

Wirksworth Junior School. Art — Skills ladder



Wirksworth Junior School. Art — Skills ladder (procedural)

National curriculum (coverage **y3/4** and **y5/6** or **both**)

By the end of key stage 2 pupils should be taught:

- 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.
- To create sketch books to record their observations and use them to review and revisit ideas
- 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]
- To learn about great artists, architects and designers in history.

Breadth of study	Yr.3 and 4	Yr.5 and 6
Plan A	Plan A: How is there freedom in the arts?	Plan A: What do the arts tell us about our diverse society?
Plan B	Plan B: What is the purpose of the arts?	Plan B: Is it better to stand out or fit in?
Year A Drawing and Painting	• I can use sketches to produce a final piece of art. • I can use marks and lines to show texture in my art. • I can use shading to create mood and feeling (PSHE, reading). • I can use perspective and dimension (maths). • I can use different grades of pencil to shade and to show different tones, patterns and textures (science). • I can draw objects and use marks and lines to produce texture. • I can create a background using a wash, using brush or inks. • I can choose from a range of brushes and other tools (eg spatulas, toothbrushes, sponges) to purposefully create different effects in painting. (Computing) • I can use the following brush strokes: free stroke, blending, and commas. • I can identify techniques used by artists and compare the work of different artists. • I can explain some of the features of art from the Impressionism period (history).	• I can show facial expressions in my art. (PSHE, reading) • I can express emotion in my art. (PSHE) • I can organise line, tone, shape and colour to represent figures and forms in movement, distance and perspective. (DT) • I can draw, over several sessions, working on one piece and use different techniques for different purposes i.e. shading. • I can use a variety of painting techniques to produce work: stippling, dry brush, free stroke, blending, commas, star burst. • I can research the work of an artist and use their work to replicate a style. • I can use images which I have created, scanned and found; altering them where necessary to create art (maths, computing- Vector drawing). • I can improve my work over a period of time, mixing media to produce an effect. (Drawing, painting, printing, textiles and sculptures). • I can confidently choose techniques, tools and media to suit my purpose and explain why.

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	• I can adapt my work and start to create my own style. • I can express what I like and do not like about piece of artwork forming an opinion (English, PSHE). • I can see emotions in art work and explain why.	• I can explain the style of my work and how it has been influenced by a famous artist (history). • I can explore a range of techniques for effect e.g. cubism, impressionism and realism. • I can recognise when art is from different cultures (history, RE). • I can explain why I like and do not like a piece of art work, referring to technique, feel and comparison to other artists (speaking and listening).
Year B Printing, textiles and sculptures	• I can print onto different materials using at least four colours taking inspiration from the environment (Forest schools). • I can create printing blocks using sketchbook ideas. • I can create a printing block and use this to create a repeated pattern on paper or textiles (computer programming). • I can use a basic embroidery cross stitch. • I can use over stitch and back stitch. • I can apply sequins to fabric using a needle and thread. • I can experiment with the styles used by other artists (history). • I can identify techniques used by artists and compare the work of different artists. • I can express what I like and do not like about piece of artwork forming an opinion (English, PSHE). • I can adapt my work and start to create my own style.	• I can create a stencil which I can print onto fabric, glass or paper. • I can use different styles of stitches to add detail to my printing on fabric. • I can confidently create a 3D sculptures, and finish it using glaze, paint and polish (maths, DT). • I can use recycled, manmade and natural materials to create a sculpture (Forest Schools, science, maths). • I can improve my work over a period of time, mixing media to produce an effect (drawing, painting, printing, textiles and sculptures). • I can confidently choose techniques, tools and media to suit my purpose and explain why. • I can explain the style of my work and how it has been influenced by a famous artist (history). • I can explore a range of techniques for effect e.g. cubism, impressionism and realism. • I can recognise when art is from different cultures (history, RE). • I can explain why I like and do not like a piece of art work, referring to technique, feel and comparison to other artists (speaking and listening).