

Art		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Design	Developing/ Applying Ideas	Developing/ Applying Ideas he/she can show her ideas/imagination through drawing, painting and sculpture and produce simple designs.	Developing/ Applying Ideas he/she can show her ideas/imagination through drawing, painting and sculpture and produce simple designs.	Developing/ Applying Ideas he/she can use a sketchbook to record her observations and develop ideas.	Developing/ Applying Ideas he/she can use a sketchbook to record her observations and develop ideas.	Developing/ Applying Ideas he/she can use a sketchbook to show how ideas have been improved.	Developing/ Applying Ideas he/she can use a sketchbook to show how ideas have been improved.
						Developing/ Applying Ideas he/she can use a sketchbook to produce labelled diagrams for her 3D work.	
Skills	Drawing	Drawing With pencil, he/she can make different marks: dots, dashes, scribbles, sweeping lines, wavy lines, straight lines	Drawing With pencil, he/she can make different marks: dots, dashes, scribbles, sweeping lines, wavy lines, straight lines	Drawing he/she can use different types of lead pencil to scribble, shade (hatch & cross hatch), dot, dash, circle, spiral.	Drawing he/she can use different types of lead pencil to scribble, shade (hatch & cross hatch), dot, dash, circle, spiral.	Drawing With pencil, he/she can use hard and soft lines to record detail in the distance, foreground & create shadow and avoid using an eraser.	Drawing With pencil, he/she can use hard and soft lines to record detail in the distance, foreground & create shadow and avoid using an eraser.
				Drawing With pencil, he/she can use pressure to create hard and soft lines and use soft lines to plan a drawing.			
		Drawing With coloured pencil, he/she can keep within the lines of a drawing when adding colour.		Drawing With coloured pencil, he/she can block colour by applying pencil strokes in the same direction.		Drawing With coloured pencil, he/she can layer colours to create depth of colour and tone.	
				Drawing With coloured pencil, he/she can control depth of colour by applying different pressures on the pencil tip.			

		Drawing With wax crayon, he/she can push down to make bold and strong lines and apply less pressure to make soft lines.		Drawing With wax crayon, he/she can plan and use different pressure to produce a picture working from light to dark.		Drawing he/she can prepare a drawing surface to create an 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.	
			Drawing With pastel/charcoal, he/she make faint, soft lines and apply more pressure to make stronger lines.		Drawing With pastel/charcoal, he/she can vary the thickness of lines.	Drawing With pastel/charcoal, he/she can use the tip to create detail.	Drawing With pastel/charcoal, he/she can use the tip to create detail.
			Drawing With pastel/charcoal, he/she can blend and smudge.		Drawing With pastel/charcoal, he/she can use the side to build up layers of colour.	Drawing With pastel/charcoal, he/she can use blending and overlaying colours to create soft backgrounds, using fingers to smudge.	Drawing With pastel/charcoal, he/she can use blending and overlaying colours to create soft backgrounds, using fingers to smudge.
		Drawing he/she can use charcoal pieces to create: different lines, large sweeping movements.			Drawing With pastel/charcoal, he/she can work on a soft paper to create an image with a set coloured background.		
					Drawing With pastel/charcoal, he/she can work on top of a background to create detail.		
		Drawing he/she can use different types of pen to make different types of line.	Drawing With pen, he/she can make a variety of lines free-flowing, sweeping, broken, faint & hard.			Drawing he/she can use pens to record minute detail.	Drawing he/she can use pens to record minute detail.

		Drawing he/she can use ball-point & felt tip pens to make fine marks.	Drawing he/she can work with a variety of pen types.			
Painting		Painting he/she can hold a brush correctly and use different types and sizes of brush.	Painting he/she can select the brush size and type depending on the task.			
		Painting he/she can use a paint brush to: dab, smooth, wash, sponge, stipple, stroke.				
		Painting he/she can mix colours and describe how to make them.	Painting he/she can mix and match colours for purpose: skin tones, backgrounds.	Painting he/she can mix and match colours for purpose: skin tones, backgrounds.	Painting he/she 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.	Painting he/she 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.
		Painting he/she can control paint and water to mix paint of different thicknesses.	Painting he/she 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.	Painting he/she 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.	Painting he/she can create layers of paint to add detail to background colours.	Painting he/she can create layers of paint to add detail to background colours.
		Painting he/she can load a brush with the correct amount of paint and choose the correct brush size.				

			Painting he/she can use different brush types to make different marks: lines, blobs, dots,dashes.				
Independent Artist	Independent Artist he/she can begin to recall all the equipment needed for an art session.	Independent Artist he/she can begin to recall all the equipment needed for an art session.	Independent Artist he/she can choose a suitable surface to work on.	Independent Artist he/she can choose a suitable surface to work on.	Independent Artist he/she can choose a suitable format to work with: Portrait or Landscape.	Independent Artist he/she can choose a suitable format to work with: Portrait or Landscape.	Independent Artist he/she can choose a suitable format to work with: Portrait or Landscape.
	Independent Artist he/she can help prepare and clear away her paint area.	Independent Artist he/she can help prepare and clear away her paint area.			Independent Artist he/she can select the most effective medium for different pieces of work and explain her choices.	Independent Artist he/she can select the most effective medium for different pieces of work and explain her choices.	Independent Artist he/she can select the most effective medium for different pieces of work and explain her choices.
			Independent Artist he/she can take responsibility forpreparing, organising and clearing away her painting area.	Independent Artist he/she can take responsibility forpreparing, organising and clearing away her painting area.	Independent Artist he/she can make a clear plan for her working area and the equipment needed for a complete art project.	Independent Artist he/she can make a clear plan for her working area and the equipment needed for a complete art project.	Independent Artist he/she can make a clear plan for her working area and the equipment needed for a complete art project.
Sculpture	Sculpture he/she can make a model using natural and man made materials to show a simple idea or using her imagination	Sculpture he/she can make a model using natural and man made materials to show a simple idea or using her imagination	Sculpture he/she can make a 3D sculpture using clay or a range of materials. e.g. modroc, papier mache.	Sculpture he/she can make a 3D sculpture using clay or a range of materials. e.g. modroc, papier mache.	Sculpture he/she can add detail to a clay sculpture using clay tools or to a 3D sculpture using different materials		
		Sculpture he/she can explain how they are making her sculpture					Sculpture he/she can make a 3D sculpture using a range of joining methods e.g. gluing, stitching, weaving, tying

Knowledge	Art in Context/History	Art in Context/History he/she can describe differences and similarities between drawings, paintings and sculptures by well known artists and designers.	Art in Context/History he/she can describe differences and similarities between drawings, paintings and sculptures by well known artists and designers.	Art in Context/History he/she can create images in the style of an artist from history.	Art in Context/History he/she can create images in the style of an artist from history.	Art in Context/History he/she can use observational skills to replicate images by well known artists and explain how their work is similar/different.	Art in Context/History he/she can use observational skills to replicate images by well known artists and explain how their work is similar/different.
		Art in Context/History he/she can describe how her own work is similar and/or different to the work of well known artists and designers.	Art in Context/History he/she can describe how her own work is similar and/or different to the work of well known artists and designers.	Art in Context/History he/she can discuss and describe well known artists' work and explain how their work is similar/different	Art in Context/History he/she can discuss and describe well known artists' work and explain how their work is similar/different	Art in Context/History he/she can use stylistic features of well known architects in their 3D work and explain how their work is similar/different.	Art in Context/History he/she can use stylistic features of well known architects in their 3D work and explain how their work is similar/different.
				Art in Context/History he/she can discuss and describe well known architects' work and explain how their work is similar/different.	Art in Context/History he/she can discuss and describe well known architects' work and explain how their work is similar/different.	Art in Context/History he/she can explore the impact of well known artists work on the society at the time.	