

**Dishforth Airfield Primary School - Art Skills and Knowledge Ladder**

**Develop ideas**  
This concept involves understanding how ideas develop through an artistic process.

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pupils should be taught: <ul style="list-style-type: none"> <li>Develop being an independent learner in the EYFS</li> <li>Nursery EAD - Explore colour and how colour can be changed</li> <li>Nursery EAD – Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience</li> <li>Reception EAD - Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.</li> <li>ELG – EAD - safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>- Share their creations, explaining the process they have used;</li> <li>Put on their own apron in Reception.</li> <li>In Nursery work with a friend to help each other put on aprons</li> <li>In reception, independently get out creative materials and tools such as brushes, paints, glue, construction and collage materials (Nursery with adult support and encouragement where necessary)</li> <li>In Reception, independently clear away their materials at the end of their work in the creative area, e.g. wash brushes, glue spreader and palettes; return unused materials to the containers; hang up aprons; label their creations; move creation to drying area</li> <li>In Nursery clear away their materials at the end of their work in the creative area, e.g. wash brushes, glue spreader and palettes; return unused materials to the containers; hang up aprons; label their creations; move creation to drying area with adult support and encouragement; select name card; place creation on name card.</li> </ul>		Pupils should be taught: <ul style="list-style-type: none"> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>		Pupils should be taught: <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>about great artists, architects and designers in history.</li> </ul>			
Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes
<ul style="list-style-type: none"> <li>Respond to ideas and starting points</li> </ul>	<ul style="list-style-type: none"> <li>Respond to ideas and starting points</li> <li>To say if they like or dislike a piece of art work.</li> </ul>	<ul style="list-style-type: none"> <li>Respond to ideas and starting points</li> <li>Explore ideas and collect visual information</li> <li>Explore different methods and materials as ideas develop</li> </ul>	<ul style="list-style-type: none"> <li>Respond to ideas and starting points</li> <li>Explore ideas and collect visual information</li> <li>Explore different methods and materials as ideas develop</li> </ul>	<ul style="list-style-type: none"> <li>Develop ideas from starting points throughout the curriculum.</li> <li>Collect information, sketches and resources.</li> <li>Adapt and refine ideas as they progress</li> <li>Explore ideas in a variety of ways.</li> <li>Comment on artworks using visual language.</li> </ul>	<ul style="list-style-type: none"> <li>Develop ideas from starting points throughout the curriculum.</li> <li>Collect information, sketches and resources.</li> <li>Adapt and refine ideas as they progress</li> <li>Explore ideas in a variety of ways.</li> <li>Comment on artworks using visual language.</li> </ul>	<ul style="list-style-type: none"> <li>Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> <li>Use the qualities of materials to enhance ideas.</li> <li>Spot the potential in unexpected results as work progresses</li> <li>Comment on artworks with a fluent grasp of visual language</li> </ul>	<ul style="list-style-type: none"> <li>Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> <li>Use the qualities of materials to enhance ideas.</li> <li>Spot the potential in unexpected results as work progresses</li> <li>Comment on artworks with a fluent grasp of visual language</li> </ul>
Key Skills and Knowledge	Key Skills and Knowledge	Key Skills and Knowledge	Key Skills and Knowledge	Key Skills and Knowledge	Key Skills and Knowledge	Key Skills and Knowledge	Key Skills and Knowledge
<ul style="list-style-type: none"> <li>To respond to a piece of art by creating a piece in the style of the artist.</li> <li>To be able to respond to music through art, e.g. through painting, or drawing the feelings/emotions the music evokes in the child</li> <li>Talk simply about what they have created and why.</li> <li>Responding to art work using their imagination and in individual creative ways.</li> <li>To be able to talk about the art work of others and their response to this. In young children this response can be</li> </ul>	<ul style="list-style-type: none"> <li>To explore textures and describe the changes.</li> <li>To explore techniques or colours used by famous artists.</li> <li>To critique their own work and others using modelled phrases.</li> <li>Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.</li> <li>To be able to talk about their intentions, how they are developing their ideas and reviewing their creation</li> </ul>	<ul style="list-style-type: none"> <li>to describe what can be seen and give an opinion about the work of an artist</li> <li>ask questions about a piece of art</li> <li>Pupils can describe how his/her own work is similar and/or different to the work of well-known artists and designers.</li> <li>Pupils can describe differences and similarities between drawings, paintings and sculptures by well known artists and designers.</li> <li>Pupils can ask questions about a piece of art.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can suggest how artists have used colour, pattern and shape</li> <li>Pupils knows how to create a piece of art in response to the work of another artist</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can create images in the style of an artist from history.</li> <li>Pupils can discuss and describe well known artists' work and explain how their work is similar/different</li> <li>Pupils can discuss and describe well known architects' work and explain how their work is similar/different.</li> <li>Pupils knows how to identify the techniques used by different artists</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can experiment with the styles used by other artist</li> <li>Pupils can explain some of the features of art from historical periods.</li> <li>Pupils knows how different artists developed their specific techniques</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can research the work of an artist and use their work to replicate a style</li> <li>Pupils can use observational skills to replicate images by well known artists and explain how their work is similar/different.</li> <li>Pupils can use stylistic features of well known architects in their 3D work and explain how their work is similar/different.</li> <li>Pupils can explore the impact of well known artists' work on the society at the time.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can explain the style of art used and how it has been influenced by a famous artist</li> <li>Pupils can understand what a specific artist is trying to achieve in any given situation</li> <li>Pupils can understand why art can be very abstract and what message the artist is trying to convey</li> <li>Pupils can use stylistic features of well-known architects in their 3D work and explain how their work is similar/different.</li> <li>Pupils can explore the impact of well-known artists' work on the society at the time.</li> </ul>









**Dishforth Airfield Primary School - Art Skills and Knowledge Ladder**

<ul style="list-style-type: none"> <li>To be able to hold mark making tools effectively to create marks.</li> <li>To know that lines can be curved, straight and wavy</li> <li>To know that lines can be joined to make shapes.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to use a range of mark making equipment</li> <li>To experiment with colour, design, texture, form, and function</li> <li>To know that charcoal can make light and dark marks</li> </ul>	<ul style="list-style-type: none"> <li>To know that stippling is drawing lots of small lines.</li> <li>To know that scumbling is controlled circular scribbling.</li> <li>To know that there is space in between objects – negative space.</li> <li>To know to blend coloured pencils on paper to create different colours.</li> <li>To know zigzag, diagonal, vertical, horizontal, wavy and straight lines.</li> <li>To know to use the edge of pencils to create thicker lines.</li> <li>To know to use the point of a pencil to create thin lines.</li> </ul>	<ul style="list-style-type: none"> <li>To know that charcoal can be blended,</li> <li>To know that tone is how light or dark an area is.</li> <li>To know to press on lightly with charcoal, pastels and pencils to create lighter tones.</li> <li>To know to press on harder with charcoal, pastels and pencils to create darker tones.</li> <li>To know that pencils, pastels and charcoal can be used to create different textures using line, shape and shading.</li> <li>to know that chalk pastels can be blended to create different colours, tints and shades.</li> <li>To know to layer chalk pastels to create stronger colours.</li> <li>To know to start with darker colours and add lighter colours.</li> <li>To know that white chalk and charcoal can be used to create a range of tones.</li> <li>To know that shapes can be used to create the outline of animals.</li> <li>To know that a viewfinder enables the artist to focus on a section of a larger area.</li> </ul>	<ul style="list-style-type: none"> <li>To know that perspective influences the artist's drawings.</li> <li>To make marks and lines with a pencils and oil pastels.</li> <li>To experiment with different grades of pencils to draw forms and shapes and show an awareness of a third dimension</li> <li>To know how to</li> <li>To know that oil pastels can be blended</li> <li>To know to start with lighter colours and add darker colours then blend with a lighter pastel</li> <li>To know that tone can be applied to show light and shadow</li> <li>To know that we can give the illusion of form in a picture using shading.</li> <li>To know that highlighted areas need light tones and areas in shade need darker tones.</li> <li>To know how to use different hatching to create a range of tones.</li> <li>To know that texture can be applied to drawings with lines and shading.</li> <li>To know foreground, and background parts of a drawing.</li> </ul>	<ul style="list-style-type: none"> <li>To know that perspective influences the artist's drawings.</li> <li>To know how to draw bodies to the correct proportion.</li> <li>To be accurate when achieving proportions.</li> <li>To know that shapes drawn can be both geometric or organic.</li> <li>To know that objects have 3 dimensions</li> <li>To know that pencils can be blended to create dark and light shades</li> <li>To know that tone can be applied to show light and shadow</li> <li>To know that we can give the illusion of form in a picture using shading.</li> <li>To know that highlighted areas need light tones and areas in shade need darker tones.</li> <li>To know how to use different hatching to create a range of tones.</li> <li>To know that texture can be applied to drawings with lines and shading.</li> <li>To know that a 3D look can be achieved when drawing using shadows.</li> </ul>	<ul style="list-style-type: none"> <li>To know that perspective is how artists show distance in a picture.</li> <li>To know that linear perspective uses straight lines to create distance.</li> <li>To know that aerial perspective uses colour and tone to create distance.</li> <li>To know that the vanishing point is the imagined place on the horizon where lines seem to converge.</li> <li>To know that form is the 3d space taken up.</li> <li>To know that we can give the illusion of form in a picture using shading.</li> <li>To know that tones can be used to show form.</li> <li>To know that highlighted areas need light tones and areas in shade need darker tones.</li> <li>To know how to use hatching to create a range of tones.</li> <li>To know how to use hatching to show form.</li> <li>To know how to use a pencil to measure a building to achieve accurate proportions.</li> <li>To know that thirds can be used to achieve balance in a composition.</li> <li>To know foreground, middle ground and background parts of a landscape.</li> <li>To know that texture can be created with lines and shading.</li> </ul>	<ul style="list-style-type: none"> <li>To know that negative space is the space between objects.</li> <li>To know that we can draw negative space as well as positive space.</li> <li>To create movement using a range of lines and shading.</li> <li>To create texture using a range of lines and shading.</li> <li>To know that a human adult is about 7 times head height.</li> <li>To know that we can use head heights to achieve accurate proportions in human figures.</li> <li>To know to use lines to draw a human figure to achieve the correct proportion and shape.</li> <li>To know to use straight lines and angles to draw figures in motion.</li> <li>To know to add a couple of movement lines to add motion to a picture.</li> </ul>
<b>Final Outcome</b>	<b>Final Outcome</b>	<b>Final Outcome</b>	<b>Final Outcome</b>	<b>Final Outcome</b>	<b>Final Outcome</b>	<b>Final Outcome</b>	<b>Final Outcome</b>
 <p>Artist – Sharon Pierce</p>  <p>Create and explore different marks. Representations of real objects. . Representations from imagination.</p> <p align="center">Andy Warhol – POP Art</p>	 <p>Artist - Lubaina Himid</p>  <p>Representations of objects Self portraits Family pictures.</p> <p align="center">Andy Warhol – POP Art</p>	 <p>Artist – Picasso Self-portrait</p> <p>Use pencils, coloured pencils and pens.</p>  <p>Artist – Vincent Van Gogh – coloured pencils</p>	 <p>Artist – Picasso Self-portrait</p> <p>Use use pencils, pastels, charcoal and pens</p>  <p>Artist – Vincent Van Gogh – coloured pencils</p>	 <p>Artist - Paul Cezanne – Still life food</p> <p>Still life large scale fruit – oil pastels</p>  <p>Artist – LS Lowry</p> <p>Pen, Charcoal, pencils,</p>	 <p>Artist - Paul Cezanne – Still life food</p> <p>Still life large scale fruit – oil pastels</p>  <p>Artist – LS Lowry</p> <p>Pen, Charcoal, pencils,</p>	 <p>Architect – Zaha Hadid – drawing of school building</p> <p>Pen and ink drawings Drawings of the school building</p> <p>The use coloured pencils to add shade and tone in colour.</p>  <p>Artist - Larry Lewer – Wax crayon and watercolour paint</p> <p>Using wax cray to build sculpture and form and then wash colour using watercolours.</p> <p align="center"><b>Computer Generated Artwork – Bridget Riley - Abstract</b></p>	 <p>Architect – Zaha Hadid – drawing of the school building</p> <p>Pen and ink drawings Drawings of the school building</p> <p>The use coloured pencils to add shade and tone in colour.</p>  <p>Artist - Larry Lewer – Wax crayon and watercolour paint</p> <p>Using wax cray to build sculpture and form and then wash colour using watercolours.</p> <p align="center"><b>Computer Generated Artwork – Bridget Riley – Abstract</b></p>










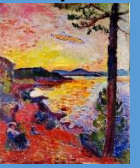


Dishforth Airfield Primary School - Art Skills and Knowledge Ladder




									
	<b>Key vocabulary</b>	<b>Key Vocabulary</b>	<b>Key vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	
	pencil grip Line pastel charcoal pencil pens chalk circle thick thin	heavy light press wavy zigzag straight dashed horizontal vertical diagonal blend smudge wavy pastel charcoal	line zigzag wavy straight heavy light press pencil grip circle thick thin pencil pens chalk	dots Emotion dashes Mood scribbles wavy sweeping lines zigzag wavy lines curved straight lines straight pen scumble stipple blend	tone form light viewfinder dark section tint observe shade circle texture triangle rough oval smooth background ridged large-scale bumpy outline chalk pastels shape 3d symbols form line shadow blend	landscape hatch portrait shape background form foreground shape observation blend perspective shade still-life 3d organic oil pastels form precise tone shade curved	Landscape texture portrait pattern organic shape geometric form perspective abstract proportion variations observe tone form tint tone hatching 3D cross hatching blend shade	architect shade urban hatch landscape shape organic proportion geometric outline perspective composition space sketch horizon plan vanishing balance point blend aerial tint linear shade background tone foreground chalk pastels form curved tone composition	proportion foreground head-height background line outline shape sketch position balance points observe movement space motion shade blend pattern charcoal symmetrical water offset movement half-drop effect radial texture simplify perspective motif composition

**Dishforth Airfield Primary School - Art Skills and Knowledge Ladder**









**Painting**

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pupils should be taught <ul style="list-style-type: none"> <li>Nursery EAD - to explore colour and how colours can be changed</li> <li>Exploring colour and how colours can be changed</li> <li>Understanding that they can use lines to enclose a space and then beginning to use these shapes to represent objects</li> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; -</li> </ul>		National Curriculum Pupils should be taught: <ul style="list-style-type: none"> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>to use a range of materials creatively to design and make products</li> <li>to use painting to develop and share their ideas, experiences and imagination</li> </ul>		National Curriculum Pupils should be taught: <ul style="list-style-type: none"> <li>to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> </ul>			
<b>Key Learning Outcomes</b>	<b>Key Learning Outcomes</b>	<b>Key Learning Outcomes</b>	<b>Key Learning Outcomes</b>	<b>Key Learning Outcomes</b>	<b>Key Learning Outcomes</b>	<b>Key Learning Outcomes</b>	<b>Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Can explore paint and water to mix paint of different thickness.</li> <li>Use thick and thin brushes and hold a paintbrush correctly.</li> <li>Using a comfortable grip with good control when holding paint brushes</li> </ul>	<ul style="list-style-type: none"> <li>Practise loading a brush with the correct amount of paint and choose the correct brush size.</li> <li>Add white to colours to make lighter colours and darker colours to make darker colours</li> </ul>	<ul style="list-style-type: none"> <li>Pupils knows how to create moods in art work</li> <li>Pupils knows the names of the primary and secondary colours.</li> <li>Pupils knows how to create a repeating pattern in print</li> <li>Pupils can hold a brush correctly and use different types and sizes of brush.</li> <li>Pupils can use a paint brush to: dab, smooth, wash, sponge, stipple, stroke.</li> <li>Pupils can use different brush types to make different marks: lines, blobs, dots, dashes</li> </ul>	<ul style="list-style-type: none"> <li>Pupils knows how to mix paint to create all the secondary colours.</li> <li>Pupils knows how to create brown with paint.</li> <li>Pupils knows how to create tints with paint by adding white and know how to create tones with paint by adding black.</li> <li>Pupils can mix colours and describe how to make them.</li> <li>Pupils can control paint and water to mix paint of different thicknesses.</li> <li>Pupils can load a brush with the correct amount of paint and choose the correct brush size</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can select the brush size and type depending on the task.</li> <li>Pupils knows how to use a range of brushes to create different effects in painting</li> <li>Pupils knows how to show facial expressions in art.</li> <li>Pupils knows how to create a background using a wash</li> <li>Pupils can mix and match colours for purpose: skin tones, backgrounds.</li> <li>Pupils can mix different thicknesses of paint for different purposes</li> </ul>	<ul style="list-style-type: none"> <li>Pupils knows how to show facial expressions and body language in paintings</li> <li>Pupils can mix and match colours for purpose: skin tones, backgrounds.</li> <li>Pupils can mix different thicknesses of paint for different purposes e.g. Thin for a wash and increasing in thickness to show images at in the background and foreground.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils knows how to organise line, tone, shape and colour to represent figures and forms in movement.</li> <li>Pupils knows how to express emotion in art</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can create layers of paint to add detail to background colours.</li> </ul>
<b>Key Knowledge</b>	<b>Key Knowledge</b>	<b>Key Knowledge</b>	<b>Key Knowledge</b>	<b>Key Knowledge</b>	<b>Key Knowledge</b>	<b>Key Knowledge</b>	<b>Key Knowledge</b>
<ul style="list-style-type: none"> <li>To know which brush to choose to make different sized marks.</li> <li>To press the brush down to make a blob.</li> <li>To know which are thick and which are thin paintbrushes.</li> <li>To know that mixing all the colours will always turn brown.</li> </ul>	<ul style="list-style-type: none"> <li>To know to add white to a colour to make a lighter colour.</li> <li>To know to add dark colours to make a colour darker.</li> <li>To know that primary colours can be mixed to make another colour.</li> <li>That adding a little white to their colour will lighten the shade of their colour.</li> <li>To know that adding a little black will darken the colour shade.</li> <li>To mix a colour for a purpose</li> </ul>	<ul style="list-style-type: none"> <li>To know that: red + yellow = orange red = blue = purple blue + yellow = green</li> <li>To know to dip the tip of the brush into the paint to load the brush.</li> <li>To know which brush to choose to make different sized marks.</li> <li>To use the tip of a brush to make a dot., mark lines, blob and dashes</li> <li>To dab, smooth, wash, sponge, stipple and stoke with a brush</li> </ul>	<ul style="list-style-type: none"> <li>To know to add a small amount of water for thick paint and add more water for thin paint.</li> <li>To know to add white to a colour to make a lighter colour.</li> <li>To know to add dark colours to make a colour darker.</li> <li>To use the length of the brush to make a line.</li> <li>To know which brush to use to make the appropriate mark.</li> </ul>	<ul style="list-style-type: none"> <li>To know to mix white, red, yellow and brown to create skin tones.</li> <li>To know to use a large brush to create a wash background.</li> <li>To know to use thicker paint to add detail.</li> <li>To know to use a smaller brush to add detail.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to mix colours to match objects.</li> <li>To know how to use colour to represent mood – eg red for angry, blue for calm.</li> <li>To add white to a colour to make tints.</li> <li>To add darker colours to a colour to make shades.</li> <li>To know to use thicker brushes for larger areas.</li> <li>To know to use water to create thin paints.</li> <li>To use paints to create different.</li> </ul>	<ul style="list-style-type: none"> <li>To know to use a pencil lightly to sketch an outline before painting.</li> <li>To know how to create a range of colours, tints and shades to match colours.</li> <li>To know which brush or spatula to use to create different effects.</li> </ul>	<ul style="list-style-type: none"> <li>To know how to use acrylics in different ways to create different effects</li> <li>To know how to use brushes and spatulas in different ways to create texture.</li> <li>To know how to use paints in different ways to create texture.</li> <li>To know how a particular artist has created different effects and replicate this in their own work.</li> </ul>
<b>Final Outcome</b>	<b>Final Outcome</b>	<b>Final Outcome</b>	<b>Final Outcome</b>	<b>Final Outcome</b>	<b>Final Outcome</b>	<b>Final Outcome</b>	<b>Final Outcome</b>
Kandinsky – ready mix  Mondrian – ready mix  Creating a colour piece of art work encouraging the children to create different shapes and lines with think and think brush marks.	Kandinsky – ready mix  Mondrian – ready mix  Creating art that children can paint using light and dark to add shade and tone.	Edgar Degas – watercolour  Creating art work that mixes colours and to change brushes for different purposes.	Edgar Degas- watercolour  Creating art work that they can add thicker and thinner paint for different effects. To add shape and tone.	Rembrandt – self portrait – acrylics  To create a self portrait by mixing colours for skin tones. To have a wash for background.	Rembrandt – self portrait – acrylics  To create a self portrait by mixing colours accurately to create skin tones. By adding shade and tone and varying brush sizes.	Henri Matisse – Expressionism- acrylics 	Henri Matisse – Expressionism- acrylics 
<b>Key vocabulary</b>	<b>Key vocabulary</b>	<b>Key vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>
Paint brush Colour names – red, yellow, green, blue, orange, pink, light dark mix dark thick thin	White – lighten Black – darken Primary colours, red, yellow and blue Mix Brush	Colour mixing Primary colours Secondary colours Loading brushes Brush size = effect Dots, dashes, blob,	Thin out Thick White lightens Black darkens Line	Skin tones Brush number linked to size of brush Wash Background Thicker paint Detail palette	skin tone mood atmosphere emotion tint background foreground wash thin	Spatula Palette Tint Tone Shade Effects line shape	movement effect mood texture perspective composition foreground background outline

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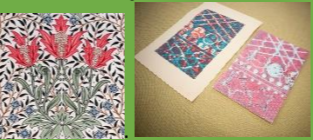



Collage	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Pupils should be taught to		<u>National Curriculum</u> Pupils should be taught:					
	<ul style="list-style-type: none"> <li>Showing interest in and describing the texture of objects and items</li> <li>Mix media and textures in with paint to experiment with viscosity and texture.</li> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; -</li> </ul>		<ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>					
	Key Learning Outcomes	Key Learning Objectives	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes
	<ul style="list-style-type: none"> <li>Pupils can rip a variety of papers and glue together.</li> </ul>	<ul style="list-style-type: none"> <li>Pupil are able to rip and cut a variety of paper and glue together.</li> <li>To choose papers according to their texture and form</li> <li>To be able to explain their choice of a paper.</li> </ul>	<ul style="list-style-type: none"> <li>Pupil knows how to cut, scrunch and roll materials</li> </ul>	<ul style="list-style-type: none"> <li>Pupils knows how to create a printed piece of art by pressing, rolling, rubbing, coiling, balling and stamping</li> </ul>				
	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key knowledge
	<ul style="list-style-type: none"> <li>To use scissors safely and control them.</li> <li>To use drawings and paintings made by themselves and collage/ embellish where they feel this will enhance their picture.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to rip paper to form different shapes.</li> <li>To be able to cut along a line.</li> <li>To choose different paper for different purposes.</li> <li>To use appropriate vocabulary to explain their choices.</li> </ul>	<ul style="list-style-type: none"> <li>To know how to cut in a straight line.</li> <li>To know how to cut in a curved line.</li> <li>To know how to use scissors safely.</li> <li>To know how to use a template.</li> <li>To know to lay out the collage before gluing down.</li> <li>To know to use a little glue spread on the back of each piece to glue it to the background.</li> </ul>	<ul style="list-style-type: none"> <li>To know how to cut accurately.</li> <li>To know how to use scissors safely.</li> <li>To know how to lay elements out before final gluing down.</li> <li>To know to use a little glue spread on the back of each piece to glue it to the background.</li> <li>To know that materials can be overlapped and layered to create effects.</li> </ul>				
	Final Outcome	Final Outcome	Final Outcome	Final Outcome	Final Outcome	Final Outcome	Final Outcome	Final Outcome
	 <p>This could be individual or group collage – where children are encourage to rip and cut to fit the shape given.</p>	 <p>Children to create a scene / animal or human to collage – picking the correct paper for its purpose.</p>	<p>Artist – Nancy Standlee</p>  <p>Layering techniques and adding additional flat details.</p>	<p>Artist – Nancy Standlee</p>  <p>Layering with at least 3 techniques including adding words and pictures.</p>				
	Key vocabulary		Key vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key vocabulary
shape curved straight material paper corrugated texture colour background  embellish - shell, bark, seeds, cork, beads, glitter, sequin, foil fasteners, tissue, cards, beads, buttons	fold cut template arrange glue texture rip background foreground  Paper – Tissue, paper, card, corrugated, tin foil, shiny,	shape curved straight blend material paper texture colour crumple overlap fold cut arrange glue background	texture shape colour mood atmosphere shiny smooth texture – scrunches, twisted, balls and twists. foreground collage background cut glue composition					

**Dishforth Airfield Primary School - Art Skills and Knowledge Ladder**

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sculpture	Pupils should be taught: <ul style="list-style-type: none"> <li>Using various construction materials</li> <li>Beginning to construct stacking blocks vertically and horizontally, making enclosures and creating spaces</li> <li>Joining construction pieces together to build and balance</li> <li>Share their creations, explaining the process they have used; -</li> </ul>		<u>National Curriculum</u> Pupils should be taught: <ul style="list-style-type: none"> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>to use a range of materials creatively to design and make products</li> <li>to use sculpture to develop and share their ideas, experiences and imagination</li> </ul>		<u>National Curriculum</u> Pupils should be taught: <ul style="list-style-type: none"> <li>to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> </ul>			
	<b>Key Learning Outcomes</b>	<b>Key Learning Objective</b>	<b>Key Learning Outcomes</b>	<b>Key Learning Outcomes</b>	<b>Key Learning Outcomes</b>	<b>Key Learning Outcomes</b>	<b>Key Learning Outcomes</b>	<b>Key Learning Outcomes</b>
	<ul style="list-style-type: none"> <li>Pupils will be able to stack blocks to build towers and enclosures.</li> <li>Pupils will be able to join construction pieces together</li> </ul>	<ul style="list-style-type: none"> <li>Pupils to be able to use a variety of modelling materials to create sculptures and explain how and what they have made.</li> </ul>	<ul style="list-style-type: none"> <li>Pupil knows how to cut and roll</li> <li>Pupil can make a model using natural and manmade materials to show a simple idea or using his/her imagination</li> <li>Pupil can explain how they are making his/her sculpture</li> </ul>	<ul style="list-style-type: none"> <li>Pupils knows how to create a printed piece of art by pressing, rolling, rubbing, coiling and stamping</li> <li>Pupils knows how to make a clay pot and know how to join two clay finger pots together</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can make a 3D sculpture using clay</li> <li>Pupils can add detail to a clay sculpture using clay tools or to a 3D sculpture using different materials</li> </ul>	<ul style="list-style-type: none"> <li>Pupils knows how to sculpt clay and other mouldable materials.</li> <li>Pupils can add detail to a clay sculpture using clay tools or to a 3D sculpture using different materials</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can make a 3D sculpture using a range of joining methods e.g. gluing, stitching, weaving, tying</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can make a 3D sculpture using clay or a range of materials. e.g. modroc, papier mache</li> <li>Pupils can make a 3D sculpture using a range of joining methods e.g. gluing, stitching, weaving, tying</li> </ul>
	<b>Key Knowledge</b>	<b>Key Knowledge</b>	<b>Key Knowledge</b>	<b>Key Knowledge</b>	<b>Key Knowledge</b>	<b>Key Knowledge</b>	<b>Key Knowledge</b>	<b>Key Knowledge</b>
	<ul style="list-style-type: none"> <li>To use construction toys</li> <li>To be able to stack blocks to form a tower</li> <li>To create enclosures</li> <li>To be able to join construction materials together</li> </ul>	<ul style="list-style-type: none"> <li>To be able to join materials together using glue and tape.</li> <li>To be able to talk about what they have made and how.</li> </ul>	<ul style="list-style-type: none"> <li>To know how to roll and shape clay.</li> <li>To press and make marks into the clay.</li> </ul>	<ul style="list-style-type: none"> <li>To know how to mark clay with tools to create different effects.</li> <li>To know how to use clay tools safely.</li> <li>To know to press an object evenly and firmly to create a press-print in the surface of the clay.</li> </ul>	<ul style="list-style-type: none"> <li>To know that sculpture can create form.</li> <li>To know that sculpture can impact mood</li> <li>To know how to join and add detail to a sculpture.</li> <li>To know how to use tools effectively.</li> </ul>	<ul style="list-style-type: none"> <li>To know how to use tools safely to carve materials.</li> <li>Know how to use slip, cross hatching to join pieces together effectively.</li> </ul>	<ul style="list-style-type: none"> <li>To know that a sculpture can landscape or portrait.</li> <li>To know to squeeze the newspaper tightly to make the framework for the sculpture.</li> <li>To know to use a little masking tape to secure the framework in shape.</li> <li>To know that papier mache can be painted</li> <li>To know that papier mache can create different textures.</li> <li>To know how to smooth the surface of papier mache to create a smooth texture</li> </ul>	<ul style="list-style-type: none"> <li>To know how to sculpt with wire safely.</li> <li>To know to twist the wire to create joins.</li> <li>To know how to use tools such as wire cutter and staplers safely.</li> </ul>
	<b>Final Outcome</b>	<b>Final Outcome</b>	<b>Final Outcome</b>	<b>Final Outcome</b>	<b>Final Outcome</b>	<b>Final Outcome</b>	<b>Final Outcome</b>	<b>Final Outcome</b>
	Construction – building towers, enclosures and balancing 	Modelling 	Artist – Marc Quinn 	Artist – Marc Quinn  Use the work of Mark Quinn to add detail and design into a clay pot	Barbra Hepworth  Possible visit to the Yorkshire Sculpture Park	Barbra Hepworth  Possible visit to the Yorkshire Sculpture Park	Mexico Day of the Dead creations  Modroc with chicken wire to support then add Modroc, add embellishments included fabric, wool and buttons etc.	Mexico Day of the Dead creations  Modroc with chicken wire to support then add Modroc, add embellishments included fabric, wool and buttons etc.
	<b>Key vocabulary</b>	<b>Key Vocabulary</b>	<b>Key vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>
	Construction Build Tower Enclosure Join balance	Cardboard Box Tube Cellotape Masking tape glue	Sculpture Roll Mat texture tools cut clay rolling pin rolling sticks	base mould pinch peak jagged shape Coil Pinch Rough smooth	shape sculpture abstract smooth form curved tools join crosshatch rolling pin clay mat	organic geometric paint natural tones landscape roll cut slip portrait mould texture shape slab tube base	Framework sculpture Form Papier mache texture Squeeze Shape Surface	Wire, Tools Position Movement Bend Twist proportion shape base twist



**Dishforth Airfield Primary School - Art Skills and Knowledge Ladder**

Printing	<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	
	Pupils should be taught: <ul style="list-style-type: none"> <li>• Exploring colour and how colours can be changed</li> <li>• Understanding that they can use lines to enclose a space and then beginning to use these shapes to represent objects</li> <li>• Showing interest in and describing the texture of things</li> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; -</li> <li>• Share their creations, explaining the process they have used; -</li> </ul>		National Curriculum Pupils should be taught: <ul style="list-style-type: none"> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• To use a range of materials creatively to design and make products</li> </ul>		National Curriculum Pupils should be taught: <ul style="list-style-type: none"> <li>• To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> <li>• To create sketch books to record their observations and use them to review and revisit ideas</li> <li>• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> </ul>				
	<b>Key Learning Outcomes</b>	<b>Key Learning Outcomes</b>	<b>Key Learning Outcomes</b>	<b>Key Learning Outcomes</b>	<b>Key Learning Outcomes</b>	<b>Key Learning Outcomes</b>	<b>Key Learning Outcomes</b>	<b>Key Learning Outcomes</b>	<b>Key Learning Outcomes</b>
	<ul style="list-style-type: none"> <li>• Use objects to create prints (leaves, vegetables, natural objects)</li> <li>• Press to make prints.</li> </ul>	<ul style="list-style-type: none"> <li>• To use simple block prints to create pictures</li> <li>• Press to make prints</li> <li>• Choose colours and shapes to form images.</li> </ul>	<ul style="list-style-type: none"> <li>• Use repeating or overlapping shapes.</li> <li>• Mimic print from the environment</li> <li>• Use objects to create block print to create prints</li> <li>• Press, roll, rub and stamp to make prints.</li> </ul>	<ul style="list-style-type: none"> <li>• To make printing blocks (e.g. from coiled string glued to a block).</li> <li>• To take inspiration from the environment.</li> <li>• To know how to press the block precisely to repeat the pattern.</li> </ul>	<ul style="list-style-type: none"> <li>• Use layers of two or more colours.</li> <li>• Replicate patterns observed in natural or built environments.</li> <li>• Make precise repeating patterns and motifs</li> </ul>	<ul style="list-style-type: none"> <li>• To press into the Styrofoam to add additional detail to their design.</li> <li>• Replicate patterns observed in natural or built environments.</li> <li>• Make patterns that repeat precisely.</li> </ul>	<ul style="list-style-type: none"> <li>• To use tools to etch into lino</li> <li>• To know how removing lino will leave a relief pattern.</li> <li>• To know how to layer colours to create a layered print.</li> </ul>	<ul style="list-style-type: none"> <li>• Build up layers of colours.</li> <li>• Create an accurate pattern, showing fine detail.</li> <li>• Use a range of visual elements to reflect the purpose of the work.</li> </ul>	
	<b>Key Knowledge</b>	<b>Key Knowledge</b>	<b>Key Knowledge</b>	<b>Key Knowledge</b>	<b>Key Knowledge</b>	<b>Key Knowledge</b>	<b>Key Knowledge</b>	<b>Key Knowledge</b>	<b>Key Knowledge</b>
	<ul style="list-style-type: none"> <li>• To know that objects can be used to make prints.</li> <li>• To know that a print is a way of making patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that objects can be painted or dipped into paint before pressing onto paper to create a print.</li> <li>• To know to cover the object evenly and apply even pressure to create a good print.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that a mono-print is a one-off print.</li> <li>• To be able to roll paint evenly.</li> <li>• To know to lay paper lightly over the top of the paint and draw firmly with a pencil to create a mono-print.</li> <li>• To know to use a solid object to print.</li> </ul>	<ul style="list-style-type: none"> <li>• To know to block print when rolled with ink can create a print.</li> <li>• To know to press evenly to create a good print.</li> <li>• To know that the same object can be used to make a repeat print.</li> <li>• To know that prints can be overlapped.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that thin layers of ink will be needed</li> <li>• To know that printing blocks need to be pressed down firmly.</li> <li>• To know to press evenly to create a good print.</li> <li>• To know that prints can be overlapped from the surface.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that two layer overlays are two colours ink on top of each other.</li> <li>• To know which parts to cut and use to make the second colour overlay.</li> <li>• To know to start with lighter colours and then overlay gradually darker colours.</li> <li>• To know how to make precise repeating patterns by overlaying precisely.</li> <li>• To know that a press-print is made with a black showing the design raised</li> </ul>	<ul style="list-style-type: none"> <li>• To know to draw the outline on paper and then press through to the printing block.</li> <li>• To know that the design needs to be in relief.</li> <li>• To understand that the design will print a reflection of the plate.</li> <li>• To know to press firmly but not too hard so that the block is not damaged.</li> <li>• To know to use the brayer in perpendicular directions to even out the ink.</li> </ul>	<ul style="list-style-type: none"> <li>• To know to use a thin layer of ink on the printing plate.</li> <li>• To know that the whole plate needs to be covered evenly.</li> <li>• To know to mark the edges of each print so that it can be lined up on each overlay.</li> <li>• To know which parts to cut and use to make the second colour overlay.</li> <li>• To know to start with lighter colours and then overlay gradually darker colours.</li> </ul>	
	<b>Final Outcome</b>	<b>Final Outcome</b>	<b>Final Outcome</b>	<b>Final Outcome</b>	<b>Final Outcome</b>	<b>Final Outcome</b>	<b>Final Outcome</b>	<b>Final Outcome</b>	<b>Final Outcome</b>
	Leaf printing using Autumnal colours Use of natural objects to create prints. 	Potato printing of shapes for repeated patterns Hand printing Using stampers in the make making 	Artist – Charlies Renni Mackintosh - Block prints  Children to use at least 2 colours.	Artist – Charlies Renni Mackintosh - Block prints  Children to use at least 3 colours.	Artist – William Morris Styrofoam  Children to use at least 2 colours	Artist – William Morris Styrofoam  Children to use at least 3 colours.	Artist - Michelle Hughes - Lino printing  Use a t least 2 printed colours	Artist - Michelle Hughes - Lino printing  Use a t least 3 printed colours	
<b>Key vocabulary</b>	<b>Key Vocabulary</b>	<b>Key vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	
Same print press press-printing overlap repeat stamp	Print Press Ink Paint Stamp Layer Colour repeat	print brayer (roller) press dip mono-printing press-printing printing block overlap repeat ink tray	Print Brayer (roller) Ink Tray Block Layer press Relief Repeat Pattern Colour	press print block repeat precise motif pattern bright repeat overlap identical 2 colour overlay light dark transfer overlap	Press Ink Brayer (roller) Tray Imprint Pattern Transfer overlap	Lino Lino cutters Etching Cutting print Scoring patterns observe shape line space shade	movement repeating pattern symmetrical offset half-drop radial simplify complementary harmonious lightest block printing ink printing plate transfer		