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| Year 1 |
| Art Skills | Objectives | Expectations |
| Art in Context | Addressed in Year 2 | n/a |
| Independent Artist | Show ideas/imagination and produce simple designs | **Working towards:** Beginning to can show their ideas/imagination through drawing, painting and sculpture and produce simple designs. **Meeting:** Can show their ideas/imagination through drawing, painting and sculpture and produce simple designs. **Exceeding:** Shows their ideas/imagination through drawing, painting and sculpture and produces simple designs with confidence |
| Begin to recall all the equipment needed for an art session | **Working towards:** Beginning to recall all the equipment needed for an art session. **Meeting:** Can begin to recall all the equipment needed for an art session. **Exceeding:** Has begun to accurately recall all the equipment needed for an art session. |
| Help to prepare and clear away art equipment | **Working towards:** Beginning to help prepare and clear away their art equipment. **Meeting:** Can help prepare and clear away their art equipment. **Exceeding:** Consistently helps prepare and clear away their art equipment.  |
| Drawing | With coloured pencil, keep within the lines of a drawing | **Working towards:** With coloured pencil, has started to keep within the lines of a drawing when adding colour. **Meeting:** With coloured pencil, Can keep within the lines of a drawing when adding colour. **Exceeding:** Consistently keeps within the lines of a drawing when adding colour with a coloured pencil |
| With a wax crayon, control pressure | **Working towards:** With wax crayon, has started to push down to make bold and strong lines and apply less pressure to make soft lines. **Meeting:** With wax crayon, Can push down to make bold and strong lines and apply less pressure to make soft lines. **Exceeding:** Confidently pushes down to make bold and strong lines and applies less pressure to make soft lines with a wax crayon |
| Painting | Hold a brush correctly and use different types and sizes of brush | **Working towards:** Is sometimes able to hold a brush correctly and use different types and sizes of brush. **Meeting:** Can hold a brush correctly and use different types and sizes of brush. **Exceeding:** Consistently holds a brush correctly and uses different types and sizes of brush.  |
| Use different brush types to make different marks | **Working towards:** Has started to use different brush types to make different marks, e.g. lines, blobs, dots, dashes. **Meeting:** Can use different brush types to make different marks, e.g. lines, blobs, dots, dashes. **Exceeding:** Can confidently use different brush types to make different marks, e.g. lines, blobs, dots, dashes. |
| Sculpture | Addressed in Year 2 | n/a |

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| Year 2 |
| Art Skills | Objectives | Expectations |
| Art in Context | Compare drawings, paintings and sculptures by well-known artists and designers | **Working towards:** Beginning to describe differences and similarities between drawings, paintings and sculptures by well-known artists and designers. **Meeting:** Can describe differences and similarities between drawings, paintings and sculptures by well-known artists and designers. **Exceeding:** Can confidently describe differences and similarities between drawings, paintings and sculptures by well-known artists and designers. |
| Compare own work to well-known artists’ and designers’ | **Working towards:** Beginning to describe how their own work is similar and/or different to the work of well-known artists and designers. **Meeting:** Can describe how their own work is similar and/or different to the work of well-known artists and designers. **Exceeding:** Can readily describe how their own work is similar and/or different to the work of well-known artists and designers.  |
| Independent Artist | Continuation of Year 1 | See previous Year Group Assessment |
| Drawing | With pencil, can make different marks | **Working towards:** With pencil, Beginning to make different marks, e.g. dots, dashes, scribbles, sweeping lines, wavy lines, straight lines. **Meeting:** With pencil, Can make different marks, e.g. dots, dashes, scribbles, sweeping lines, wavy lines, straight lines. **Exceeding:** Readily makes different marks with a pencil, e.g. dots, dashes, scribbles, sweeping lines, wavy lines, straight lines.  |
| With pastel/charcoal, control pressure, blend and smudge | **Meeting:** With pastel/charcoal, Can make faint, soft lines and apply more pressure to make stronger lines. **Exceeding:** Confidently makes faint, soft lines and applies more pressure to make stronger lines with pastel/charcoal.**Working towards:** With pastel/charcoal, Beginning to make faint, soft lines and apply more pressure to make stronger lines. |
| Use different types of pen to make different types of line | **Working towards:** Has started to use different types of pen to make different types of line. **Meeting:** Can use different types of pen to make different types of line. **Exceeding:** Can use different types of pen to make different types of line with assurance.  |
| Painting | Use a paintbrush to: dab, smooth, wash, sponge, stipple, stroke. | **Working towards:** Beginning to use a paint brush to dab, smooth, wash, sponge, stipple, stroke. **Meeting:** Can use a paint brush to dab, smooth, wash, sponge, stipple, stroke. **Exceeding:** Readily uses a paint brush to dab, smooth, wash, sponge, stipple, stroke. |
| Mix paint colours and describe how to make them | **Working towards:** Beginning to mix paint colours and describe how to make them. **Meeting:** Can mix paint colours and describe how to make them. **Exceeding:** Mixes paint colours and describes how to make them with assurance |
| Sculpture | Make a model to show a simple idea or using imagination | **Working towards:** Beginning to make a model using natural and manmade materials to show a simple idea or using their imagination. **Meeting:** Can make a model using natural and manmade materials to show a simple idea or using their imagination. **Exceeding:** Can make a model using natural and manmade materials to show a simple idea or using their imagination with assurance.  |

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| Year 3 |
| Art Skills | Objectives | Expectations |
| Art in Context | Create images in the style of an artist from history | **Working towards:** Can often create images in the style of an artist from history. **Meeting:** Can create images in the style of an artist from history. **Exceeding:** Can create images in the style of an artist from history with confidence |
| Independent Artist | Prepare, organise and clear away art equipment | **Working towards:** Can often take responsibility for preparing, organising and clearing away their art equipment **Meeting:** Can take responsibility for preparing, organising and clearing away their art equipment **Exceeding:** Consistently takes responsibility for preparing, organising and clearing away their art equipment |
| Drawing | With coloured pencil, can block colour and control depth | **Working towards:** With coloured pencil, Is usually able to block colour by applying pencil strokes in the same direction. **Meeting:** With coloured pencil, Can block colour by applying pencil strokes in the same direction. **Exceeding:** Can readily block colour by applying pencil strokes in the same direction with a coloured pencil.  |
| With wax crayon, can use different pressure | **Working towards:** With wax crayon, Is sometimes able to plan and use different pressure to produce a picture working from light to dark. **Meeting:** With wax crayon, Can plan and use different pressure to produce a picture working from light to dark. **Exceeding:** Consistently plans and uses different pressures to produce a picture working from light to dark with a wax crayon.  |
| Painting | Select the brush size and type depending on the task | **Working towards:** Is usually able to select the brush size and type depending on the task. **Meeting:** Can select the brush size and type depending on the task. **Exceeding:** Consistently selects the brush size and type depending on the task. |
| Mix and match paint colours for purpose | **Working towards:** Can often mix and match paint colours for purpose e.g. skin tones, backgrounds. **Meeting:** Can mix and match paint colours for purpose e.g. skin tones, backgrounds. **Exceeding:** Can select, mix and match paint colours accurately for specific purpose e.g. skin tones, backgrounds. |
| Sculpture | Addressed in year 4 | n/a |

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| Year 4 |
| Art Skills | Objectives | Expectations |
| Art in Context | Discuss and describe well-known artists’ and architects’ work | **Working towards:** Is sometimes able to discuss and describe well-known artists' and architects' work and explain how their work is similar/different. **Meeting:** Can discuss and describe well-known artists' and architects' work and explain how their work is similar/different. **Exceeding:** Can confidently discuss and describe well-known artists' and architects' work and explain how their work is similar/different. |
| Independent Artist | Use a sketchbook to record observations and develop ideas | **Working towards:** Has started to use a sketchbook to record their observations and develop ideas. **Meeting:** Can use a sketchbook to record their observations and develop ideas. **Exceeding:** Can confidently use a sketchbook to record their observations and develop ideas.  |
| Drawing | Use different types of lead pencil | **Working towards:** Has started to use different types of lead pencil to scribble, shade (hatch & cross hatch), dot, dash, circle and spiral. **Meeting:** Can use different types of lead pencil to scribble, shade (hatch & cross hatch), dot, dash, circle and spiral. **Exceeding:** Can use different types of lead pencil to scribble, shade (hatch and cross hatch), dot, dash, circle and spiral with assurance.  |
| Work with a variety of pen types and make a variety of lines | **Working towards:** With pen, Is usually able to make a variety of lines, e.g. free-flowing, sweeping, broken, faint & hard. **Meeting:** With pen, Can make a variety of lines, e.g. free-flowing, sweeping, broken, faint & hard. **Exceeding:** Can confidently make a variety of lines with a pen, e.g. free-flowing, sweeping, broken, faint & hard.  |
| With pastel/charcoal, vary thickness of lines and use side to build up layers | **Working towards:** With pastel/charcoal, Can often vary the thickness of lines. **Meeting:** With pastel/charcoal, Can vary the thickness of lines. **Exceeding:** Can readily vary the thickness of lines when drawing with pastel/charcoal.  |
| Painting | Mix thicknesses of paint for different purposes | **Working towards:** Can often mix different thicknesses of paint for different purposes e.g. thin for a wash and increasing in thickness to show images at in the background and foreground. **Meeting:** Can mix different thicknesses of paint for different purposes e.g. thin for a wash and increasing in thickness to show images at in the background and foreground. **Exceeding:** Can explain how to mix different thicknesses of paint for different purposes e.g. thin for a wash and increasing in thickness to show images at in the background and foreground. |
| Sculpture | Make a 3D sculpture | **Working towards:** Is sometimes able to make a 3D sculpture using clay or a range of materials, e.g. Modroc, papier mache. **Meeting:** Can make a 3D sculpture using clay or a range of materials, e.g. Modroc, papier mache. **Exceeding:** Can readily make a 3-D sculpture using clay or a range of materials, e.g. Modroc, papier mache.  |

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| Year 5 |
| Art Skills | Objectives | Expectations |
| Art in Context | Replicate images by well-known artists | **Working towards:** Has started to use observational skills to replicate images by well-known artists and explain how their work is similar/different. **Meeting:** Can use observational skills to replicate images by well-known artists and explain how their work is similar/different. **Exceeding:** Can consistently use their observational skills to replicate images by well-known artists and explain how their work is similar/different.  |
| Independent Artist | Use a sketchbook to show how ideas have been improved | **Working towards:** Has started to use a sketchbook to show how ideas have been improved. **Meeting:** Can use a sketchbook to show how ideas have been improved. **Exceeding:** Can consistently use a sketchbook to show how ideas have been improved.  |
| Make a clear plan for working area and equipment needed | **Working towards:** Is usually able to make a clear plan for their working area and the equipment needed for a complete art project. **Meeting:** Can make a clear plan for their working area and the equipment needed for a complete art project. **Exceeding:** Can readily make a clear plan for their working area and the equipment needed for a complete art project.  |
| Drawing | With coloured pencil, can layer colours | **Working towards:** With coloured pencil, Is sometimes able to layer colours to create depth of colour and tone. **Meeting:** With coloured pencil, Can layer colours to create depth of colour and tone. **Exceeding:** Can layer colours with a coloured pencil to create depth of colour and tone with confidence |
| Prepare a drawing surface to create a wax crayon image | **Working towards:** Is sometimes able to prepare a drawing surface to create a wax crayon image, e.g. colouring in a solid area; applying a top layer of black paint mixed with washing-up liquid; drawing by scraping into the surface with a sharp tool. **Meeting:** Can prepare a drawing surface to create a wax crayon image, e.g. colouring in a solid area; applying a top layer of black paint mixed with washing-up liquid; drawing by scraping into the surface with a sharp tool. **Exceeding:** Can confidently prepare a drawing surface to create a wax crayon image, e.g. colouring in a solid area; applying a top layer of black paint mixed with washing-up liquid; drawing by scraping into the surface with a sharp tool.  |
| Painting | Create layers of paint to add detail to background colours | **Working towards:** Is sometimes able to create layers of paint to add detail to background colours. **Meeting:** Can create layers of paint to add detail to background colours. **Exceeding:** Can consistently create layers of paint to add detail to background colours.  |
| Sculpture | Add detail to a sculpture | **Working towards:** Can often add detail to a clay sculpture using clay tools or to a 3D sculpture using different materials. **Meeting:** Can add detail to a clay sculpture using clay tools or to a 3D sculpture using different materials. **Exceeding:** Can add detail to a clay sculpture using clay tools or to a 3-D sculpture using different materials with confidence.  |

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| Year 6 |
| Art Skills | Objectives | Expectations |
| Art in Context | Use stylistic features of well-known architects | **Working towards:** Has started to use stylistic features of well-known architects in their 3D work and explain how their is similar/different. **Meeting:** Can use stylistic features of well-known architects in their 3D work and explain how their is similar/different. **Exceeding:** Can use stylistic features of well-known architects in their 3-D work and explain how their is similar/different with assurance.  |
| Explore impact of well-known artists’ and architects’ work on the society at the time | **Working towards:** Beginning to explore the impact of well-known artists' and architects' work on the society at the time. **Meeting:** Can explore the impact of well-known artists' and architects' work on the society at the time. **Exceeding:** Can confidently explore the impact of well-known artists' and architects' work on the society at the time.  |
| Independent Artist | Produce labelled diagrams for 3D work | **Working towards:** Has started to produce labelled diagrams for their 3D work. **Meeting:** Can produce labelled diagrams for their 3D work. **Exceeding:** Can readily produce labelled diagrams for their 3-D work.  |
| Drawing | With pencil, can control perception of distance | **Working towards:** With pencil, has started to use hard and soft lines to record detail in the distance, foreground & create shadow and avoid using an eraser. **Meeting:** With pencil, can use hard and soft lines to record detail in the distance, foreground & create shadow and avoid using an eraser. **Exceeding:** Consistently uses hard and soft lines with a pencil to record detail in the distance, foreground and create shadow and avoid using an eraser.  |
| Use pastel/charcoal with increasing control | **Working towards:** With pastel/charcoal, has started to use blending and overlaying colours to create soft backgrounds, using fingers to smudge. **Meeting:** With pastel/charcoal, can use blending and overlaying colours to create soft backgrounds, using fingers to smudge. **Exceeding:** With pastel/charcoal, Can readily use blending and overlaying colours to create soft backgrounds, using fingers to smudge.  |
| Use pens to record minute detail | **Working towards:** Has started to use pens to record minute detail. **Meeting:** Can use pens to record minute detail. **Exceeding:** Can use pens to record minute detail with confidence. |
| Painting | Create effects with paint | **Working towards:** Is sometimes able to create different effects, e.g. wet paint to create a watercolour; texture by adding PVA or sawdust; using brushes in different ways with thickened paint. **Meeting:** Can create different effects, e.g. wet paint to create a watercolour; texture by adding PVA or sawdust; using brushes in different ways with thickened paint. **Exceeding:** Can confidently create different effects, e.g. wet paint to create a watercolour; texture by adding PVA or sawdust; using brushes in different ways with thickened paint.  |
| Sculpture | Make a 3D sculpture using a range of joining methods | **Working towards:** Has started to make a 3D sculpture using a range of joining methods, e.g. gluing, stitching, weaving, tying. **Meeting:** Can make a 3D sculpture using a range of joining methods, e.g. gluing, stitching, weaving, tying. **Exceeding:** Can confidently make a 3-D sculpture using a range of joining methods, e.g. gluing, stitching, weaving, tying.  |