

Year	Drawing	Printing	3D/Textiles
1	<ul style="list-style-type: none"> • Can they communicate something about themselves in their drawing? • Can they create moods in their drawings? • Can they draw using pencil and crayons? • Can they draw lines of different shapes and thickness, using 2 different grades of pencil? • Can they use charcoal, pencil and pastels? • Can they create different tones using light and dark? • Can they show patterns and texture in their drawings? • Can they use pencil crayons to shade a block of colour inside the lines? 	<ul style="list-style-type: none"> • Can they print with sponges, vegetables and fruit? • Can they print onto paper and textile? • Can they create a repeating pattern? • Can they create a print using pressing, rolling, rubbing and stamping? 	<ul style="list-style-type: none"> • Can they make a clay pot/model? • Can they add texture by using tools? • Can they make different kinds of shapes? • Can they cut, roll and coil materials such as clay, dough or plasticine? • Can they join fabric using glue? • Can they sew fabrics together (running stitch / over stitch)? • Can they sort threads and fabrics? • Can they weave with fabric and thread?
Exceeding			
Emerging			
	Use of IT	Knowledge	
	<ul style="list-style-type: none"> • Can they use a simple painting program to create a picture? • Can they use tools like fill and brushes in a painting package? • Can they go back and change their picture? 	<ul style="list-style-type: none"> • Can they describe what they can see and like in the work of another artist/craft maker/designer? • Can they name an artist they have been studying? 	
Exceeding			
Emerging			

Year	Drawing	Painting	Collage
2	<ul style="list-style-type: none"> • Can they create moods in their drawings(using pencil / coloured pencil)? • Can they draw lines of different shapes and thickness, using 2 different grades of pencil? • Can they use three different grades of pencil in their drawing (e.g. 4B, 8B, HB)? • Can they create different tones using light and dark (pencil and pastel)? • Can they show patterns and texture in their drawings (pencil and pastel)? • Can they use a viewfinder to focus on a specific part of an artefact before drawing it? 	<ul style="list-style-type: none"> • Can they create moods in their paintings? • Can they choose to use thick and thin brushes as appropriate? • Can they paint a picture of something they can see? • Can they name the primary and secondary colours? • Can they mix paint to create all the secondary colours? • Can they mix and match colours, predict outcomes? • Can they mix their own brown? • Can they make tints by adding white? • Can they make tones by adding black? 	<ul style="list-style-type: none"> • Can they cut and tear paper and card for their collages (individual or group collages)? • Can they gather and sort the materials they will need (individual or group collages)? • Can they use different kinds of materials on their collage and explain why they have chosen them? <p>Can they cut accurately?</p>
Exceeding			
Emerging			
	Sketchbook	Use of IT	Knowledge
	<ul style="list-style-type: none"> • Can they begin to demonstrate their ideas in their sketch books? • Do they keep notes in their sketch books as to how they have changed their work? 	<ul style="list-style-type: none"> • Can they create a picture independently using a paint program? • Can they use simple IT mark-making tools, e.g. brush and pen tools? • Can they edit their own work? • Can they take different photographs of themselves displaying different moods? • Can they change their photographic images on a computer? 	<ul style="list-style-type: none"> • Can they say how other artists/craft makers/designers have used colour, pattern and shape? • Can they create a piece of work in response to another artist's work?
Exceeding			
Emerging			

Year	Drawing	3D	Collage
3	<ul style="list-style-type: none"> • Can they use their sketches to produce a final piece of work (using pencil, chalk, pastel)? • Can they use different grades of pencil shade, to show different tones and texture? • Can they begin to show facial expressions and body language in their sketches? • Can they identify and draw simple objects, and use marks and lines to produce texture? • Can they organise line, tone, shape and colour to represent figures and forms in movement (using pencil, chalk, pastel)? • Can they show reflections? • Can they explain why they have chosen specific materials to draw with? 	<ul style="list-style-type: none"> • Can they add texture to a piece of work? • Can they experiment with and combine materials and processes to design and make 3D form? • Can they begin to sculpt clay and other moldable materials to make a sculpture (creating spheres, rolling, pulling and pinching, carving details in clay, smoothing)? <p>Can they develop their confidence with clay by adding greater detail and texture?</p> <p>Can they add colour consistently and neatly once clay is dried?</p> <p>Can they use scratch and slip techniques to join clay?</p>	<ul style="list-style-type: none"> • Can they cut very accurately? • Can they overlap materials? • Can they use mosaic? • Can they use montage? • Can they combine visual and tactile qualities?
Exceeding			
Emerging			
	Sketchbook	Use of IT	Knowledge
	<ul style="list-style-type: none"> • Can they use their sketch books to express feelings about a subject and to describe likes and dislikes? • Can they make notes in their sketch books about techniques used by artists? • Can they suggest improvements to their work by keeping notes in their sketch books? 	<ul style="list-style-type: none"> • Can they use IT programs to create a piece of work that includes their own work and that of others (using web)? • Can they use the web to research an artist or style of art? 	<ul style="list-style-type: none"> • Can they compare the work of different artists? • Can they explore work from other cultures? • Can they explore work from other periods of time? • Are they beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work?
Exceeding			
Emerging			

Year	Painting	Printing	Textiles
4	<ul style="list-style-type: none"> • Can they predict with accuracy the colours that they mix? • Can they know where each of the primary and secondary colours sits on the colour wheel? • Can they create a background using a wash? • Can they use a range of brushes to create different effects (dashes, points, strokes, blocks of colour)? • Can they create all the colours they need? • Can they create mood in their paintings? • Can they successfully use shading to create mood and feeling (using tones of colours)? <p>Can they experiment with watercolour, exploring intensity of colour to develop shades?</p>	<ul style="list-style-type: none"> • Can they make a printing block? • Can they make a 2 colour print? • Can they print using at least four colours? • Can they print onto different materials? • Can they print using a number of colours? • Can they create an accurate print design that meets a given criteria? • Can they print onto different materials? • Can they overprint using different colours? • Can they look very carefully at the methods they use and make decisions about the effectiveness of their printing methods? 	<ul style="list-style-type: none"> • Can they add onto their work to create texture and shape? • Can they work with life size materials? • Can they create pop-ups? • Can they use more than one type of stitch? • Can they join fabric together to form a quilt using padding? • Can they use sewing to add detail to a piece of work?
Exceeding			
Emerging			
	Sketchbook	Use of IT	Knowledge
	<ul style="list-style-type: none"> • Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes? • Do they use their sketch books to adapt and improve their original ideas? 		<ul style="list-style-type: none"> • Can they experiment with different styles which artists have used? • Can they explain art from other periods of history?
Exceeding			

Emerging			
Year	Drawing	3D	Collage
5	<p>Can they use first hand observations using different viewpoints, developing more abstract representations?</p> <p>Can they introduce perspective, fore/back and middle ground?</p> <p>Can they investigate proportions?</p> <p>Can they use a range of mediums (pencil, coloured pencil, ink, pastels, chalk) on a range of background materials?</p> <p>Can they use cross-hatching, pointillism, side strokes, use of rubber to draw/highlight?</p>	<ul style="list-style-type: none"> • Can they use wires to create malleable forms? • Can they build upon wire to create forms which can then be padded out (newspaper) and covered (e.g. Modroc)? • Can they create human forms showing movement? 	<ul style="list-style-type: none"> • Can they use mosaic to produce a piece of art? • Can they combine visual and tactile qualities to express mood and emotion? • Can they justify the materials they have chosen? • Can they combine pattern, tone and shape?
Exceeding			
Emerging			
	Sketchbook	Use of IT	Knowledge
	<ul style="list-style-type: none"> • Can they keep notes in their sketch books as to how they might develop their work further? • Can they use their sketch books to compare and discuss ideas with others? 	<ul style="list-style-type: none"> • Can they combine graphics and text based on their research? • Can they take digital photos, and use software to alter them, adapt them and create work with meaning? 	<ul style="list-style-type: none"> • Can they experiment with different styles which artists have used? • Can they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information?
Exceeding			
Emerging			

Year	Drawing	Painting	Textiles
6	<ul style="list-style-type: none"> • Can they identify and draw intricate objects, and use marks and lines to produce texture (using full range of mediums)? • Can they successfully use shading to create mood and feeling? • Can they organise line, tone, shape and colour to represent figures and forms in movement? • Can they show reflections? • Do their sketches communicate emotions and a sense of self with accuracy and imagination? • Can they explain why they have combined different tools to create their drawings? • Can they explain why they have chosen specific drawing techniques? <p>Can they select different techniques for different purposes: shading, smudging etc ?</p> <p>Can they confidently use scale and proportion?</p>	<ul style="list-style-type: none"> • Can they create a range of moods in their paintings? • Can they express their emotions accurately through their painting and sketches? • Can they explain why they have chosen specific painting techniques? • Can they experiment with acrylic paint? • Can they explore a range of water colour techniques (wet or wet, dry brush, wet on dry, flat wash, gradual wash, crayon resist, using tissue or salt to create effect)? • Can they experiment with creating art on canvas? • Can they develop fine brush strokes? 	<ul style="list-style-type: none"> • Can they use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.? This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery. • Can they create work which is open to interpretation by the audience? • Can they include both visual and tactile elements in their work?
Exceeding			
Emerging			
	Sketchbook	Use of IT	Knowledge
	<ul style="list-style-type: none"> • Do their sketch books contain detailed notes, and quotes explaining about items? • Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books? 	<ul style="list-style-type: none"> • Can they use software packages to create pieces of digital art to design. 	<ul style="list-style-type: none"> • Can they make a record about the styles and qualities in their work? • Can they say what their work is influenced by? • Can they explain what their own style is?
Exceeding			
Emerging			