

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	Can they draw using pencil and crayons? Can they draw lines of different shapes and thickness, using b & 2b grades of pencil? Can they create moods in their drawings?	Can they use different grades of pencil in their drawing b & 2b? Can they create different tones using light and dark? Can they show patterns and texture in their drawings?	Can they use different grades of pencil shade, to show different tones and textures (b - 4b)? Can they use their sketches to produce a final piece of work? Can they use lines & colour thinking about the direction of shading?	Can they use grade b-6b pencils? Can they identify and draw simple objects, and use marks and lines to produce texture? E.g. cross hatching Can they use a viewfinder to focus on a specific part of an artefact before drawing it? Can they organise line, tone, shape and colour to represent figures and forms in movement? Can they begin to show facial expressions & body language in sketches?	Can they use a range of material to draw simple objects and use marks and lines to produce texture? Do 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 explain why they have chosen specific materials to draw with?	Can they use a viewfinder to focus on a specific part of an artefact before drawing it? Can they draw objects using marks and lines to produce texture, and shading to create mood and feeling? Can they explain why they have chosen specific drawing techniques?
Painting	Can they communicate something about themselves in their painting? Can they choose to use sponge brushes, 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 work with different size brushes & different types of paint?	Can they predict with accuracy the colours that they mix? Do 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?	Can they create all the colours they need? Can they create mood in their paintings? Can they make tints by adding white? Can they make tones by adding black?	Can they create all the colours they need? Can they create mood in their paintings? Can they create different effects by using a variety of tools & techniques such as dots, scratches & splashes? Can they express their emotions accurately through their painting and sketches?	Can they use a wide range of techniques in their work? Can they explain why they have chosen specific painting techniques? Can they investigate shade - adding black tones, adding grey and tints and adding white tones?
Printing	Can they print with sponges, veg. & fruit? Can they print onto paper and textile? Can they design their own printing block? Can they create a repeating pattern?	Can they create a print using pressing, rolling, rubbing and stamping? Can they design their own printing block? Can they create a repeating pattern?	Can they make a printing block? Can they create a repeating pattern? Can they make a two colour print?	Can they print using more than one colour? Can they create an accurate print design? 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? Do they look very carefully at the methods they use and make decisions about the effectiveness of their printing methods?
3D	Can they make different kinds of shapes? Can they add texture by using tools? Can they cut, roll and coil materials such as clay, dough or plasticine?	Can they experiment with constructing & joining recycled natural and manmade materials? Can they make a clay pot? Can they add line and shape to their work?	Can they work with a variety of different materials? Can they add onto their work using different joining techniques? Can they add texture to a piece of work?	Do they experiment with and combine materials and processes to design and make 3D form? Can they create pop-ups? Can they begin to sculpt clay and other mouldable materials?	Can they use their sketches and ideas as a basis for their 3D structures? Do they experiment with and combine materials and processes to design and make 3D form? Can they sculpt clay and other mouldable materials?	Can they create models on a range of scales? Can they create work which is open to interpretation by the audience? Can they include both visual and tactile elements in their work?
Collage	Can they cut and tear paper and card for their collages? Can they sort according to specific qualities eg. Cold, shiny, smooth etc Can they gather and sort the materials they will need?	Can they create group & individual collages? Can they use different kinds of materials on their collage & explain why they've chosen them? Can they develop skills for overlapping & overlaying?	Can they cut very accurately? Can they overlap materials? Can they experiment using different colours? Can they use mosaic?	Can they use mosaic to produce a piece of art? Can they use repeated patterns in their collage? Can they combine visual and tactile qualities?	Can they develop skills using a variety of techniques including drawing & painting? Can they combine visual and tactile qualities?	Can they justify the materials they have chosen? Can they combine pattern, tone and shape?
Knowledge	Can they describe what they can see and like in the work of another artist? Can they ask sensible questions about a piece of art?	Can they link colours to natural and man-made objects? Can they say how other artists have used colour, pattern and shape? Can they create a piece of work in response to another artist's work?	Can they compare the work of different artists? Can they explore work from other cultures? Can they explore work from other periods of time?	Can they experiment with diff. styles that artists have used? Can they explain art from other periods of history? Are they beginning to understand 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?	Can they experiment with different styles which artists have used? Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information?	Can they experiment with different styles which artists have used and make a record about the styles and qualities in their own work? Can they say what their work is influenced by? Can they include technical aspects in their work, e.g. architectural design?
Sketchbooks	Can they begin to start using their sketchbooks to gather ideas, photos & sketches based on a theme/topic? Can they develop their drawing skills through recording ideas in their sketchbooks?	Can they begin to demonstrate their ideas through drawings in their sketchbooks? Can they set out their ideas for designs, using 'annotation' in their sketchbooks?	Can they use their sketchbooks to help develop their drawing skills through observational drawings & imaginative work? Can they use their sketchbooks to plan, research, develop and improve their ideas for larger pieces of work Can they suggest improvements to their work by keeping notes in their sketchbooks?	Can they produce a montage all about themselves? Do they use their sketchbooks to adapt and improve their original ideas? Do they keep notes in their sketchbooks as to how they have changed their work? Can they make notes in their sketchbooks about techniques used by artists?	Do they collect images and sketches to help plan and support their ideas for larger pieces of work? Do they keep notes in their sketch books as to how they might develop their work further? Do they use their sketch books to compare and discuss ideas with others? Can they make notes in their sketch books about techniques used by artists?	Can they experiment with ideas, observations & medium which will determine their final piece? Do their books contain detailed notes, & quotes explaining about items? Do they combine graphics & text based research of commercial design in their books? Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations? Can they make notes about techniques used by artists?