

**Chatsworth Infant School and Burnt Oak Junior School**  
**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

	EYFS		Milepost 1 Years 1 and 2		Milepost 2 Years 3 and 4		Milepost 3 Years 5 and 6	
KEY CONCEPTS	Nursery	Reception	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
IPC Design and plan to create			1.01 Be able to create a work of art to express experiences, ideas and/or emotions (Skil)  <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>Temple Tombs and Treasures</b>  <b>Island life</b>	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>Travel and Tourism</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>Great The Bold and The Brave</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>Space Scientists</b>  <b>Earth as an Island</b>  <b>Being Human</b>

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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>Buildings</b> <b>From A to B</b>	1.03 Be able to create an original artwork to serve a given purpose using given media (KS)  <b>Treasure Island</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>Temple Tombs and Treasures</b> <b>All Aboard</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>Scavengers and Settlers</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> <b>Create from waste</b>	3.03 Be able to create an original artwork to serve a self-selected purpose choosing from a range of given media (S)
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> <b>Buildings</b>	1.05 Understand that our own experiences can provide inspiration for original artwork (U)  <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> <b>Temple Tombs and Treasures</b>	2.05 Understand that inspiration for the creative process can come from changing and manipulating the work of someone else (U)	3.05 Understand that the inspiration for the creative process can come from a variety of sources (U)  <b>Great The Bold and The Brave</b>	3.05 Understand that the inspiration for the creative process can come from a variety of sources (U)  <b>900CE</b> <b>Space Scientists</b> <b>Applied Art</b>

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

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	<p>drawings and paintings Sum 2</p> <p>Respond to what they have heard, expressing their thoughts and feelings Sum 2</p>	<p>Paint on a smaller scale SP2</p> <p>Draw with accuracy and care SP2</p> <p>Use a range of tools for a variety of purposes Sum1</p> <p>Paint/print with different tools Sum 1</p> <p>Create a background Sum 1</p> <p>Create a silhouette art piece using a range of materials sum 1</p> <p>Explore the effect of printing with different tools Sum 2</p> <p>Create using a variety of media and materials Sum 2</p> <p>Share their creations, explaining the process they have used Sum 2</p>						
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		Experimenting with colour, design, texture, form and function Sum 2						
Experiment and play to create  (thread is looking at patterns)	Explore Pattern A2	<p>Notice and discuss patterns in the environment A1 UW</p> <p>Exploring pattern A1 Maths</p> <p>Continue a repeating pattern SP2</p>	1.07 Be able to select materials and techniques when creating and give reasons for their choices (KS)	1.07 Be able to select materials and techniques when creating and give reasons for their choices (KS)	<p>2.07 Be able to select materials and techniques to communicate an idea and be able to explain their selection (KS)</p> <p><b>Temple Tombs and Treasures</b></p> <p><b>Island life</b></p>	<p>2.07 Be able to select materials and techniques to communicate an idea and be able to explain their selection (KS)</p> <p><b>Scavengers and Settlers</b></p> <p><b>Travel and Tourism</b></p>	<p>3.07 Be able to select materials and techniques to communicate an idea and evaluate their level of success (KS)</p> <p><b>Great The Bold and The Brave</b></p>	<p>3.07 Be able to select materials and techniques to communicate an idea and evaluate their level of success (KS)</p> <p><b>Space Scientists</b></p> <p><b>900CE</b></p> <p><b>Being Human</b></p> <p><b>Applied Art</b></p> <p><b>Create from waste</b></p>

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Visual literacy	<p>Create closed shapes with continuous lines and begin to use these shapes to represent objects A1</p> <p>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</p> <p>Experiment different line types (thick, thin, wavy etc) A2</p> <p>Work together to develop and realise creative ideas SP2</p>	<p>1.08 Know about line and colour (K)</p> <p><b>Time Travellers</b></p> <p><b>The Earth our Home</b></p> <p><b>From A to Buildings</b></p>	<p>1.08 Know about line and colour (K)</p> <p><b>People of the Past</b></p>	<p>2.08 Know about line, value, colour and the difference between shape and form (K)</p> <p><b>Temple Tombs and Treasures</b></p>	<p>2.08 Know about line, value, colour and the difference between shape and form (K)</p> <p><b>Travel and Tourism</b></p>	<p>3.08 Know about the elements of art (K)</p> <p><b>Create from waste</b></p>	<p>3.08 Know about the elements of art (K)</p> <p><b>Earth as an Island</b></p> <p><b>Being Human</b></p> <p><b>Applied Art</b></p>
Visual literacy	<p>Distinguishes between the different marks they make in drawings A2</p> <p>Can copy straight vertical and horizontal lines A2</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>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>1.09 Know that artwork can have a specific purpose (K)</p> <p><b>From A to B</b></p> <p><b>Time Travellers</b></p> <p><b>The Earth our Home</b></p>	<p>1.09 Know that artwork can have a specific purpose (K)</p> <p><b>Treasure Island</b></p> <p><b>People of the Past</b></p>	<p>2.09 Know that an artwork can have one or more purposes (K)</p> <p><b>Island life</b></p>	<p><del>2.09 Know that an artwork can have one or more purposes (K)</del></p> <p><b>Scavengers and Settlers</b></p> <p><b>Travel and Tourism</b></p>	<p>3.09 Know that art can be used as a tool to challenge and influence society (K)</p> <p><b>Create from waste</b></p>	<p>3.09 Know that art can be used as a tool to challenge and influence society (K)</p> <p><b>Applied Art</b></p>

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Critical appreciation	Uses combinations of art forms SP1		1.10 Know that there are different types of visual art (K)  <b>Time Travellers</b>  <b>Buildings</b>	1.10 Know that there are different types of visual art (K)  <b>People of the Past</b>	2.10 Know that some artistic methods are more typically associated with some places than others (K)  <b>Island life</b>  <b>Temple Tombs and Treasures</b>	2.10 Know that some artistic methods are more typically associated with some places than others(K)	3.10 Know that where and when art is created can influence its form (K)  <b>Great The Bold and The Brave</b>  <b>Create from waste</b>	3.10 Know that where and when art is created can influence its form (K)  <b>900CE</b>  <b>Applied Art</b>
Critical appreciation	Responds imaginatively to art works SP1	Create art for someone else with their tastes in mind SP2  Improve our art by adding details SUM1  Recreate art in the style of / or inspired by Monet SUM 1  Create art in the style of / inspired by Van Gogh SUM 2	1.11 Understand that artists get inspiration from different places (U)  <b>Time Travellers</b>  <b>The Earth our Home</b>  <b>A day in the Life</b>  <b>From A to B</b>  <b>Buildings</b>	1.11 Understand that artists get inspiration from different places (U)  <b>People of the Past</b>	2.11 Understand that there is a difference between copying art and being inspired by artists' work (U)  <b>Island life</b>	<del>2.11 Understand that there is a difference between copying art and being inspired by artists' work (U)</del>  <b>Travel and Tourism</b>	3.11 Understand how art can influence and inspire new works (U)  <b>Great The Bold and The Brave</b>  <b>Create from waste</b>	3.11 Understand how art can influence and inspire new works (U)  <b>Earth as an Island</b>  <b>Being Human</b>  <b>Applied Art</b>
Critical appreciation			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>  <b>All Aboard</b>	2.12 Understand how techniques in visual communication can be used to create different effects (U)	3.12 Understand that there are opportunities and risks associated with visual communication and media (U)	<del>3.12 Understand that there are opportunities and risks associated with visual communication and media (U)</del>  <b>Applied Art</b>

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Critical appreciation							3.14 Be able to analyse the elements within an artwork <b>Create from waste</b>	3.14 Be able to analyse the elements within an artwork <b>Being Human</b>