

Aldbury C of E Primary & Nursery School
Art Skills Ladders Year 1

<u>Class 2</u>		
<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<p><i>(Link to London's Burning) Children will create a landscape picture of the Great Fire of London.</i></p> <p><u>Colours</u></p> <ul style="list-style-type: none"> • name the primary and secondary colours. • mix paint to create all the secondary colours. • create brown with paint. • create tints with paint by adding white. • create tones with paint by adding black. <p><i>(Link to Frozen World) Children will create a Frozen World picture, using pattern and print.</i></p> <p><u>Painting</u></p> <ul style="list-style-type: none"> • create a repeated pattern in print. • create a printed piece of art by pressing, rolling, rubbing and stamping 	<p><i>(Link to Dungeons and Dragons) Children will recreate a piece of artwork in the style of Paul Klee, focusing on colour and shape.</i></p> <p><u>Colours</u></p> <ul style="list-style-type: none"> • name the primary and secondary colours. • mix paint to create all the secondary colours. • create brown with paint. • create tints with paint by adding white. • create tones with paint by adding black. <p><u>Appraising</u></p> <ul style="list-style-type: none"> • describe what I can see and give an opinion about the work of an artist. • ask questions about a piece of art. • suggest how artists have used colour, pattern and shape. • create a piece of art in response to the work of another artist. 	<p><i>(Link to Seaside) Children will create a seaside picture, focusing on showing mood in their artwork.</i></p> <p><u>Mood</u></p> <ul style="list-style-type: none"> • show how people feel in paintings and drawings. • create moods in artwork.

Class 3

Autumn

(No link to a topic - standalone) Children will explore facial expressions and body language through the appraisal of an artist - TBC.

Representing mood

- show facial expressions in my art.
- show body language in sketches and paintings.

Appraising

- compare the work of different artists.
- experiment with the styles used by other artists.
- recognise when art is from different cultures.
- recognise when art is from different historical periods.
- explain some of the features of art from historical periods.

Spring

(No link to topic - standalone) Children will design a piece for printing in the style of an artist (e.g. William Morris) and print onto different materials, deciding which they like best and using this to create a class mural.

Printing

- print onto different materials using at least four colours.

Appraising

- compare the work of different artists.
- experiment with the styles used by other artists.
- recognise when art is from different cultures.
- recognise when art is from different historical periods.
- explain some of the features of art from historical periods.

Summer

(Link to Local History/Village and Cities) Children will go into the village and sketch buildings and paint them.

Painting

- create a background using a wash.
- use a range of brushes to create different effects in painting.
- show reflections in my art.

Class 4

Autumn

(Link to Maya/non-European civilization) Children will create sketches of mayan people, focusing on how they can change the different facial features (eys, lips etc.) to create mood.

Representing mood

- successfully use shading to create mood and feeling.
- use shading to create mood and feeling.
- express emotion in my art.

Spring

(Link to Rivers and Mountains) Children will create a landscape picture, focusing on mountains and use lines to show depth/perspective.

Sketching/drawing

- identify and draw objects and use marks and lines to produce texture.

Appraising

- explain why I have used different tools to create art.
- explain why I have chosen specific techniques to create my art.
- use feedback to make amendments and improvements to my art.

Summer

(Link to Local History/Victorian Tring) Children will appraise work from Lowry) and then visit Tring and sketch historical buildings, using similar techniques to Lowry.

Sketching/drawing

- identify and draw objects and use marks and lines to produce texture.
- organise line, tone, shape and colour to represent figures and forms in movement.

Appraising

- research the work of an artist and use their work to replicate a style.
- explain why I have used different tools to create art.
- explain why I have chosen specific techniques to create my art.
- explain the style of my work and how it has been influenced by a famous artist.
- use feedback to make amendments and improvements to my art.

Aldbury C of E Primary & Nursery School
Art Skills Ladders Year B

<u>Class 2</u>		
<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<p><i>(Link to Toys) Children will sketch and draw toys using different grades of pencils and including pastels and charcoal.</i> <u>Sketching & drawing</u></p> <ul style="list-style-type: none"> • use pencils to create lines of different thickness in drawings. • choose and use three different grades of pencil when drawing. • use charcoal, pencil and pastel to create art. • use a viewfinder to focus on a specific part of an artefact before drawing it. <p><i>(Link to Great Explorers - India) Children will use clay to create a pot to hold spices.</i> <u>Sculpture</u></p> <ul style="list-style-type: none"> • cut, roll and coil materials. • make a clay pot. • join two clay finger pots together. 	<p><i>(Link to Where in the world do we live?) Children will use pastels, charcoal and IT to create a skyline picture.</i> <u>Use of ICT</u></p> <ul style="list-style-type: none"> • use IT to create a picture. • use different effects within an IT paint package. <p><u>Appraising</u></p> <ul style="list-style-type: none"> • describe what I can see and give an opinion about the work of an artist. • ask questions about a piece of art. • suggest how artists have used colour, pattern and shape. • create a piece of art in response to the work of another artist. 	<p><u>N/A</u></p>

<u>Class 3</u>		
<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<p><i>(Link to Anglo Saxons) Children will create an illuminated letter, using these skills:</i></p> <p><u>Sketching/drawing</u></p> <ul style="list-style-type: none"> • use sketches to produce a final piece of art. • use different grades of pencil to shade and to show different tones and textures. • use marks and lines to show texture in my art. • use line, tone, shape and colour to represent figure and forms in movement. <p><i>(Link to Anglo Saxons) Children will create clay runes (this includes printing and painting skills)</i></p> <p><u>Sculpture</u></p> <ul style="list-style-type: none"> • sculpt clay and other mouldable materials. <p><u>Appraising</u></p> <ul style="list-style-type: none"> • Recognise when art is from different cultures • Recognise when art is from different historical periods • Explain some of the features of art from historical periods 	<p><u>N/A</u></p>	<p><i>Children will create a piece of artwork that includes a digital picture they have printed and a background that they have painted, sketched or drawn in the style of an artist (Banksy).</i></p> <p><u>Use of IT</u></p> <ul style="list-style-type: none"> • Use digital images and combine with other media in my art • Use IT to create art which includes my own work and that of others • Integrate my digital images into my art <p><u>Appraising</u></p> <ul style="list-style-type: none"> • Compare the work of different artists • Experiment with styles used by other artists

Class 4

Autumn

(Link to South America) Romero Britto - children will create a piece of work in the style of Romero Britto

Appraising

- research the work of an artist and use their work to replicate a style.
- explain why I have used different tools to create art (thickness of paint brushes, black pen or black paint)
- explain why I have chosen specific techniques to create my art.
- explain the style of my work and how it has been influenced by a famous artist.
- use feedback to make amendments and improvements to my art.

Spring

(Standalone) Children will create an abstract piece of art, using overprinting. Appraisal of a range of overprinting designs to be done before creating own.

Printing

- create an accurate print design, following criteria.
- over print to create different patterns.

Appraising

- research the work of an artist and use their work to replicate a style.
- explain why I have used different tools to create art
- explain why I have chosen specific techniques to create my art
- explain the style of my work and how it has been influenced by a famous artist.
- use feedback to make amendments and improvements to my art.

Summer

(Link to Crime and Punishment) Children will apply their learning from previous year groups to create a police sketch

(from Year A) Sketching/drawing

- identify and draw objects and use marks and lines to produce texture.

Using the police sketches that children have created, children will create a piece of Pop Art in the style of Andy Warhol, using ICT

Use of ICT

- use images which I have created, scanned and found; altering them where necessary to create art.
- use a range of e-resources to create art.

Appraising

- research the work of an artist and use their work to replicate a style.
- explain why I have used different tools to create art
- explain why I have chosen specific techniques to create my art
- explain the style of my work and how it has been influenced by a famous artist.
- use feedback to make amendments and improvements to my art.