



# Art Learning Ladders



Area of Study	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p data-bbox="89 772 133 919" style="writing-mode: vertical-rl; transform: rotate(180deg);">Sketching</p> <p data-bbox="157 310 448 598">Pupils should be given a range of opportunities to practice and develop their drawing skills, particularly through observation and this can be developed as the starting point for art and design work in other media, such as painting, printing etc.</p> <p data-bbox="157 630 448 766">Introduce pupils to the work of artists to highlight and exemplify the techniques being developed.</p>	<ul style="list-style-type: none"> <li data-bbox="489 310 813 394">a Begin to use a sketchbook to collect ideas.</li> <li data-bbox="489 426 813 541">a Use chalk, charcoal, colouring pencils, pastels for imaginative work.</li> <li data-bbox="489 573 813 657">a Make simple drawings of everyday objects, recording what they see.</li> <li data-bbox="489 688 813 741">a Use pencil to make pictures and patterns.</li> <li data-bbox="489 772 813 909">a Begin to investigate tone by drawing light/dark lines, patterns and shapes using different grades of pencil.</li> <li data-bbox="489 940 813 1077">a Draw from the environment around them. Encourage to draw what they see and use all of the paper.</li> </ul>	<ul style="list-style-type: none"> <li data-bbox="842 310 1205 447">a Continue to explore different media for drawing and explore the effect of different types of paper when drawing.</li> <li data-bbox="842 478 1205 562">a Observe and look closely at objects and draw what they see.</li> <li data-bbox="842 594 1205 678">a Use line to represent objects seen, remembered or imagined.</li> <li data-bbox="842 709 1205 846">a Explore a range of drawing media to create own work, including different types of pencils, crayons, chalks, pastels, charcoal etc.</li> <li data-bbox="842 877 1205 993">a Explore tone using pencil, charcoal, pastel and chalk. Explore shading with different media.</li> <li data-bbox="842 1024 1205 1161">a Draw familiar objects from different viewpoints. Encourage to draw what they see and use all of the paper.</li> </ul>	<ul style="list-style-type: none"> <li data-bbox="1234 310 1611 394">a Begin to look at objects, with emphasis on recording detail of what they see.</li> <li data-bbox="1234 426 1611 510">a Observe natural objects looking for pattern and texture.</li> <li data-bbox="1234 541 1611 594">a Use magnifying glasses for close observation.</li> <li data-bbox="1234 625 1611 709">a Make choices from a range of media to best suit their drawing.</li> <li data-bbox="1234 741 1611 856">a Use chalk, charcoal, colouring pencils, pastels to replicate techniques of well-known artists.</li> <li data-bbox="1234 888 1611 940">a Explore shading with different grades of pencil.</li> <li data-bbox="1234 972 1611 1087">a Draw familiar things from different viewpoints incorporating a variety of scales</li> </ul>	<ul style="list-style-type: none"> <li data-bbox="1641 310 2018 394">a Begin to use a sketchbook to collect and begin to develop ideas.</li> <li data-bbox="1641 426 2018 478">a Develop a range of drawing techniques</li> <li data-bbox="1641 510 2018 594">a Produce observational work on a larger scale - people, faces etc.</li> <li data-bbox="1641 625 2018 709">a Use line, tone and shade to represent things seen, remembered or imagined.</li> <li data-bbox="1641 741 2018 793">a Use different media to give a feeling of light and dark.</li> <li data-bbox="1641 825 2018 961">a Understand proportion and relationships: facial features/ parts of the body; relationship of one object to another within a scene, perspective</li> <li data-bbox="1641 993 2018 1192">a Experiment with other drawing techniques such as contour drawing, continuous line drawing, negative space drawing (draw the spaces in between rather than the objects).</li> <li data-bbox="1641 1224 2018 1339">a Use sketches to produce a final piece of work: Children produce a series of sketches before producing a final piece.</li> </ul>	<ul style="list-style-type: none"> <li data-bbox="2065 310 2442 394">a Independently use a sketchbook to collect and begin to develop ideas.</li> <li data-bbox="2065 426 2442 541">a Begin to incorporate a feeling of the direction of light within drawing. Highlighting and shadows.</li> <li data-bbox="2065 573 2442 625">a Investigate different angles when drawing.</li> <li data-bbox="2065 657 2442 709">a Use line to represent landscapes.</li> <li data-bbox="2065 741 2442 825">a Combine experiences and techniques to produce final piece.</li> </ul>	<ul style="list-style-type: none"> <li data-bbox="2490 310 2867 394">a Use a sketch book to develop ideas towards an end product.</li> <li data-bbox="2490 426 2867 541">a Produce "Lightning" sketches from different angles leading to a more prolonged work on the same subject.</li> <li data-bbox="2490 573 2867 709">a Select appropriate media and techniques to achieve a specific outcome. Combining experiences and techniques to produce final piece.</li> <li data-bbox="2490 741 2867 909">a Develop differing drawing techniques as part of independent drawing development (link to sketchbook use and work of artists).</li> <li data-bbox="2490 940 2867 1056">a Combine line and tone when representing still life, observation work and imaginative work.</li> <li data-bbox="2490 1087 2867 1171">a Select appropriate media and techniques to achieve a specific outcome.</li> </ul>

Painting	Introduce pupils to the work of artists to highlight and exemplify the techniques being developed.	<ul style="list-style-type: none"> <li>⌘ Explore making marks in paint on a variety of paper using a variety of different tools including fingers.</li> <li>⌘ Represent things observed, remembered or imagined, using colour/tools. Paint pictures from memory and imagination.</li> <li>⌘ Experiment with, and enjoy, colour. Know that mixing colours creates new ones. Colour mix from the 3 primary colours.</li> <li>⌘ Use vocabulary of primary and secondary colours.</li> </ul>	<ul style="list-style-type: none"> <li>⌘ Introduce different types of brushes for different purposes: Fine and very fine – detail/outlining. Medium – covering areas. Large – covering larger areas. Very large (decorating brushes) – for very large areas.</li> <li>⌘ Continue to experiment with, and enjoy, colour. Know that the addition of black or white alters the tone of a colour.</li> </ul>	<ul style="list-style-type: none"> <li>⌘ Explore differing ways of creating an effect through the use of a variety of tools and techniques such as dots, scratches and splashes. Make links to the work of well-known artists. Investigate symbols, shapes, form and composition. Look at different artists and see how the pictures are composed.</li> <li>⌘ To understand that there are warm tone and cool tone colours.</li> <li>⌘ To understand that colour can also relate to feelings, and that this can differ from person to person</li> <li>⌘ Children can discuss contrasting and similar colours when selecting their own colours.</li> </ul>	<ul style="list-style-type: none"> <li>⌘ Experiment with creating a mood in own work and be able to explain how techniques and colour have helped to create that mood.</li> <li>⌘ Use techniques, colours, tools and effects to represent something observed, remembered or imagined, e.g. dark, vibrant colours in foreground light colours in the background for distance effect. Look at the work of artists to study the effect.</li> <li>⌘ Use colour and marks to express mood e.g. paint to music – express the mood of the music through paint.</li> </ul>	<ul style="list-style-type: none"> <li>⌘ Explore other ways types of painting including water colour. Know that different paints provide different outcomes e.g. water colour is more delicate. Teach the correct use of differing paint types.</li> <li>⌘ Look at work of different artists and emulate technique using a variety of tools.</li> <li>⌘ Still life: Use different tools and paint types to explore the effect of light and colour, texture and tone on natural and man-made objects.</li> <li>⌘ Use a wide range of techniques in work.</li> </ul>	<ul style="list-style-type: none"> <li>⌘ Choose appropriate techniques based on own work and that of different artists to create effects in own work.</li> <li>⌘ Children able to discuss their personal style.</li> <li>⌘ Use different tools and paint types to explore the effect of light and colour, texture and tone.</li> </ul>
Printing	Introduce pupils to the work of artists to highlight and exemplify the techniques being developed.	<ul style="list-style-type: none"> <li>⌘ Explore printing e.g. fingers, hands, feet, plain vegetable, print shapes, sponge and sponge shapes, random objects, leaves.</li> <li>⌘ Make a printing block and create a repeating pattern. Use a variety of objects – fruit, veg, sponges, stamps, etc.</li> </ul>	<ul style="list-style-type: none"> <li>⌘ Make a printing block. Create a print using pressing, rubbing and rolling. Repeat patterns, random or organised, with range of blocks. Build to repeat patterns using one/two blocks and one/two or more colours.</li> <li>⌘ Print on different materials e.g. card, paper, material</li> </ul>	<ul style="list-style-type: none"> <li>⌘ Extend repeating patterns - overlapping, using two contrasting colours.</li> <li>⌘ Explore and recreate patterns and textures with an extended range of materials - e.g. sponges</li> <li>⌘ Develop use of press print by adding colours e.g. pastel crayon over the 'blank areas'.</li> </ul>	<ul style="list-style-type: none"> <li>⌘ Take a print through rubbings - coins, leaves, different surfaces.</li> <li>⌘ Create a piece of string pull art. Layer two different colours to create a two toned piece.</li> <li>⌘ Explore mono printing using a variety of coloured ink. Layer different coloured inks when printing to create depth to a final piece. Create prints using rolling, pressing and rubbing.</li> </ul>	<ul style="list-style-type: none"> <li>⌘ Explore collagraph printing. Make a collagraph printing plate(s) using various materials – e.g. seeds, string. Use different colours (ink) to create several prints. Overlay prints to create two-dimension</li> <li>⌘ Make connections between own work and patterns in animal and insect skin. Make own textures or patterns in collagraph print plate. Experiment with approaches used by other artists.</li> </ul>	<ul style="list-style-type: none"> <li>⌘ Look at different styles of fabric designs – tapestries</li> <li>⌘ Make a print using press print (polystyrene printing tiles) – make a paper template first and fix to press print. Encourage pupils to draw through the paper onto the polystyrene – not to stab and dot.</li> </ul>

<p style="text-align: center;"><b>3D (clay)</b></p>	<p>When working with clay pupils need to be taught a range of basic techniques. They need to be taught to:</p> <ul style="list-style-type: none"> <li>-Create items of even thickness – helps drying and firing process.</li> <li>-Work on hessian or other rough surface to prevent sticking.</li> <li>-Roll-out clay correctly - starting with a ball, press into flattened ball, then roll clay from the middle outwards.</li> <li>-Create a basic slab by rolling clay between two even sized wooden batons.</li> <li>-Clay can be joined together using hatching and slip.</li> <li>-Use clay tools.</li> </ul> <p>Introduce pupils to the work of artists to highlight and exemplify the techniques being developed:</p>	<ul style="list-style-type: none"> <li>⌘ Handle, feel and manipulate rigid and malleable materials. Use clay, dough or plasticine to create models to a given criteria.</li> <li>⌘ Pull apart and reconstruct basic shapes. Feel shapes. Discuss attributes; not flat, has sides, sides may be curved or flat, edges join sides, corners show where several sides meet. Know that 3D shapes are made of different substances e.g. card, glass, plastic, metal and that they have a different feel. Junk modelling.</li> </ul>	<ul style="list-style-type: none"> <li>⌘ Know that clay is different from other modelling substances. Know that clay may be used in a variety of ways, including: rolled into a slab or a coil, modelled by squeezing and pulling, pushing – e.g. hand squeezed mini statues, thumb pots, shaped dish with pulled sides, cut and modelled, scraped to produce a textured surface. Make thumb pots – ensure that clay is an even thickness.</li> </ul>	<ul style="list-style-type: none"> <li>⌘ Create an Egyptian cartouche from clay. Using tools and hands to develop the required shape and form.</li> <li>⌘ Use clay tools and toothpicks to mark and indent the pattern and designs</li> <li>⌘ Add clay items to the basic slab using slip and hatching technique.</li> </ul>	<ul style="list-style-type: none"> <li>⌘ Explore different coil techniques and ways to create texture in the clay – e.g. imprinting, gently scoring.</li> <li>⌘ Create textured coil tile from clay. Using tools and hands to develop the required shape and form - Use clay tools to mark and indent the pattern.</li> </ul>	<ul style="list-style-type: none"> <li>⌘ Show an awareness form and shape by recreating a design in 3D form.</li> <li>⌘ Make Greek styled clay pots using coil techniques and the pinch pot technique to start. Use various tools, including fingers, to create a smooth texture ready for painting.</li> <li>⌘ Add clay items to the basic shape using slip and hatching technique.</li> </ul>	<ul style="list-style-type: none"> <li>⌘ Explore how stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture and colour.</li> <li>⌘ Refine techniques using clay. Use clay to make statues of people, animals - develop smooth and textured finishes.</li> <li>⌘ Use observational work, visits, artists work as a starting point for 3D work. Make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings.</li> </ul>
<p style="text-align: center;"><b>Textiles &amp; Collage</b></p>	<p>When working with textiles pupils could be encouraged to recreate works of art with fabrics.</p>	<ul style="list-style-type: none"> <li>⌘ Handle and manipulate materials such as threads, cottons, wool. Is aware of colour, texture and shape. Sort, collect, discuss and pull apart cloths and threads.</li> <li>⌘ Handle different materials. Sort according to specific qualities, e.g. warm, cold, shiny or smooth. Begin to cut, tear and stick.</li> </ul>	<ul style="list-style-type: none"> <li>⌘ Weave paper, progressing from one to two or more colours using a choice of materials. Link to colour work – different shades and different textures.</li> <li>⌘ Select and sort, cut, tear and discuss.</li> <li>⌘ Investigate adhesives and decide on the most effective for a given task. Use different methods to secure materials. Begin to understand that different methods require different adhesives e.g. glue stick for paper, white glue for materials, straws, card, etc. Recognise that some adhesives have different effects on materials e.g. PVA and tissue paper gives a translucent effect good for seascapes/fire/sky.</li> </ul>	<ul style="list-style-type: none"> <li>⌘ Discriminate between materials.</li> <li>⌘ Use contrasting colours in stitching and weaving. Use paper plates to make circular loom, thread wool across plate, weave wools, ribbon, silks etc. around in and out of cross threads, e.g. God's eyes weaving around crossed sticks.</li> </ul>	<ul style="list-style-type: none"> <li>⌘ Develop awareness of contrasts in texture and colour. Experiment with creating mood, feeling, movement and areas of interest.</li> <li>⌘ Make a fabric picture using floral and patterned printed materials. Cut, arrange, glue and sew pieces together.</li> </ul>	<ul style="list-style-type: none"> <li>⌘ Use binca to stitch straight stitches. Use thick cotton, thread/wool. Encourage pupils to thread own needles. Teach how to tie a knot.</li> <li>⌘ Stitch patterns.</li> <li>⌘ Increase types of stitches used for embellishment – short and long stitch.</li> <li>⌘ Embellish with a range of stitches and objects such as sequins, beads etc.</li> </ul>	<ul style="list-style-type: none"> <li>⌘ Weave with various materials through a stiff card loom or cereal box loom.</li> <li>⌘ Design and make a worry monster Use a ready-made paper pattern, cut, pin and cut material. Increase types of stitches used for embellishment.</li> <li>⌘ Know that stitches can be used for practical purposes or embellishment.</li> <li>⌘ Use stitches and different colours to make patterns – cross stitch, running stitch, and threaded running stitch.</li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Artist appreciation</b></p>	<p>Pupils should be introduced to the work of famous artists both as part of their art work but also as a stimulus in other subjects. They should be encouraged to discuss composition and techniques, to experiment with those techniques within their own work. They should develop preferences and explain why they like or dislike a piece of work.</p>	<p>⌘ Link their work/product to a well-known artist</p>	<p>⌘ Describe what is seen and liked in the work of another artist.</p> <p>⌘ Say what they like dislike about a painting and what it is/is not about.</p>	<p>⌘ Experiment with different styles which artists/sculptors have used.</p> <p>⌘ Use some of these techniques in own work.</p>	<p>⌘ Experiment with different styles which artists/sculptors have used.</p> <p>⌘ Make notes about the techniques used and compare work of different artists.</p>	<p>⌘ Explore how particular images are portrayed by different artists or at different times. Experiment with different styles which artists have used.</p> <p>⌘ Create artwork using techniques of a given artist.</p>	<p>⌘ Gather own information about an artist or art movement and link this to own work.</p> <p>⌘ Say what or who has influenced their work.</p>
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