i.e. onion skins, tea, coffee</p> <p><u>Texture</u> Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel</p>	<p>They will be able to use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. They will learn how to match the tool to the material and develop skills in stitching, cutting and joining. They shall also experiment with paste resist.</p>	<p>They will use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects and learn how to effectively match the tool to the material. They will develop skills in stitching, cutting and joining as well as being able to have the opportunity to experiment with paste resist.</p>	<p>They will use fabrics to create 3D structures as well as using different grades of threads and needles. They will be able to experiment with batik techniques Experiment with a range of media to overlap and layer creating interesting colours and textures and effects</p>	<p>They will use fabrics to create 3D structures and use different grades of threads and needles. They will experiment with batik techniques as well as being given the opportunity to experiment with a range of media to overlap and layer creating interesting colours and textures and effects.</p>

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Breadth of Study 3D and Sculpture	<p>They will manipulate malleable materials in a variety of ways including rolling and kneading</p> <p>Manipulate malleable materials for a purpose, e.g. pot, tile</p> <p><u>Form</u> Experiment with constructing and joining recycled, natural and manmade materials</p> <p><u>Texture</u> Change the surface of a malleable material e.g. build a textured tile</p>	<p>They will manipulate malleable materials in a variety of ways including rolling and kneading</p> <p>Explore sculpture with a range of malleable media</p> <p>Manipulate malleable materials for a purpose, e.g. pot, tile</p> <p>Understand the safety and basic care of materials and tools</p> <p><u>Form</u> Experiment with constructing and joining recycled, natural and manmade materials</p> <p>Use simple 2-D shapes to create a 3-D form</p> <p><u>Texture</u> Change the surface of a malleable material e.g. build a textured tile</p>	<p>They will manipulate malleable materials in a variety of ways including rolling and kneading</p> <p>Explore sculpture with a range of malleable media</p> <p>Manipulate malleable materials for a purpose, e.g. pot, tile</p> <p>Understand the safety and basic care of materials and tools</p> <p><u>Form</u> Experiment with constructing and joining recycled, natural and manmade materials</p> <p>Use simple 2-D shapes to create a 3-D form</p> <p><u>Texture</u> Change the surface of a malleable material e.g. build a textured tile</p>	<p>They will plan, design and make models from observation or imagination</p> <p>Join clay adequately and construct a simple base for extending and modelling other shapes</p> <p>Create surface patterns and textures in a malleable material</p> <p>Use papier mache to create a simple 3D object</p>	<p>They will plan, design and make models from observation or imagination</p> <p>Join clay adequately and construct a simple base for extending and modelling other shapes</p> <p>Create surface patterns and textures in a malleable material</p> <p>Use papier mache to create a simple 3D object</p>	<p>They will shape, form, model and construct from observation or imagination</p> <p>Use recycled, natural and manmade materials to create sculptures</p> <p>Plan a sculpture through drawing and other preparatory work</p> <p>Develop skills in using clay inc. slabs, coils, slips, etc</p> <p>Produce intricate patterns and textures in a malleable media</p>	<p>They will shape, form, model and construct from observation or imagination</p> <p>Use recycled, natural and man-made materials to create sculptures</p> <p>Plan a sculpture through drawing and other preparatory work</p> <p>Develop skills in using clay inc. slabs, coils, slips, etc</p> <p>Produce intricate patterns and textures in a malleable media</p>
Breadth of Study Collage	<p>To create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc</p> <p>Arrange and glue materials to different backgrounds</p> <p><u>Colour</u> Collect, sort, name match colours appropriate for an image</p> <p><u>Texture</u> Create, select and use textured paper for an image</p>	<p>To create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc</p> <p>Arrange and glue materials to different backgrounds</p> <p>Sort and group materials for different purposes e.g. colour texture</p> <p>Fold, crumple, tear and overlap papers</p> <p>Work on different scales</p> <p><u>Colour</u> Collect, sort, name match colours appropriate for an image</p> <p><u>Shape</u> Create and arrange shapes appropriately</p> <p><u>Texture</u> Create, select and use textured paper for an image</p>	<p>To create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc</p> <p>Arrange and glue materials to different backgrounds</p> <p>Sort and group materials for different purposes e.g. colour texture</p> <p>Fold, crumple, tear and overlap papers</p> <p>Work on different scales</p> <p><u>Colour</u> Collect, sort, name match colours appropriate for an image</p> <p><u>Shape</u> Create and arrange shapes appropriately</p> <p><u>Texture</u> Create, select and use textured paper for an image</p>	<p>To experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures</p> <p>Use collage as a means of collecting ideas and information and building a visual vocabulary</p>	<p>To experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures</p> <p>Use collage as a means of collecting ideas and information and building a visual vocabulary</p>	<p>To add collage to a painted, printed or drawn background</p> <p>Use a range of media to create collages</p> <p>Use different techniques, colours and textures etc when designing and making pieces of work</p> <p>Use collage as a means of extending work from initial ideas</p>	<p>To add collage to a painted, printed or drawn background</p> <p>Use a range of media to create collages</p> <p>Use different techniques, colours and textures etc when designing and making pieces of work</p> <p>Use collage as a means of extending work from initial ideas</p>
Breadth of Study Digital Media		<p>They will explore ideas using digital sources i.e. internet, CD-ROMs</p> <p>Record visual information using digital cameras, video recorders etc.</p> <p>Use a simple graphics package to create images and effects with lines by changing the size of brushes in response to ideas</p> <p>Create shapes using eraser, shape and fill tools</p> <p>Create colours and texture using simple filters to manipulate and create images</p> <p>Use basic selection and cropping tools</p>	<p>They will explore ideas using digital sources i.e. internet, CD-ROMs</p> <p>Record visual information using digital cameras, video recorders etc.</p> <p>Use a simple graphics package to create images and effects with lines by changing the size of brushes in response to ideas</p> <p>Create shapes using eraser, shape and fill tools</p> <p>Create colours and texture using simple filters to manipulate and create images</p> <p>Use basic selection and cropping tools</p>	<p>They will record and collect visual information using digital cameras and video recorders</p> <p>Present recorded visual images using software e.g. Photostory, PowerPoint</p> <p>Use a graphics package to create images and effects with; lines by controlling the brush tool with increased precision, changing the type of brush to an appropriate style e.g. charcoal</p> <p>Create shapes by making selections to cut, duplicate and repeat</p> <p>Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose</p>	<p>They will record and collect visual information using digital cameras and video recorders</p> <p>Present recorded visual images using software e.g. Photostory, PowerPoint</p> <p>Use a graphics package to create images and effects with; lines by controlling the brush tool with increased precision, changing the type of brush to an appropriate style e.g. charcoal</p> <p>Create shapes by making selections to cut, duplicate and repeat</p> <p>Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose</p>	<p>They will record, collect and store visual information using digital cameras, video recorders</p> <p>Present recorded visual images using software e.g. Photostory, PowerPoint</p> <p>Use a graphics package to create and manipulate new images</p> <p>Be able to Import an image (scanned, retrieved, taken) into a graphics package</p> <p>Understand that a digital image is created by layering</p> <p>Create layered images from original ideas (sketch books etc.)</p>	<p>They will record, collect and store visual information using digital cameras, video recorders</p> <p>Present recorded visual images using software e.g. Photostory, PowerPoint</p> <p>Use a graphics package to create and manipulate new images</p> <p>Be able to Import an image (scanned, retrieved, taken) into a graphics package</p> <p>Understand that a digital image is created by layering</p> <p>Create layered images from original ideas (sketch books etc.)</p>