



ART & DESIGN

LEARNING LADDER



Art Learning Ladder

Explore

Discover

Create

KS1 Art Learning Ladder

| | <u>Explore/Develop/</u> <u>Evaluate</u> | Drawing | Painting | Collage | Printing | Textiles | 3D |
|----|--|--|--|--|---|--|--|
| Y1 | <p>Record and explore ideas from first hand observations</p> <p>Ask and answer questions about the starting points for their work</p> <p>Develop their ideas – try things out, change their minds</p> <p>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities</p> <p>Review what they and others have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in future work</p> | <p><u>Experiment</u> with a variety of media; pencils, rubbers, crayons, pastels, felt, tips, charcoal, ballpoints, chalk Control the types of marks made with the range of media</p> <p><u>Lines & marks</u> name, match and draw lines/marks from observations, invent new lines, draw on different surfaces with a range of media</p> | <p>Use a variety of tools and techniques including different brush sizes and types</p> <p>Mix and match colours to artefacts and objects</p> <p><u>Colour</u> Identify primary colours by name</p> <p><u>Texture</u> Create textured paint by adding sand, plaster</p> | | <p>Print with a range of hard and soft materials e.g. corks, pen barrels, sponge</p> <p>Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils</p> <p>Build repeating patterns and recognise pattern in the environment</p> <p><u>Colour</u> Experiment with overprinting motifs and colour</p> <p><u>Texture</u> Make rubbings to collect textures and patterns</p> | <p>Match and sort fabrics and threads for colour, texture, length size and shape</p> <p>Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting</p> <p>Cut and shape fabric using scissors/snips</p> <p>Apply shapes with glue or by stitching Apply decoration using beads, buttons, feathers etc.</p> <p>Create cords and plaits for decoration</p> <p><u>Colour</u> Apply colour with printing, dipping, fabric crayons</p> <p>Create and use dyes i.e. onion skins, tea, coffee</p> <p><u>Texture</u> Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel</p> | |
| Y2 | <p>Record and explore ideas from first hand observations</p> <p>Ask and answer questions about the starting points for their work</p> <p>Develop their ideas – try things out, change their minds</p> <p>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities</p> <p>Review what they and others have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in future work</p> | <p><u>Experiment</u> with a variety of media; pencils, rubbers, crayons, pastels, felt, tips, charcoal, ballpoints, chalk Control the types of marks made with the range of media</p> <p><u>Lines & marks</u> name, match and draw lines/marks from observations, invent new lines, draw on different surfaces with a range of media</p> | <p>Use a variety of tools and techniques including different brush sizes and types</p> <p>Mix and match colours to artefacts and objects</p> <p>Work on different scales - Experiment with tools and techniques e.g. layering, mixing media, scrapping through</p> <p>Name different types of paint and their properties</p> <p>Mix primary shades and tones</p> | <p>Create images from a variety of media e.g. photocopies material, fabric, crepe paper , magazines etc.</p> <p>Arrange and glue materials to different backgrounds</p> <p>Sort and group materials for different purposes e.g. colour texture</p> <p>Fold, crumple, tear and overlap Papers Work on different scales</p> <p><u>Colour</u> Collect, sort, name match colours appropriate for an image</p> <p><u>Shape</u> Create and arrange shapes Appropriately</p> <p><u>Texture</u> Create, select and use textured paper for an image</p> | | | <p>Manipulate malleable materials in a variety of ways including rolling and kneading</p> <p>Explore sculpture with a range of malleable media</p> <p>Manipulate malleable materials for a purpose, e.g. pot, tile</p> <p>Understand the safety and basic care of materials and tools</p> <p><u>Form</u> Experiment with constructing and joining recycled, natural and manmade materials Use simple 2-D shapes to create a 3-D form</p> <p><u>Texture</u> Change the surface of a malleable material e.g. build a textured tile</p> |

KS2 Art Learning Ladder

| | <u>Explore/Develop/</u> <u>Evaluate</u> | Drawing | Painting | Collage | Printing | Textiles | 3D |
|----|--|---|--|---|---|---|--|
| Y3 | <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Annotate work in sketchbook</p> | <p><u>Experiment</u> with ways in which surface detail can be added to drawings. Use sketchbooks to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level</p> <p><u>Lines & marks</u> make marks and lines with a wide range of drawing implements e.g. pencils, rubbers, crayons, pastels, felt, tips, charcoal, ballpoints, chalk. Experiment with different grades of pencil and other implements to create lines and marks.</p> <p><u>Form and shape</u> experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension</p> | <p>Use a variety of tools and techniques including different brush sizes and types</p> <p>Mix and match colours to artefacts and objects</p> <p>Work on different scales - Experiment with tools and techniques e.g. layering, mixing media, scrapping through</p> <p>Name different types of paint and their properties</p> <p>Mix primary shades and tones</p> | | | <p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</p> <p>Match the tool to the material</p> <p>Develop skills in stitching, cutting and joining</p> <p>Experiment with paste resist</p> | <p>Plan, design and make models from observation or imagination</p> <p>Join clay adequately and construct a simple base for extending and modelling other shapes</p> <p>Create surface patterns and textures in a malleable material</p> |
| Y4 | <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and how they feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook</p> | <p><u>Form and shape</u> experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension</p> <p><u>Tone</u> experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way.</p> <p><u>Texture</u> create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.</p> | <p>Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects</p> <p>Work on a range of scales e.g. thin brush on a small picture etc.</p> <p>Create different effects and textures with paint according to what they need for the task.</p> <p><u>Colour</u> Mix colours and know which primary colours make secondary colours Use more specific colour language Mix and use tints and shades</p> | <p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures</p> <p>Use collage as a means of collecting ideas and information and building a visual vocabulary</p> | <p>Make simple marks on rollers and printing palettes</p> <p>Take simple prints i.e. mono - printing</p> <p>Create simple printing blocks with press print</p> <p>Design more repetitive patterns</p> <p>Create printing blocks using a relief or impressed method</p> <p>Create repeating patterns</p> <p>Print with two colour overlays</p> | | |

UKS2 Learning Ladder

| | <u>Explore/Develop/</u> <u>Evaluate</u> | Drawing | Painting | Collage | Printing | Textiles | 3D |
|----|--|---|---|--|--|---|---|
| Y5 | <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p> | <p>Work from a variety of sources including observation, photographs and digital images. work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of view finders. Use a sketchbook to collect and develop ideas. Identify artists who have worked in a similar way to their own work.</p> <p><u>Lines, marks, tone, form and texture</u></p> <p>Use dry media to make different marks, lines, patterns, and shapes within a drawing. Experiment with wet media to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purpose i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media.</p> | <p>Develop a painting from a drawing Carry out preliminary studies, trying out different media and materials and mixing appropriate colours</p> <p>Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music Colour</p> <p>Mix and match colours to create atmosphere and light effects</p> <p>Be able to identify primary secondary, complementary and contrasting colours Work with complementary colours</p> | | <p>Create printing blocks by simplifying an initial sketch book idea</p> <p>Use relief or impressed method Create prints with three overlays</p> <p>Work into prints with a range of media e.g. pens, colour pens and paints</p> | | <p>Shape, form, model and construct from observation or imagination</p> <p>Use recycled, natural and man-made materials to create sculptures</p> <p>Plan a sculpture through drawing and other preparatory work</p> <p>Develop skills in using clay including slabs, coils, slips, etc.</p> <p>Produce intricate patterns and textures in a malleable media</p> |
| Y6 | <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p> | <p><u>Perspective and composition</u></p> <p>begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created i.e. composition.</p> | <p>Develop a painting from a drawing Carry out preliminary studies, trying out different media and materials and mixing appropriate colours</p> <p>Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music Colour</p> <p>Mix and match colours to create atmosphere and light effects</p> <p>Be able to identify primary secondary, complementary and contrasting colours Work with complementary colours</p> | <p>Add collage to a painted, printed or drawn background</p> <p>Use a range of media to create collages</p> <p>Use different techniques, colours and textures etc. when designing and making pieces of work</p> <p>Use collage as a means of extending work from initial ideas</p> | | <p>Use fabrics to create 3D structures Use different grades of threads and needles</p> <p>Experiment with batik techniques</p> <p>Experiment with a range of media to overlap and layer creating interesting colours and textures and effects</p> | |

| Year 1 Art Learning Ladder | | | |
|---|--|--|---|
| Paddington Bear's Adventures | | Fire! Fire! | Celebrations |
| EXPLORE Enhancement | | DISCOVER Enhancement | CREATE: Artist In Residence |
| Children explore the illustrator Clare Youngs and her animal pictures exploring her use of colour and using paint to print, creating patterns and textures. This can be linked to creating animals that are discovered during Paddington Bear's Adventures. | | This enhancement unit is the start of children beginning to experiment with mark making beyond their conventional drawing experience. Children experiment to discover what media is best for creating fire pictures. | A textiles artist should be selected to support this unit of work. With the artist, children should explore joining techniques and how fabrics can be altered and how adding other materials and pigments can create a piece of art |
| <p><u>Explore/Develop/Evaluate</u> <i>(EDE should run through every enhancement and create unit)</i></p> <p>Record and explore ideas from first hand observations</p> <p>Ask and answer questions about the starting points for their work</p> <p>Develop their ideas – try things out, change their minds</p> <p>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities</p> <p>Review what they and others have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in future work</p> | <p><u>Painting</u></p> <p>Use a variety of tools and techniques including different brush sizes and types</p> <p>Mix and match colours to artefacts and objects</p> <p>Work on different scales - Experiment with tools and techniques e.g. layering, mixing media, scrapping through</p> <p>Name different types of paint and their properties</p> <p><u>Colour</u> Identify primary colours by name</p> <p><u>Printing</u></p> <p>Print with a range of hard and soft materials e.g. corks, pen barrels, sponge</p> <p>Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils</p> <p>Build repeating patterns and recognise pattern in the environment</p> <p><u>Colour</u> Experiment with overprinting motifs and colour</p> <p><u>Texture</u> Make rubbings to collect textures and patterns</p> | <p><u>Drawing</u></p> <p><u>Experiment</u> with a variety of media; pencils, rubbers, crayons, pastels, felt, tips, charcoal, ballpoints, chalk Control the types of marks made with the range of media</p> <p><u>Lines & marks</u> name, match and draw lines/marks from observations, invent new lines, draw on different surfaces with a range of media</p> | <p><u>Textiles</u></p> <p>Match and sort fabrics and threads for colour, texture, length size and shape</p> <p>Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting</p> <p>Cut and shape fabric using scissors/snips</p> <p>Apply shapes with glue or by stitching Apply decoration using beads, buttons, feathers etc.</p> <p>Create cords and plaits for decoration</p> <p><u>Colour</u> Apply colour with printing, dipping, fabric crayons</p> <p>Create and use dyes i.e. onion skins, tea, coffee</p> <p><u>Texture</u> Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel</p> |

| Year 2 Art Learning Ladder | | | | |
|---|--|---|---|--|
| Our School | | Castles | Grand Designs | |
| EXPLORE Enhancement | | DISCOVER Enhancement | CREATE: Sculptures All Around Us | CREATE: Take one Picture |
| This unit develops the children's painting skills from Year 1 by making closer observations about the environment around them, developing observation skills and focus, increasing accuracy of painting. | | This drawing unit builds on the Year 1 unit by developing mark making into more accurate shapes and developing marks to present textures as well as tone. Drawing images of castles gives ample opportunity to develop these skills. | A visit to either the Gibberd Garden or Harlow's sculpture trail should support this unit of work. Children experience how sculpture can enhance an environment before developing their own ideas and skills in clay. | This should be based on The National Gallery's Take One Picture Project. The National Galley's CPD for this unit starts in the Autumn term. |
| <u>Explore/Develop/Evaluate</u> <i>(EDE should run through every enhancement and create unit)</i> Record and explore ideas from first hand observations Ask and answer questions about the starting points for their work Develop their ideas – try things out, change their minds Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in future work | <u>Painting</u> Use a variety of tools and techniques including different brush sizes and types Mix and match colours to artefacts and objects Work on different scales - Experiment with tools and techniques e.g. layering, mixing media, scrapping through Name different types of paint and their properties Mix primary shades and tones | <u>Drawing</u> <u>Shape</u> observe and draw shapes in between objects, invent new shapes <u>Tone</u> investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes <u>Texture</u> investigate textures by describing, naming, rubbing, copying | <u>3D</u> Manipulate malleable materials in a variety of ways including rolling and kneading Explore sculpture with a range of malleable media Manipulate malleable materials for a purpose, e.g. pot, tile Understand the safety and basic care of materials and tools <u>Form</u> Experiment with constructing and joining recycled, natural and manmade materials Use simple 2-D shapes to create a 3-D form <u>Texture</u> Change the surface of a malleable material e.g. build a textured tile | <u>Collage</u> Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc. Arrange and glue materials to different backgrounds Sort and group materials for different purposes e.g. colour texture Fold, crumple, tear and overlap Papers Work on different scales <u>Colour</u> Collect, sort, name match colours appropriate for an image <u>Shape</u> Create and arrange shapes appropriately <u>Texture</u> Create, select and use textured paper for an image |

| Year 3 Art Learning Ladder | | | | |
|---|---|---|--|--|
| Extreme Earth | | Stone Age to Iron Age | The Great Outdoors | |
| EXPLORE Enhancement | | DISCOVER Enhancement | CREATE: Henry Moore | CREATE: Theatre |
| Katsushika Hokusai and other Japanese artists should be the basis for this exploration of painting in nature/landscapes. This will allow children to develop colour mixing skills started in KS1 as well as beginning to use paint in a restrained but skillful way. | | Children should explore the themes of line, shape and form through the theme of cave drawings. An appreciation of simplistic but accurate forms should be developed including proportion. | A visit to Henry Moore's studio in Perry Green should be the stimulus for this unit of work. The children can link their work they developed in KS1 but developing further use of texture and developing abstract shapes from what they observe around them. | This unit should be planned in conjunctions with ROM Theatre Arts, who will lead this unit. |
| <p><u>Explore/Develop/Evaluate</u> <i>(EDE should run through every enhancement and create unit)</i></p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and how they feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook</p> | <p><u>Painting</u></p> <p>Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects Work on a range of scales e.g. thin brush on a small picture etc.</p> <p>Create different effects and textures with paint according to what they need for the task.</p> <p><u>Colour</u></p> <p>Mix colours and know which primary colours make secondary colours Use more specific colour language Mix and use tints and shades</p> | <p><u>Drawing</u></p> <p><u>Experiment</u> with ways in which surface detail can be added to drawings. Use sketchbooks to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level</p> <p><u>Lines & marks</u> make marks and lines with a wide range of drawing implements e.g. pencils, rubbers, crayons, pastels, felt, tips, charcoal, ballpoints, chalk. Experiment with different grades of pencil and other implements to create lines and marks.</p> <p><u>Form and shape</u> experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension</p> | <p><u>3D</u></p> <p>Plan, design and make models from observation or imagination</p> <p>Join clay adequately and construct a simple base for extending and modelling other shapes</p> <p>Create surface patterns and textures in a malleable material</p> | <p><i>See Drama Learning Ladder</i></p> <p><u>Textiles</u></p> <p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</p> <p>Match the tool to the material</p> <p>Develop skills in stitching, cutting and joining</p> <p>Experiment with paste resist</p> |

| Year 4 Art Learning Ladder | | | |
|---|--|--|------------------------------|
| Cool Britannia | | Ancient Greece | Together and United |
| EXPLORE Enhancement | | DISCOVER Enhancement | CREATE Composer in Residence |
| The work of British artist David Hockney is the inspiration for this painting unit. Further developing what has been taught previously children explore colour and how it can be used in many different ways. Digital painting should also be explored. | | Children should start by drawing from observation focusing on shape and form but also looking how texture can be presented in a 2D form. This should then be linked to printing the children's versions of Ancient Greek Red and Black figure pots. | |
| <p><u>Explore/Develop/Evaluate</u> <i>(EDE should run through every enhancement and create unit)</i></p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and how they feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook</p> | <p><u>Painting</u></p> <p>Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects</p> <p>Work on a range of scales e.g. thin brush on a small picture etc.</p> <p>Create different effects and textures with paint according to what they need for the task.</p> <p><u>Colour</u></p> <p>Mix colours and know which primary colours make secondary colours</p> <p>Use more specific colour language</p> <p>Mix and use tints and shades</p> | <p><u>Drawing</u></p> <p><u>Form and shape</u> experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension</p> <p><u>Tone</u> experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way.</p> <p><u>Texture</u> create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.</p> <p><u>Printing</u></p> <p>Make simple marks on rollers and printing palettes</p> <p>Take simple prints i.e. mono - printing</p> <p>Create simple printing blocks with press print</p> <p>Design more repetitive patterns</p> <p>Create printing blocks using a relief or impressed method</p> <p>Create repeating patterns</p> <p>Print with two colour overlays</p> | |

| Year 5 Art Learning Ladder | | | |
|---|--|--|--|
| The Deep Blue | | Early Islamic Civilisations | Power and Politics |
| EXPLORE Enhancement | | DISCOVER Enhancement | CREATE: Artist in Residence |
| The work of illustrator Marc Martin's watercolours, should be the basis for this environment themed unit. Children develop previously learnt skills about colour and apply this to the use of watercolour, exploring what type of effects can be developed using this medium. | | Children should explore the patterns used through Islamic culture. Initial exploration and sketches can then be translated into printing blocks to create repeated patterns. | A sculpture or a 3D artist should be selected to support this unit of work. With the artist, children should explore joining techniques and how different forms can be created using a variety of materials. |
| <p><u>Explore/Develop/Evaluate</u> <i>(EDE should run through every enhancement and create unit)</i></p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p> | <p><u>Painting</u></p> <p>Develop a painting from a drawing Carry out preliminary studies, trying out different media and materials and mixing appropriate colours</p> <p>Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music Colour</p> <p>Mix and match colours to create atmosphere and light effects</p> <p>Be able to identify primary secondary, complementary and contrasting colours Work with complementary colours</p> | <p><u>Drawing</u></p> <p>Work from a variety of sources including observation, photographs and digital images. work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of viewfinders. Use a sketchbook to collect and develop ideas. Identify artists who have worked in a similar way to their own work.</p> <p><u>Lines, marks, tone, form and texture</u></p> <p>Use dry media to make different marks, lines, patterns, and shapes within a drawing. Experiment with wet media to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purpose i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media.</p> <p><u>Printing</u></p> <p>Create printing blocks by simplifying an initial sketch book idea</p> <p>Use relief or impressed method Create prints with three overlays</p> <p>Work into prints with a range of media e.g. pens, colour pens and paints</p> | <p><u>3D</u></p> <p>Shape, form, model and construct from observation or imagination</p> <p>Use recycled, natural and man-made materials to create sculptures</p> <p>Plan a sculpture through drawing and other preparatory work</p> <p>Develop skills in using clay including slabs, coils, slips, etc.</p> <p>Produce intricate patterns and textures in a malleable media</p> |

| Year 6 Art Learning Ladder | | | |
|--|---|---|--|
| Rainforests | | Crime and Punishment | Legacy |
| EXPLORE Enhancement | | DISCOVER Enhancement | CREATE: T-shirts |
| The work of Henri Rousseau is the inspiration for this unit of work. Children have a comprehensive knowledge of colour and paint techniques to apply to their own work. This can then be used to create painting on collaged backgrounds creating a layered/textured painting/collage. | | In this unit children should be taught perspective techniques in the form of drawing buildings or linear landscapes. This can be further developed by using horizon lines and points of perspective to create different compositions. | Children should reflect on their time at Rodings and create a souvenir T-shirt that represents their Rodings experience. Different textile techniques should be used to illustrate and embellish their design. |
| <p><u>Explore/Develop/Evaluate</u> (EDE should run through every enhancement and create unit)</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p> | <p><u>Painting</u></p> <p>Develop a painting from a drawing Carry out preliminary studies, trying out different media and materials and mixing appropriate colours</p> <p>Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music Colour</p> <p>Mix and match colours to create atmosphere and light effects</p> <p>Be able to identify primary secondary, complementary and contrasting colours Work with complementary colours</p> <p><u>Collage</u></p> <p>Add collage to a painted, printed or drawn background</p> <p>Use a range of media to create collages</p> <p>Use different techniques, colours and textures etc. when designing and making pieces of work</p> <p>Use collage as a means of extending work from initial ideas</p> | <p><u>Drawing</u></p> <p><u>Perspective and composition</u> begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created i.e. composition.</p> | <p><u>Textiles</u></p> <p>Use fabrics to create 3D structures Use different grades of threads and needles</p> <p>Experiment with batik techniques</p> <p>Experiment with a range of media to overlap and layer creating interesting colours and textures and effects</p> |