

## Art - Learning Ladders

We follow the National Curriculum. We deliver subjects through the International Curriculum (IPC) which covers all of the National Curriculum objectives. It is a knowledge and skills based curriculum. There are 3 milestones. The skills repeat within a milestone – so if a child is absent they have the opportunity to cover the learning again. The skills build over time. The knowledge taught to children is tailored to the local context.

**IPC key skills are in bold,**  
 IPC Skills start with 'Be able to',  
 Knowledge learning goals start with 'Know',  
 Understanding learning goals start with 'Understand'

IPC units are shown in the term they are taught Autumn Spring Summer  
 Highlighting indicates 'threads of learning' which can be evidenced from Nursery to Year 6

KEY CONCEPTS	EYFS		Milepost 1		Milepost 2		Milepost 3	
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
IPC Design and plan to create			1.01 Be able to create a work of art to express experiences, ideas and/or emotions (Skill)  <b>A day in the Life</b>  <b>The Earth our Home</b>	<del>1.01 Be able to create a work of art to express experiences, ideas and/or emotions (S)</del>	2.01 Be able to plan and create an original work of art to express experiences, thoughts, ideas and/or emotions (S)  <b>Scavengers and Settlers</b>  <b>Island life</b>  <b>Travel and Tourism</b>	2.01 Be able to plan and create an original work of art to express experiences, thoughts, ideas and/or emotions (S)  <b>Temple Tombs and Treasures</b>	3.01 Be able to plan, create and refine an original work of art to express ideas, thoughts, emotions and/or views of the world (S)  <b>Being Human</b>  <b>Great The Bold and The Brave</b>  <b>Space Scientists</b>	3.01 Be able to plan, create and refine an original work of art to express ideas, thoughts, emotions and/or views of the world (S)  <b>Earth as an Island</b>

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IPC Design and plan to create			1.02 Be able to demonstrate a specific technique (S) <b>Treasure Island</b>	1.02 Be able to demonstrate a specific technique (S) <b>Buildings</b>	2.02 Be able to demonstrate improvement when using/ practising a specific technique (S) <b>Scavengers and Settlers</b>	<del>2.02 Be able to demonstrate improvement when using/ practising a specific technique (S)</del>	3.02 Be able to demonstrate improvement when using a broad range of techniques (S) <b>Being Human</b> <b>Great The Bold and The Brave</b>	3.02 Be able to demonstrate improvement when using a broad range of techniques (S) <b>Earth as an Island</b> <b>Create from waste</b>
IPC Design and plan to create			1.03 Be able to create an original artwork to serve a given purpose using given media (KS) <b>A day in the Life</b> <b>Treasure Island</b>	1.03 Be able to create an original artwork to serve a given purpose using given media (KS) <b>From A to B</b> <b>Buildings</b> <b>People of the Past</b>	2.03 Be able to create an original artwork to serve a given purpose selecting from a range of given media (KS) <b>Scavengers and Settlers</b> <b>Island life</b>	2.03 Be able to create an original artwork to serve a given purpose selecting from a range of given media (KS) <b>Temple Tombs and Treasures</b> <b>All Aboard</b>	<del>3.03 Be able to create an original artwork to serve a self-selected purpose choosing from a range of given media (S)</del>	3.03 Be able to create an original artwork to serve a self-selected purpose choosing from a range of given media (S) <b>Create from waste</b>
IPC Design and plan to create			1.05 Understand that our own experiences can provide inspiration for original artwork (Understand) <b>A day in the Life</b> <b>Time Travellers</b>	1.05 Understand that our own experiences can provide inspiration for original artwork (U) <b>Buildings</b> <b>People of the Past</b>	<del>2.05 Understand that inspiration for the creative process can come from changing and manipulating the work of someone else (U)</del>	2.05 Understand that inspiration for the creative process can come from changing and manipulating the work of someone else (U) <b>Temple Tombs and Treasures</b>	3.05 Understand that the inspiration for the creative process can come from a variety of sources (U) <b>Being Human</b> <b>Great The Bold and The Brave</b> <b>Space Scientists</b> <b>Applied Art</b>	3.05 Understand that the inspiration for the creative process can come from a variety of sources (U) <b>900CE</b> <b>Earth as an Island</b>

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<p>Experiment and play to create</p>	<p>Create closed shapes with continuous lines and begin to use these shapes to represent objects A1</p>	<p>Explore painting with different tools A1</p> <p>Mix colours for a purpose and know some combinations A1</p>	<p>1.06 Be able to experiment and play with a variety of materials, techniques and technologies (S)</p> <p><b>A day in the Life</b></p> <p><b>Time Travellers</b></p> <p><b>The Earth our Home</b></p>	<p>1.06 Be able to experiment and play with a variety of materials, techniques and technologies (S)</p> <p><b>Buildings</b></p> <p><b>People of the Past</b></p>	<p>2.06 Be able to experiment with and combine a variety of materials, techniques and technologies (S)</p> <p><b>Scavengers and Settlers</b></p> <p><b>Travel and Tourism</b></p>	<p>2.06 Be able to experiment with and combine a variety of materials, techniques and technologies (S)</p> <p><b>All Aboard</b></p>	<p>3.06 Be able to experiment with and manipulate a variety of materials, techniques and technologies for a particular purpose (S)</p> <p><b>Great The Bold and The Brave</b></p> <p><b>Applied Art</b></p>	<p>3.06 Be able to experiment with and manipulate a variety of materials, techniques and technologies for a particular purpose (S)</p> <p><b>900CE</b></p> <p><b>Earth as an Island</b></p> <p><b>Create from waste</b></p>
	<p>Enjoys and responds to playing with colour in a variety of ways A1</p>	<p>Explore different textures A2</p> <p>Choose resources needed for own creations A2</p>						
	<p>Distinguishes between the different marks they make in drawings A2</p>	<p>Use drawing to represent movement and noise A2</p>						
	<p>Responds imaginatively to art works SP1</p>	<p>Paint with control and increasing complexity of detail SP1</p>						
	<p>Add details to their drawings such as key features SP2</p>	<p>Paint on different surfaces, explaining the process they have used SP2</p>						
	<p>Show different emotions in their creations, drawings and paintings Sum 2</p>	<p>Paint on a smaller scale SP2</p>						
	<p>Respond to what they have heard, expressing their</p>	<p>Draw with accuracy and care SP2</p>						

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	thoughts and feelings Sum 2	Use a range of tools for a variety of purposes Sum1  Paint/print with different tools Sum 1  Create a background Sum 1  Create a silhouette art piece using a range of materials sum 1  Explore the effect of printing with different tools Sum 2  Create using a variety of media and materials Sum 2  Share their creations, explaining the process they have used Sum 2  Experimenting with colour, design, texture, form and function Sum 2						
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<p>Experiment and play to create  (thread is looking at patterns)</p>	<p>Explore Pattern A2</p>	<p>Notice and discuss patterns in the environment A1 UW  Exploring pattern A1 Maths  Continue a repeating pattern SP2</p>	<p>1.07 Be able to select materials and techniques when creating and give reasons for their choices (KS)  <b>Time Travellers</b>  <b>The Earth our Home</b></p>	<p>1.07 Be able to select materials and techniques when creating and give reasons for their choices (KS)  <b>From A to B</b>  <b>People of the Past</b></p>	<p>2.07 Be able to select materials and techniques to communicate an idea and be able to explain their selection (KS)  <b>Scavengers and Settlers</b>  <b>Island life</b>  <b>Travel and Tourism</b></p>	<p>2.07 Be able to select materials and techniques to communicate an idea and be able to explain their selection (KS)  <b>Temple Tombs and Treasures</b></p>	<p>3.07 Be able to select materials and techniques to communicate an idea and evaluate their level of success (KS)  <b>Space Scientists</b>  <b>Great The Bold and The Brave</b>  <b>Being Human</b>  <b>Applied Art</b></p>	<p>3.07 Be able to select materials and techniques to communicate an idea and evaluate their level of success (KS)  <b>900CE</b>  <b>Create from waste</b></p>
<p>Visual literacy</p>	<p>Create closed shapes with continuous lines and begin to use these shapes to represent objects A1  Enjoys and responds to playing with colour in a variety of ways A1</p>	<p>Mix colours for a purpose and know some combinations A1  Experiment different line types (thick, thin, wavy etc) A2  Work together to develop and realise creative ideas SP2</p>	<p>1.08 Know about line and colour (K)  <b>Time Travellers</b>  <b>The Earth our Home</b></p>	<p>1.08 Know about line and colour (K)  <b>From A to B</b>  <b>Buildings</b>  <b>People of the Past</b></p>	<p>2.08 Know about line, value, colour and the difference between shape and form (K)  <b>Travel and Tourism</b></p>	<p>2.08 Know about line, value, colour and the difference between shape and form (K)  <b>Temple Tombs and Treasures</b></p>	<p>3.08 Know about the elements of art (K)  <b>Being Human</b>  <b>Applied Art</b></p>	<p>3.08 Know about the elements of art (K)  <b>Earth as an Island</b>  <b>Create from waste</b></p>
<p>Visual literacy</p>	<p>Distinguishes between the different marks they make in drawings A2</p>	<p>Paint on different surfaces, explaining the process they have used</p>	<p>1.09 Know that artwork can have a specific purpose (K)  <b>Treasure Island</b>  <b>Time Travellers</b></p>	<p>1.09 Know that artwork can have a specific purpose (K)  <b>From A to B</b></p>	<p>2.09 Know that an artwork can have one or more purposes (K)  <b>Scavengers and Settlers</b></p>	<p><del>2.09 Know that an artwork can have one or more purposes (K)</del></p>	<p>3.09 Know that art can be used as a tool to challenge and influence society (K)  <b>Applied Art</b></p>	<p>3.09 Know that art can be used as a tool to challenge and influence society (K)  <b>Create from waste</b></p>

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	<p>Can copy straight vertical and horizontal lines A2</p> <p>Add details to their drawings such as key features SP2</p>	<p>SP2</p> <p>Paint on a smaller scale SP2</p> <p>Draw with accuracy and care SP2</p> <p>Use pencils to create texture SUM 1</p>	<p><b>The Earth our Home</b></p>	<p><b>People of the Past</b></p>	<p><b>Island life</b></p> <p><b>Travel and Tourism</b></p>			
Critical appreciation	<p>Uses combinations of art forms SP1</p>		<p>1.10 Know that there are different types of visual art (K)</p> <p><b>Time Travellers</b></p>	<p>1.10 Know that there are different types of visual art (K)</p> <p><b>Buildings</b></p> <p><b>People of the Past</b></p>	<p>2.10 Know that some artistic methods are more typically associated with some places than others (K)</p> <p><b>Island life</b></p>	<p>2.10 Know that some artistic methods are more typically associated with some places than others(K)</p> <p><b>Temple Tombs and Treasures</b></p>	<p>3.10 Know that where and when art is created can influence its form (K)</p> <p><b>Great The Bold and The Brave</b></p> <p><b>Applied Art</b></p>	<p>3.10 Know that where and when art is created can influence its form (K)</p> <p><b>900CE</b></p> <p><b>Create from waste</b></p>
Critical appreciation	<p>Responds imaginatively to art works SP1</p>	<p>Create art for someone else with their tastes in mind SP2</p> <p>Improve our art by adding details SUM1</p> <p>Recreate art in the style of / or inspired by Monet SUM 1</p> <p>Create art in the style of / inspired by Van Gogh</p>	<p>1.11 Understand that artists get inspiration from different places (U)</p> <p><b>Time Travellers</b></p> <p><b>The Earth our Home</b></p> <p><b>A day in the Life</b></p>	<p>1.11 Understand that artists get inspiration from different places (U)</p> <p><b>From A to B</b></p> <p><b>Buildings</b></p> <p><b>People of the Past</b></p>	<p>2.11 Understand that there is a difference between copying art and being inspired by artists' work (U)</p> <p><b>Island life</b></p> <p><b>Travel and Tourism</b></p>	<p><del>2.11 Understand that there is a difference between copying art and being inspired by artists' work (U)</del></p>	<p>3.11 Understand how art can influence and inspire new works (U)</p> <p><b>Great The Bold and The Brave</b></p> <p><b>Being Human</b></p> <p><b>Applied Art</b></p>	<p>3.11 Understand how art can influence and inspire new works (U)</p> <p><b>Earth as an Island</b></p> <p><b>Create from waste</b></p>

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Critical appreciation		SUM 2	1.12 Understand that visual communication is all around us (U) <b>Time Travellers</b>	<del>1.12 Understand that visual communication is all around us (U)</del>	<del>2.12 Understand how techniques in visual communication can be used to create different effects (U)</del>	2.12 Understand how techniques in visual communication can be used to create different effects (U) <b>All Aboard</b>	3.12 Understand that there are opportunities and risks associated with visual communication and media (U) <b>Applied Art</b>	<del>3.12 Understand that there are opportunities and risks associated with visual communication and media (U)</del>
Critical appreciation			1.13 Be able to comment on works of art (KS) <b>A day in the Life</b> <b>Time Travellers</b>	1.13 Be able to comment on works of art (KS) <b>From A to B</b> <b>Buildings</b> <b>People of the Past</b>	2.13 Be able to make inferences about artists and their intention(s) (KS) <b>Scavengers and Settlers</b> <b>Island life</b> <b>Travel and Tourism</b>	<del>2.13 Be able to make inferences about artists and their intention(s) (KS)</del>	3.13 Be able to interpret the meaning behind artwork, giving reasons for their opinions (KS) <b>Applied Art</b>	3.13 Be able to interpret the meaning behind artwork, giving reasons for their opinions (KS) <b>Create from waste</b>
Critical appreciation							3.14 Be able to analyse the elements within an artwork <b>Being Human</b>	3.14 Be able to analyse the elements within an artwork <b>Create from waste</b>