





## National Curriculum Art — Skills ladder

Breadth of study	R	Y1	Y2	Y3	Y4	Y5	Y6
<b>Generic skills</b>	<p><b>Record and explore</b> ideas</p> <p><b>Develop their ideas</b> - try things out, change their minds</p> <p><b>Explore</b> the work of artists, craftspeople and designers from different times and cultures.</p> <p><b>Review</b> what they and others have done and say what they think and feel about it.</p>	<p><b>Record and explore</b> ideas from first hand observations</p> <p><b>Ask and answer questions</b> about the starting points for their work</p> <p><b>Develop their ideas</b> - try things out, change their minds</p> <p><b>Explore</b> the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</p> <p><b>Review</b> what they and others have done and say what they think and feel about it.</p> <p><b>Identify what they might change</b> in their current work</p>	<p><b>Record and explore</b> ideas from first hand observations</p> <p><b>Ask and answer questions</b> about the starting points for their work</p> <p><b>Develop their ideas</b> - try things out, change their minds</p> <p><b>Explore</b> the work of artists, craftspeople and designers from different times and cultures for differences and similarities</p> <p><b>Review</b> what they and others have done and say what they think and feel about it.</p> <p><b>Identify</b> what they might change in their current work or develop in future work</p>	<p><b>Select and record</b> from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p><b>Question and make thoughtful observations</b> about starting points and select ideas to use in their work.</p> <p><b>Explore the roles and purposes</b> of artists, craftspeople and designers working in different times and cultures.</p> <p><b>Compare ideas, methods and approaches</b> in their own and others' work and say what they think and feel about them.</p> <p><b>Adapt their work</b> according to their views and describe how they might develop it further.</p> <p><b>Annotate work</b> in sketchbook.</p>	<p><b>Select and record</b> from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p><b>Question and make thoughtful observations</b> about starting points and select ideas to use in their work.</p> <p><b>Explore the roles and purposes</b> of artists, craftspeople and designers working in different times and cultures.</p> <p><b>Compare ideas, methods and approaches</b> in their own and others' work and say what they think and feel about them.</p> <p><b>Adapt their work</b> according to their views and describe how they might develop it further.</p> <p><b>Annotate work</b> in sketchbook.</p>	<p><b>Select and record</b> from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p><b>Question and make thoughtful observations</b> about starting points and select ideas to use in their work.</p> <p><b>Explore the roles and purposes</b> of artists, craftspeople and designers working in different times and cultures.</p> <p><b>Compare ideas, methods and approaches</b> in their own and others' work and say what they think and feel about them.</p> <p><b>Adapt their work</b> according to their views and describe how they might develop it further.</p> <p><b>Annotate work</b> in sketchbook.</p>	<p><b>Select and record</b> from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p><b>Question and make thoughtful observations</b> about starting points and select ideas to use in their work.</p> <p><b>Explore the roles and purposes</b> of artists, craftspeople and designers working in different times and cultures.</p> <p><b>Compare ideas, methods and approaches</b> in their own and others' work and say what they think and feel about them.</p> <p><b>Adapt their work</b> according to their views and describe how they might develop it further.</p> <p><b>Annotate work</b> in sketchbook.</p>
<b>Drawing</b> 	<p><b>Experiment</b> with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk</p> <p><b>Begin to control</b> the types of marks made with the range of media</p> <p><u>Lines and marks</u> <b>Draw</b> on different surfaces with a range of media. <b>Use</b> differently textured and sized media.</p> <p><u>Shape</u> <b>Observe and draw</b> shapes. Draw shapes in between objects. <b>Invent</b> new shapes.</p> <p><u>Tone</u> <b>Investigate</b> tone by drawing light/dark lines.</p>	<p><b>Experiment</b> with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk</p> <p><b>Control</b> the types of marks made with the range of media</p> <p><u>Lines and marks</u> <b>Name, match and draw</b> lines/marks from observations. <b>Invent</b> new lines. <b>Draw</b> on different surfaces with a range of media. <b>Use</b> differently textured and sized media.</p> <p><u>Shape</u> <b>Observe and draw</b> shapes from observations. Draw shapes in between objects. <b>Invent</b> new shapes.</p> <p><u>Tone</u> <b>Investigate</b> tone by drawing light/dark lines, light/dark patterns, light dark shapes etc.</p> <p><u>Texture</u> <b>Investigate</b> textures by describing, naming, rubbing, copying.</p>	<p><b>Experiment</b> with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk</p> <p><b>Control</b> the types of marks made with the range of media</p> <p><u>Lines and marks</u> <b>Name, match and draw</b> lines/marks from observations. <b>Invent</b> new lines. <b>Draw</b> on different surfaces with a range of media. <b>Use</b> differently textured and sized media.</p> <p><u>Shape</u> <b>Observe and draw</b> shapes from observations. Draw shapes in between objects. <b>Invent</b> new shapes.</p> <p><u>Tone</u> <b>Investigate</b> tone by drawing light/dark lines, light/dark patterns, light dark shapes etc.</p> <p><u>Texture</u> <b>Investigate</b> textures by describing, naming, rubbing, copying.</p>	<p><b>Experiment</b> with ways in which surface detail can be added to drawings.</p> <p><b>Use</b> sketchbooks to collect and record visual information from different sources.</p> <p><b>Draw</b> for a sustained period of time at an appropriate level.</p> <p><u>Lines and Marks</u> <b>Make marks and lines</b> with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</p> <p><b>Experiment</b> with different grades of pencil and other implements to create lines and marks.</p> <p><u>Form and Shape</u> <b>Experiment</b> with different grades of pencil and other implements to draw different forms and shapes. <b>Begin to show an awareness</b> of objects having a third dimension.</p> <p><u>Tone</u> <b>Experiment</b> with different grades of pencil and other implements to achieve variations in tone.</p> <p><b>Apply</b> tone in a drawing in a simple way.</p> <p><u>Texture</u> <b>Create</b> textures with a wide range of drawing implements.</p> <p><b>Apply</b> a simple use of pattern and texture in a drawing.</p>	<p><b>Experiment</b> with ways in which surface detail can be added to drawings.</p> <p><b>Use</b> sketchbooks to collect and record visual information from different sources.</p> <p><b>Draw</b> for a sustained period of time at an appropriate level.</p> <p><u>Lines and Marks</u> <b>Make marks and lines</b> with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</p> <p><b>Experiment</b> with different grades of pencil and other implements to create lines and marks.</p> <p><u>Form and Shape</u> <b>Experiment</b> with different grades of pencil and other implements to draw different forms and shapes. <b>Begin to show an awareness</b> of objects having a third dimension.</p> <p><u>Tone</u> <b>Experiment</b> with different grades of pencil and other implements to achieve variations in tone.</p> <p><b>Apply</b> tone in a drawing in a simple way.</p> <p><u>Texture</u> <b>Create</b> textures with a wide range of drawing implements.</p> <p><b>Apply</b> a simple use of pattern and texture in a drawing.</p>	<p>Work from a variety of sources including observation, photographs and digital images.</p> <p>Work in a <b>sustained and independent</b> way to create a detailed drawing.</p> <p><b>Develop</b> close observation skills using a variety of view finders.</p> <p><b>Use</b> a sketchbook to collect and develop ideas.</p> <p><b>Identify</b> artists who have worked in a similar way to their own work.</p> <p><u>Lines, Marks, Tone, Form &amp; Texture</u> <b>Use</b> dry media to make different marks, lines, patterns and shapes within a drawing.</p> <p><b>Experiment</b> with wet media to make different marks, lines, patterns, textures and shapes.</p> <p><b>Explore</b> colour mixing and blending techniques with coloured pencils.</p> <p><b>Use</b> different techniques for different purposes i.e. shading, hatching within their own work. Start to <b>develop</b> their own style using tonal contrast and mixed media.</p> <p><u>Perspective and Composition</u> Begin to <b>use</b> simple perspective in their work using a single focal point and horizon.</p> <p>Begin to <b>develop an awareness</b> of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</p> <p><b>Show an awareness</b> of how paintings are created i.e. Composition</p>	<p><b>Experiment</b> with wet media to make different marks, lines, patterns, textures and shapes.</p> <p><b>Explore</b> colour mixing and blending techniques with coloured pencils.</p> <p><b>Use</b> different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Start to <b>develop</b> their own style using tonal contrast and mixed media.</p> <p><u>Perspective and Composition</u> Begin to <b>use</b> simple perspective in their work using a single focal point and horizon.</p> <p>Begin to <b>develop an awareness</b> of composition, scale and proportion in</p>

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						their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created ie. Composition	
<b>Painting</b> 	<p>Use a variety of tools and techniques including different brush sizes and types  <b>Experiment</b> with tools and techniques e.g. layering, mixing media, scrapping through  <u>Colour</u>  <b>Identify</b> primary colours by name  <u>Texture</u>  <b>Create</b> textured paint by adding sand, plaster</p>	<p><b>Use</b> a variety of tools and techniques including different brush sizes and types  <b>Mix and match</b> colours to artefacts and objects            Work on different scales  <b>Experiment</b> with tools and techniques e.g. layering, mixing media, scrapping through  <b>Name</b> different types of paint and their properties  <u>Colour</u>  <b>Identify</b> primary colours by name  <b>Mix</b> primary shades and tones  <u>Texture</u>  <b>Create</b> textured paint by adding sand, plaster</p>	<p><b>Use</b> a variety of tools and techniques including different brush sizes and types  <b>Mix and match</b> colours to artefacts and objects            Work on different scales  <b>Experiment</b> with tools and techniques e.g. layering, mixing media, scrapping through  <b>Name</b> different types of paint and their properties  <u>Colour</u>  <b>Identify</b> primary colours by name  <b>Mix</b> primary shades and tones  <u>Texture</u>  <b>Create</b> textured paint by adding sand, plaster</p>	<p><b>Experiment</b> with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects            Work on a range of scales e.g. thin brush on small picture etc.  <b>Create</b> different effects and textures with paint according to what they need for the task.  <u>Colour</u>  <b>Mix</b> colours and know which primary colours make secondary colours  <b>Use</b> more specific colour language  <b>Mix and use</b> tints and shades</p>	<p><b>Experiment</b> with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects            Work on a range of scales e.g. thin brush on small picture etc.  <b>Create</b> different effects and textures with paint according to what they need for the task.  <u>Colour</u>  <b>Mix</b> colours and know which primary colours make secondary colours  <b>Use</b> more specific colour language  <b>Mix and use</b> tints and shades</p>	<p><b>Develop</b> a painting from a drawing  <b>Carry out</b> preliminary studies, <b>trying out</b> different media and materials and <b>mixing</b> appropriate colours  <b>Create</b> imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music  <u>Colour</u>  <b>Mix and match</b> colours to create atmosphere and light effects            Be able to <b>identify</b> primary secondary, complementary and contrasting colours            Work with complementary colours</p>	<p><b>Develop</b> a painting from a drawing  <b>Carry out</b> preliminary studies, trying out different media and materials and mixing appropriate colours  <b>Create</b> imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music  <u>Colour</u>  <b>Mix and match</b> colours to create atmosphere and light effects            Be able to <b>identify</b> primary secondary, complementary and contrasting colours            Work with complementary colours</p>
<b>3-D and sculpture</b> 	<p><b>Manipulate</b> malleable materials in a variety of ways including <b>rolling and kneading</b>  <b>Manipulate</b> malleable materials for a purpose, e.g. pot, tile            Form  <b>Experiment</b> with constructing and joining recycled, natural and manmade materials            Texture  <b>Change</b> the surface of a malleable material e.g. build a textured tile</p>	<p><b>Manipulate</b> malleable materials in a variety of ways including <b>rolling and kneading</b>  <b>Explore</b> sculpture with a range of malleable media  <b>Manipulate</b> malleable materials for a purpose, e.g. pot, tile  <b>Understand</b> the safety and basic care of materials and tools            Form  <b>Experiment</b> with constructing and joining recycled, natural and manmade materials  <b>Use</b> simple 2-D shapes to create a 3-D form            Texture  <b>Change</b> the surface of a malleable material e.g. build a textured tile</p>	<p><b>Manipulate</b> malleable materials in a variety of ways including rolling and kneading  <b>Explore</b> sculpture with a range of malleable media  <b>Manipulate</b> malleable materials for a purpose, e.g. pot, tile  <b>Understand</b> the safety and basic care of materials and tools            Form  <b>Experiment</b> with <b>constructing and joining</b> recycled, natural and manmade materials  <b>Use</b> simple 2-D shapes to create a 3-D form            Texture  <b>Change</b> the surface of a malleable material e.g. build a textured tile</p>	<p><b>Plan, design and make</b> models from observation or imagination   <b>Join</b> clay adequately and <b>construct</b> a simple base for extending and modelling other shapes   <b>Create</b> surface patterns and textures in a malleable material            Use papier mache to <b>create</b> a simple 3D object</p>	<p><b>Plan, design and make</b> models from observation or imagination   <b>Join</b> clay adequately and <b>construct</b> a simple base for extending and modelling other shapes   <b>Create</b> surface patterns and textures in a malleable material            Use papier mache to <b>create</b> a simple 3D object</p>	<p><b>Shape, form, model and construct</b> from observation or imagination   <b>Use</b> recycled, natural and man-made materials to <b>create</b> sculptures   <b>Plan</b> a sculpture through <b>drawing</b> and other preparatory work  <b>Develop</b> skills in using clay inc. slabs, coils, slips, etc  <b>Produce</b> intricate patterns and textures in a malleable media</p>	<p><b>Shape, form, model and construct</b> from observation or imagination             Use recycled, natural and man-made materials to <b>create</b> sculptures   <b>Plan</b> a sculpture through <b>drawing</b> and other preparatory work  <b>Develop</b> skills in using clay inc. slabs, coils, slips, etc  <b>Produce</b> intricate patterns and textures in a malleable media</p>
<b>Collage</b> 	<p><b>Create</b> images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc  <b>Arrange and glue</b> materials to different backgrounds            Colour  <b>Collect, sort, name</b> match colours appropriate for an image            Texture  <b>Create, select and use</b> textured paper for an image</p>	<p><b>Create</b> images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc  <b>Arrange and glue</b> materials to different backgrounds  <b>Sort and group</b> materials for different purposes e.g. colour texture            Fold, crumple, tear and overlap papers            Work on different scales            Colour  <b>Collect, sort, name</b> match colours appropriate for an image            Shape  <b>Create and arrange</b> shapes appropriately            Texture  <b>Create, select and use</b> textured paper for an image</p>	<p><b>Create</b> images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc  <b>Arrange and glue</b> materials to different backgrounds  <b>Sort and group</b> materials for different purposes e.g. colour texture            Fold, crumple, tear and overlap papers            Work on different scales            Colour  <b>Collect, sort, name</b> match colours appropriate for an image            Shape  <b>Create and arrange</b> shapes appropriately            Texture  <b>Create, select and use</b> textured paper for an image</p>	<p><b>Experiment</b> with a range of collage techniques such as tearing, overlapping and layering to <b>create</b> images and represent textures            Use collage as a means of <b>collecting ideas and information</b> and building a visual vocabulary</p>	<p><b>Experiment</b> with a range of collage techniques such as tearing, overlapping and layering to <b>create</b> images and represent textures            Use collage as a means of <b>collecting ideas and information</b> and building a visual vocabulary</p>	<p>Add collage to a painted, printed or drawn background            Use a range of media to <b>create</b> collages            Use different techniques, colours and textures etc when <b>designing and making</b> pieces of work            Use collage as a means of extending work from initial ideas</p>	<p>Add collage to a painted, printed or drawn background            Use a range of media to <b>create</b> collages            Use different techniques, colours and textures etc when <b>designing and making</b> pieces of work            Use collage as a means of extending work from initial ideas</p>