



## Art Skills and Knowledge Ladder

Non Negotiables for Art (During **every** unit of art, children should):

- Use their sketch books to record their observations, review and revisit ideas
- Develop and share their ideas, experiences and imagination
- Use their sketch books to explore a wide range of art and design techniques
- Explore the works of an artist, architect, or a particular artistic style
- Compare and contrast the works of different artists
- Experiment creating pieces of art in the style of particular artists
- Evaluate and analyse creative works using the language of art, craft and design
- Draw/Paint/Sculpt for a sustained period of time with concentration



## Nursery

Units	Drawing	Painting	Sculpture/3D form
<b>Objectives</b>	<ul style="list-style-type: none"><li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li><li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li><li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</li></ul>	<ul style="list-style-type: none"><li>• Explore colour and colour-mixing.</li></ul>	<ul style="list-style-type: none"><li>• Join different materials.</li><li>• Explore different textures.</li></ul>

Work of Other Artists	Exploring and developing ideas
<ul style="list-style-type: none"><li>• Describe a picture created by an artist.</li></ul>	<ul style="list-style-type: none"><li>• Explore different materials freely.</li><li>• Develop their own ideas and then decide which materials to use to express them.</li></ul>



## Reception

Units	Drawing	Painting	Sculpture/3D form
<b>Objectives</b>	<ul style="list-style-type: none"><li>• Begin to use a variety of drawing tools (pencils, felt-tips, chalk, crayons)</li><li>• Investigate different lines</li><li>• Use lines to create shapes, patterns and textures.</li><li>• Draw on a range of surfaces and different scales.</li></ul>	<ul style="list-style-type: none"><li>• Naming primary and secondary colours</li><li>• Experimenting with and using primary colours.</li><li>• Explore mixing different colours</li></ul> Paint on a range of surfaces and scales. <ul style="list-style-type: none"><li>• Use a range of different tools to spread the paint (Brushes, sponges, fingers, twigs)</li></ul>	<ul style="list-style-type: none"><li>• Handle, feel and manipulate materials, (clay, papier mache, playdoh)</li><li>• Build and construct with a variety of objects and materials.</li></ul>

Work of Other Artists	Exploring and developing ideas
<ul style="list-style-type: none"><li>• Experiment with a technique that an artist uses.</li><li>• Describe a picture created by an artist.</li></ul>	<ul style="list-style-type: none"><li>• Create collaboratively, sharing, ideas, resources and skills.</li><li>• Share their creations, explaining the process they have used.</li><li>• Safely use and explore a variety of materials, tools and techniques, experimenting with color, design, texture, form and function.</li></ul>



## Year 1

Units	Drawing	Painting	Sculpture/3D form
<b>Objectives</b>	<ul style="list-style-type: none"><li>• To begin to develop use and control using a variety of drawings tools, including (pencils, chalk, crayons, pastels and felt tips).</li><li>• Explore how to use lines and marks to create increasing range of shapes, patterns and textures. Including dots and lines.</li><li>• Use a variety of drawing techniques such as hatching, scribbling, stippling and blending to create light/dark lines.</li></ul>	<ul style="list-style-type: none"><li>• Experiment with a variety of media when painting with control (Different size brushes, sponges, fingers, tools).</li><li>• Name the primary colours and start to mix a range of secondary colours.</li><li>• Explore lightening and darkening of colours.</li><li>• Create different textures and effects with paint.</li></ul>	<ul style="list-style-type: none"><li>• Experiment in a variety of malleable media (clay, papier mache, playdoh)</li><li>• Shape and model materials for a purpose.</li><li>• Manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</li><li>• Impress and apply simple decoration techniques.</li><li>• Use tools and equipment safely and in the correct way.</li></ul>

Work of Other Artists	Exploring and developing ideas
<ul style="list-style-type: none"><li>• Look at and talk about the work of artists who use different kinds of techniques including drawing, collage, and sculpture.</li><li>• Express an opinion on the work of famous, notable artists.</li><li>• Create a piece of art in the style of an artist.</li></ul>	<ul style="list-style-type: none"><li>• Respond to starting points.</li><li>• Explore ideas.</li><li>• Describe differences and similarities.</li><li>• Try different materials and methods.</li></ul>



## Year 2

Units	Drawing	Painting	Sculpture/3D form
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• To invent new lines and create patterns and textures.</li> <li>• To draw on different surfaces with a range of media.</li> <li>• To observe and draw shapes from observations.</li> <li>• Develop and practice the use and control of an increasing variety of drawing tools (pencils, pastels, crayons, chalk, felt tips, charcoal, biro, oil pastels, charcoal).</li> <li>• Investigate shading by drawing light/dark lines using a pencil.</li> </ul>	<ul style="list-style-type: none"> <li>• To mix colours and know which primary colours make secondary colours.</li> <li>• To investigate making as many tones of one colour as possible (using white).</li> <li>• To investigate how to darken colours.</li> <li>• Know how to use thick and thin brushes according to purpose.</li> <li>• To use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours.</li> </ul>	<ul style="list-style-type: none"> <li>• To use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card.</li> <li>• To use a variety of techniques, e.g. rolling, cutting, and pinching.</li> <li>• To use a variety of shapes, including lines and texture.</li> <li>• Use simple 2-D shapes to create a 3-D form.</li> </ul>

Work of Other Artists	Exploring and developing ideas
<ul style="list-style-type: none"> <li>• Look at and talk about the work of artists who use different kinds of techniques including drawing, collage, and sculpture.</li> <li>• Express an opinion on the work of famous, notable artists.</li> <li>• Create a piece of art in the style of an artist.</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to ideas and starting points.</li> <li>• Explore ideas and collect information.</li> <li>• Describe differences and similarities and make links to their own work improve ideas by using different materials and methods.</li> </ul>



## Year 3

Units	Drawing	Painting	Sculpture/3D form
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Experiment with showing line, tone and texture with different hardness of pencils.</li> <li>• Use shading to show light and shadow effects.</li> <li>• Use different materials to draw, e.g. pastels, chalk, felt tips;</li> <li>• Show an awareness of space when drawing.</li> <li>• Explore still life drawings.</li> </ul>	<ul style="list-style-type: none"> <li>• Mix and match a variety of colours and know which primary colours make secondary colours with increasing accuracy.</li> <li>• Show independence and creativity with the painting process.</li> <li>• To use light and dark within a painting and show understanding of complimentary colours.</li> </ul>	<ul style="list-style-type: none"> <li>• Cut, make and combine shapes to create recognisable forms.</li> <li>• Use clay and other malleable materials and practice joining techniques;</li> <li>• Add materials to the sculpture to create detail.</li> <li>• Use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, edging, trimmings, shape, form, shadow, light.</li> </ul>

Work of Other Artists	Exploring and developing ideas
<ul style="list-style-type: none"> <li>• Use inspiration from famous artists to create a piece of work.</li> <li>• Reflect upon their work inspired by a famous notable artist and the development of their art skills.</li> <li>• Express an opinion on the work of famous, notable artists and refer to techniques and effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> </ul>



## Year 4

Units	Drawing	Painting	Sculpture/3D form
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• To collect and record visual information from different sources in sketchbook.</li> <li>• Draw for a sustained period of time at their own level.</li> <li>• Use different media to explore line, texture, tone, colour, shape and pattern.</li> <li>• Use research to inspire drawings from memory and imagination.</li> <li>• Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a developed colour vocabulary e.g. tint, tone, shade and hue.</li> <li>• Experiment, plan and create with different effects and textures e.g. blocking in colour, washes, thickened paint.</li> <li>• Work confidently on a range of scales e.g. thin brush on small picture.</li> <li>• To develop a painting from a drawing.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and design a sculpture.</li> <li>• Show an understanding of shape, space and form.</li> <li>• Talk about their work understanding that it has been sculpted, modelled or constructed.</li> <li>• Use a variety of materials and techniques.</li> </ul>

Work of Other Artists	Exploring and developing ideas
<ul style="list-style-type: none"> <li>• Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> <li>• Investigate art, craft and design in a variety of genres, styles and traditions.</li> <li>• Use subject knowledge to describe the work of other artists</li> </ul>	<ul style="list-style-type: none"> <li>• Question and make thoughtful observations about starting points and select ideas to use in their work.</li> <li>• Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> </ul>

**YEAR 5**

<b>Units</b>	<b>Drawing</b>	<b>Painting</b>	<b>Sculpture/3D form</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Use a variety of source material for their work.</li> <li>• Work in a sustained and independent way from observation, experience and imagination.</li> <li>• Use a sketchbook to develop ideas including mixed media</li> <li>• Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a colour palette, demonstrating mixing techniques.</li> <li>• Use a range of paint (acrylic, and water colours) to create visually interesting pieces.</li> <li>• Use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, colour, impressionism.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan, make, design and adapt models.</li> <li>• Use tools and materials to carve, add shape, and add texture and pattern.</li> <li>• Develop cutting and joining skills.</li> <li>• Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</li> <li>• Add materials to provide interesting detail.</li> </ul>

<b>Work of Other Artists</b>	<b>Exploring and developing ideas</b>
<ul style="list-style-type: none"> <li>• Investigate art, craft and design in a variety of genres, styles and traditions.</li> <li>• Identify artists who have worked in a similar way to their own work.</li> </ul>	<ul style="list-style-type: none"> <li>• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>• Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> </ul>




**YEAR 6**

<b>Units</b>	<b>Drawing</b>	<b>Painting</b>	<b>Sculpture/3D form</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Confidently use a range of drawing materials.</li> <li>• Use a range of mark making techniques to show contrast and tone.</li> <li>• Create pen studies.</li> <li>• Draw from first hand observations and source material.</li> <li>• Use shading to show shadow and reflections.</li> <li>• Make annotated notes about distinctive features in sketchbooks.</li> </ul>	<ul style="list-style-type: none"> <li>• Know the positions of primary, secondary, complimentary and tertiary colours on the colour wheel.</li> <li>• To discuss art work confidently.</li> <li>• Demonstrate understanding of how paintings are created (Composition).</li> <li>• Choose appropriate paper, paint and implements to create adapt and extend work.</li> <li>• Create imaginative work from a variety of sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the different qualities involved in modelling, sculpture and construction.</li> <li>• Use recycled, natural and man-made materials to create sculpture.</li> <li>• Plan and create a sculpture/constructions through drawing and other preparatory work with increasing independence.</li> <li>• Use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join.</li> </ul>

<b>Work of Other Artists</b>	<b>Exploring and developing ideas</b>
<ul style="list-style-type: none"> <li>• Give detailed observations about notable artists', artisans' and designers' work.</li> <li>• Offer facts about notable artists', artisans' and designers' lives.</li> </ul>	<ul style="list-style-type: none"> <li>• Think critically about their art and design work.</li> <li>• Use digital technology as sources for developing ideas.</li> <li>• Use key vocabulary to demonstrate knowledge and understanding of each strand.</li> </ul>

















# Possible Artists Key Stage 1

Drawing	Painting	Sculpture
<p>Hilma AF Klint</p> 	<p>Robert Delaunay</p> 	<p>Andy Goldsworthy</p> 
<p>Wassily Kandinsky</p> 	<p>Alma Thomas</p> 	<p>Barbara Hepworth</p> 
<p>Alfred Wallis</p> 	<p>Frank Bowling</p> 	<p>Michelle Reader</p> 
<p>Joan Miró</p> 	<p>Jackson Pollock</p> 	<p>Alexander Calder</p> 
<p>Paul Klee</p> 	<p>Piet Mondrian</p> 	<p>Eva Rothschild</p> 



# Possible Artists Key Stage 2

Drawing	Painting	Sculpture
<p data-bbox="212 492 394 526">Sonia Boyce</p> 	<p data-bbox="810 492 1041 526">Henri Rousseau</p> 	<p data-bbox="1356 483 1724 518">Raymond Duchamp-Villon</p> 
<p data-bbox="176 711 428 745">Stephen Wiltshire</p> 	<p data-bbox="873 711 982 745">Matisse</p> 	<p data-bbox="1436 703 1608 737">David Oliva</p> 
<p data-bbox="201 930 403 964">Paul Cezanne</p> 	<p data-bbox="810 930 1041 964">Jacob Lawrence</p> 	<p data-bbox="1436 922 1650 956">Cécile Nobrega</p> 
<p data-bbox="201 1149 407 1183">Fernand Léger</p> 	<p data-bbox="772 1149 1083 1183">Jean-Michel Basquiat</p> 	<p data-bbox="1360 1149 1713 1183">Michael Brennand-Wood</p> 
<p data-bbox="212 1336 403 1370">Salvador Dalí</p> 	<p data-bbox="821 1320 1037 1354">David Hockney</p> 	<p data-bbox="1436 1352 1650 1386">Jennifer Angus</p> 