

Art and Design Skills Ladder – The Lanes Primary School

Suggested Media	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Drawing Pencils, Chalk, Coloured Crayons, Felt Tips/sharpies/drawing pens Charcoal, Chalks, Oil Pastels, Chalk pastels Also drawing with paint/ink and pen/brush/feathers/sticks etc.</p>	<ul style="list-style-type: none"> -Begin to use a variety of drawing tools. -Investigate different lines and marks. -Use drawings to tell a story or relate an incident. 	<ul style="list-style-type: none"> -Extend variety of drawing tools used. -Explore mark making and textures. -Observe faces and bodies - portraits 	<ul style="list-style-type: none"> -Experiment with drawing on a variety of surfaces. -Observe landscapes. -Look at shadows and use of tone. -Sketch to record. 	<ul style="list-style-type: none"> -Use a wider variety of pencils (soft-hard) -Observational drawing - Draw positive and negative shapes. -More closely observed portraits. <i>-Use a sketchbook to record observations, collect visual information and develop ideas.</i> 	<ul style="list-style-type: none"> -Identify and draw the effect of light. -Work on a wide variety of scales. -Look to extend variety of line used by increased control of pressure/direction etc. Aerial perspective. <i>-Use a sketchbook to record observations, collect visual information and develop ideas.</i> 	<ul style="list-style-type: none"> -Look at the effect of light on objects from different directions. -Interpret texture in drawings. -Increasingly accurate observational drawing inc. portraits. -2 point Perspective. <i>-Use a sketchbook to record observations, collect visual information and develop ideas.</i> 	<ul style="list-style-type: none"> -Prepare mixed media surfaces to draw on. -Explore extremes of scale – v. large to miniature. Refine and extend drawing technique. -3 point perspective <i>-Use a sketchbook to record observations, collect visual information and develop ideas.</i>
<p>Painting/Colour Ready-mix paint, Watercolours, Inks, Brusho... in addition to coloured media mentioned above.</p>	<ul style="list-style-type: none"> -Experiment with primary colours – informal colour mixing. -Enjoy using a range of brushes, sponges and other tools that make marks with paint. -Name primary colours. 	<ul style="list-style-type: none"> -Mix secondary colours and know their names. -Apply colour with a range of tools. -Use paint to represent familiar items and patterns. 	<ul style="list-style-type: none"> -Mix primary and secondary colours with a variety of media. -Apply colour to produce a range of marks – dots, dashes, stripes etc... 	<ul style="list-style-type: none"> -Produce simple colour wheels (6 segments) -Develop darker colours without using black. -Mix a range of tints using a colour+ white. Explore texture with paint. 	<ul style="list-style-type: none"> -Investigate colour to reflect mood. -Experiment with warm and cool colours. -Investigate the properties of colours to advance and recede. 	<ul style="list-style-type: none"> -Produce detailed colour wheel with 12 segments. -Match existing colours by careful mixing of primaries. Apply colour to 3D object 	<ul style="list-style-type: none"> -Precise colour mixing to produce a range of tints, shades or hues – -Consolidate understanding of technical terms relating to colour theory. -Apply an existing colour scheme to a new project.
<p>Collage/Mixed Media Coloured papers, recycled magazines and wrapping paper, textiles/felt etc. sequins, buttons, ribbons etc.</p>	<ul style="list-style-type: none"> -Sensory experiences – handling and manipulating a variety of papers/fabrics and other materials. -Becoming familiar with using scissors and cutting strips and simple shapes. 	<ul style="list-style-type: none"> -Simple paper collages using plain colours and textures from magazines or printed papers. -Sort materials according to specific qualities. 	<ul style="list-style-type: none"> -Weaving papers together. Experiment with contrasting colours/textures. -Create collages with overlapping elements. 	<ul style="list-style-type: none"> -Introduce Sgraffito in simplest form – oil pastel under black ink, which is then scratched through to reveal colour. -Use tissue in collage – overlapping colours to create new shades. 	<ul style="list-style-type: none"> -Use mosaics to create shape and areas of colour. Experiment with changing background colours and noting effect this has. -Collaborative art – larger scale designs. 	<ul style="list-style-type: none"> -Extend use of collage by creating own decorative papers which can be used with other materials. -Marbling, bubble painting, cling film technique etc. 	<ul style="list-style-type: none"> -Use previously developed skills together in mixed media studies.
<p>3D and sculpture Clay, papier mache, card construction, recycled boxes, wire, paper sculpture and origami, dough.</p>	<ul style="list-style-type: none"> -Create forms using malleable materials such as clay or dough. -Use construction toys to become familiar with different forms and the process of building. 	<ul style="list-style-type: none"> -Produce a structure combining recycled packaging forms. - Experiment creating actual textures using manipulation of paper, card, dough, clay etc... 	<ul style="list-style-type: none"> -Create pinch pot using clay. Outdoor sculpture using found objects – pebbles, leaves twigs etc.- photograph to record. 	<ul style="list-style-type: none"> -Design and construct a 3D form using papier mache (mask?) -Create a clay model of a natural form (shells, animals, fruits etc) 	<ul style="list-style-type: none"> -Create a clay vessel using coil technique. -Paper sculpture or combination of origami and paper manipulation to create a 3D or raised form. 	<ul style="list-style-type: none"> -Wire sculptures. Use wire and papier mache to create a natural form. (<i>Mod Roc could also be used</i>) 	<ul style="list-style-type: none"> -3D portraits in clay -Card sculpture made by interlocking 2D shapes.

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<p>Printing and Pattern Press printing, relief print blocks, printing with paint and printing inks,</p>	<p>-Printing with fingers and hands. Print with paint and simple shapes (vegetables etc) Make rubbings from a variety of surfaces.</p>	<p>-Use wax crayons with paint wash to create a resist pattern (could combine with taking rubbings) -Identify simple elements of patterns: stripes, checks, spots, and in nature. -Identify symmetry – folded paper + paint = symmetrical patterns.</p>	<p>Using simple (pre-cut) stencils to experiment with overlapping images – introduction to repeat pattern. Printing with greater variety of found objects –leaves and different shapes combined.</p>	<p>Press printing – use polystyrene print blocks to experiment with printing onto different colours. Use printing inks and variety of paper surfaces. -Use computers to experiment with repeated motifs</p>	<p>-Create simple relief print – sticking shapes onto the print block rather than indenting the design. -Painted mono prints – paint quickly onto a water resistant surface before placing paper on top to produce a ‘one off’ print.</p>	<p>Identify extent of repeat pattern in commercial prints. Design repeat pattern- either block or half-drop using ‘master square’ technique. Design borders. Tessellation.</p>	<p>-Printing two colour designs – press printing. -Mono printing Possible opportunity for lino printing.</p>
<p>Evaluation</p>	<p>Identify elements in own work – begin to talk about likes and dislikes.</p>	<p>Continue to identify what works well in own work and begin to comment on art produced by other people – great artists and classmates.</p>	<p>Know the difference between 2D and 3D. Identify and name shapes, colours and some textures. Identify what is ‘best’ about own work. What could be better? Begin to use appropriate language to describe compositions.</p>	<p>Begin to offer more precise feedback to peers – articulate what is liked and why. Use correct vocabulary (<i>Colour, texture, shape, composition, depth, line and form</i>) when discussing art work (either of peers or well-known Artists).</p>	<p>Provide opportunities for children to practise the feedback skills they began to develop in Year 3 including simple written response (post-it notes?) Use correct vocabulary when discussing art work (of peers and work of great artists).</p>	<p>Record responses to own work (in sketchbooks) reflecting on what has worked well and what could be improved. Articulate both positive and negative responses to the work of great artists and craftspeople.</p>	<p>Record responses to own work (in sketchbooks) reflecting on what has worked well. what could be improved and what alternatives could be developed. Produce more detailed written responses to the work of great artists and craftspeople.</p>
<p>Suggested Artists, Design Movements and Cultures.</p>	<p>Mondrian (Primary colours and geometric shapes) Jackson Pollock (Abstract Expressionism)</p>	<p>Henri Rousseau (Jungle Paintings) Henri Matisse (Collage cut outs)</p>	<p>Georgia O’Keefe (Plants + Woman Artist) Lichtenstein (Cartoon Art) Andy Goldsworthy (Outdoor Art) Georges Seurat (Pointillism)</p>	<p>The Impressionists esp. Monet/ Turner (Light) Early Cave Art Paul Klee (sgraffito) Art Nouveau (France + Europe) Elizabeth Frink – (Animal Sculpture)</p>	<p>Roman Art (Mosaics) Mark Rothko (abstract colour) Kandinsky (Abstract geometric shapes) Art Deco (if Egypt)</p>	<p>Alan Bean – (Astronaut Artist) Space Art Illuminated Letters Book of Kells etc. C.A. Voysey and C.R. Mackintosh (Repeat Pattern) Giacometti – (figure sculpture)</p>	<p>Paul Nash WW2 Gustav Klimt (Symbolism + use of pattern) Islamic Art David Hockney (Landscape art)</p>

Media marked blue – specifically KS2

Media marked red – specifically KS1