

### Art Age-Related Attainment Expectations

<b>Subject</b>	<b>Year Group</b>	Date	Class
<b>Art &amp; Design</b>	<b>1</b>		

*Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Expectations		Key Learning Objectives	Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	<b>Emerging</b>	I am beginning to make drawings and paintings to show my ideas. I am beginning to use a sketchbook to explore ideas. I can use a range of materials in my work. I am beginning to make simple models to show my ideas. I can talk about what I think or feel about my own work and that of others.		<b>Emerging</b>
Most children will be able to:	<b>Expected</b>	I can investigate and use a range of materials to show my ideas in both 2D and 3D. I can use a sketchbook to explore techniques in the use of line, colour, pattern, texture, shape and space. I can say what I think and feel about my own and others' work, including artists, designers and craftspeople. I am beginning to suggest ways to improve my own work.		<b>Expected</b>
Some children will have progressed further. They will be able to:	<b>Exceeding</b>	I can collect visual and other information to help me to develop my ideas for example, in a sketchbook, using line, colour, pattern, texture, shape and space. I am beginning to understand how different materials look and feel, and use this knowledge to make choices and develop my work. I am beginning to investigate shape, form and texture in materials to create a 3D model. I can comment on similarities and differences in my own and others' work, including artists, designers and craftspeople. I can sometimes adapt and improve my own work.		<b>Exceeding</b>

*It will help if teachers write girls and boys names in different colours (and put a key)*

<i>Teacher to complete shaded areas of this table</i>		<b>Emerging</b>	<b>Expected</b>	<b>Exceeding</b>
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

### Art Age-Related Attainment Expectations

<b>Subject</b>	<b>Year Group</b>	Date	Class
<b>Art &amp; Design</b>	<b>2</b>		

*Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Expectations		Key Learning Objectives	Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	<b>Emerging</b>	I can investigate and use a range of materials to show my ideas. I can use a sketchbook to explore techniques in the use of line, colour, pattern, texture, shape and space. I can explore ideas about sculpture and use materials and processes to make models that show my ideas. I can say what I think and feel about my own and others' work, including artists, designers and craftspeople. I am beginning to suggest ways to improve my own work.		<b>Emerging</b>
Most children will be able to:	<b>Expected</b>	I can collect visual and other information to help me to develop my ideas for example, in a sketchbook, using techniques for line, colour, pattern, texture, shape and space. I am beginning to understand how different materials look and feel, and use this knowledge to make choices and develop my work. I am beginning to investigate shape, form and texture in materials to create a 3D model. I can comment on similarities and differences in my own and others' work, including artists, designers and craftspeople. I can sometimes adapt and improve my own work.		<b>Expected</b>
Some children will have progressed further. They will be able to:	<b>Exceeding</b>	I can explore ideas and collect information about different topics and use this to show my ideas in my sketchbook. I am beginning to investigate and combine line, colour, pattern, texture, shape, and space for a specific given purpose. I can use the properties of shape, form and texture of materials to create a 3D model. I am beginning to compare and comment on ideas, methods and approaches used in my own and others' work, including artists, designers and craftspeople. I can adapt and improve my own work.		<b>Exceeding</b>

*It will help if teachers write girls and boys names in different colours (and put a key)*

<i>Teacher to complete shaded areas of this table</i>		<b>Emerging</b>	<b>Expected</b>	<b>Exceeding</b>
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			

Girls	No. of Chn			
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### Art Age-Related Attainment Expectations

<b>Subject</b>	<b>Year Group</b>	Date	Class
<b>Art &amp; Design</b>	<b>3</b>		

*Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Expectations		Key Learning Objectives	Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	<b>Emerging</b>	I can collect visual and other information to help me to develop my ideas for example, in a sketchbook, using techniques for line, colour, pattern, texture, shape and space. I am beginning to understand how different materials look and feel, and use this knowledge to make choices and develop my work. I am beginning to investigate shape, form and texture in materials to create a 3D model. I can comment on similarities and differences in my own and others' work, including artists, designers and craftspeople. I can sometimes adapt and improve my own work.		<b>Emerging</b>
Most children will be able to:	<b>Expected</b>	I can explore ideas and collect information about different topics and use this to show my ideas in my sketchbook. I am beginning to investigate and combine line, colour, pattern, texture, shape, and space for a specific given purpose. I can use the properties of shape, form and texture of materials to create a 3D model I am beginning to compare and comment on ideas, methods and approaches used in my own and others' work, including artists, designers and craftspeople. I can adapt and improve my own work.		<b>Expected</b>
Some children will have progressed further. They will be able to:	<b>Exceeding</b>	I can select visual and other information to help me to develop my ideas in my sketchbook. I can combine line, colour, shape, pattern, texture and shape for a specific given purpose. I can choose and experiment with materials and techniques to suit my intentions. I can use the properties of shape, form and texture of materials to create a 3D model, to communicate my ideas and intentions. I can compare the ideas, methods and approaches I have used in my own work with others' work, including artists, designers and craftspeople. I can adapt and improve my own work according to its purpose.		<b>Exceeding</b>

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<i>Teacher to complete shaded areas of this table</i>	<b>Emerging</b>	<b>Expected</b>	<b>Exceeding</b>
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<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

### Art Age-Related Attainment Expectations

<b>Subject</b>	<b>Year Group</b>	Date	Class
<b>Art &amp; Design</b>	<b>4</b>		

*Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Expectations	Key Learning Objectives	Teacher to write pupils' Initials
Some children will not have made so much progress. They will be able to:	<p><b>Emerging</b></p> <p>I can explore ideas and collect information about different topics and use this to show my ideas in my sketchbook.            I am beginning to investigate and combine line, colour, pattern, texture, shape, and space for a specific purpose.            I can use the properties of shape, form and texture of materials to create a 3D model.            I am beginning to compare and comment on ideas, methods and approaches used in my own and others' work, including artists, designers and craftspeople.            I can adapt and improve my own work.</p>	<p style="text-align: center;"><b>Emerging</b></p>
Most children will be able to:	<p><b>Expected</b></p> <p>I can select visual and other information to help me to develop my ideas in my sketchbook.            I can combine line, colour, shape, pattern, texture and shape for a specific given purpose.            I can choose and experiment with materials and techniques to suit my intentions.            I can use the properties of shape, form and texture of materials to create a 3D model, to communicate my ideas and intentions.            I can compare the ideas, methods and approaches I have used in my own work with others' work, including artists, designers and craftspeople.            I can adapt and improve my own work according to its purpose.</p>	<p style="text-align: center;"><b>Expected</b></p>
Some children will have progressed further. They will be able to:	<p><b>Exceeding</b></p> <p>I am beginning to use my sketchbooks to select relevant visual information and ideas for my work.            I can experiment with materials and techniques to suit my own designs and ideas, using line, colour, pattern, texture, shape and space.            I am beginning to make personal choices about the shape, size, background etc or format of my work and the materials and techniques I use in both 2D and 3D.            I compare and identify the ideas, methods and approaches used in my own work with that of others, including artists, designers and craftspeople.            I am beginning to modify my work to reflect my own view of its purpose and meaning.</p>	<p style="text-align: center;"><b>Exceeding</b></p>

It will help if teachers write girls and boys names in different colours (and put a key)

Teacher to complete shaded areas of this table		<b>Emerging</b>	<b>Expected</b>	<b>Exceeding</b>
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### Art Age-Related Attainment Expectations

<b>Subject</b>	<b>Year Group</b>	Date	Class
<b>Art &amp; Design</b>	<b>5</b>		

*Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Expectations	Key Learning Objectives	Teacher to write pupils' Initials
Some children will not have made so much progress. They will be able to:	<p>I can select visual and other information to help me to develop my ideas in my sketchbook.</p> <p>I can combine line, colour, shape, pattern, texture and shape for a specific given purpose.</p> <p>I can choose and experiment with materials and techniques to suit my intentions.</p> <p>I can use the properties of shape, form and texture of materials to create a 3D model, to communicate my ideas and intentions.</p> <p>I can compare the ideas, methods and approaches I have used in my own work with others' work, including artists, designers and craftspeople.</p> <p>I can adapt and improve my own work according to its purpose.</p>	
Most children will be able to:	<p>I am beginning to use my sketchbooks to select relevant visual information and ideas for my work.</p> <p>I can experiment with materials and techniques to suit my own designs and ideas, using line, colour, pattern, texture, shape and space.</p> <p>I am beginning to make personal choices about the shape, size, background etc or format of my work and the materials and techniques I use in both 2D and 3D.</p> <p>I compare and identify the ideas, methods and approaches used in my own work with that of others, including artists, designers and craftspeople.</p> <p>I am beginning to modify my work to reflect my own view of its purpose and meaning.</p>	

Some children will have progressed further. They will be able to:	<b>Exceeding</b>	I can record and collect visual and other information in my sketchbook to develop my ideas.		<b>Exceeding</b>
		I can use qualities of line, tone, colour, shape and texture with different materials and processes.		
		I can choose and combine materials, techniques, visual and tactile elements, to suit my intentions, applying my knowledge to 2D and 3D work.		
		I am beginning to analyse and comment on the ideas, methods and approaches used in my own and others' work, including artists, designers and craftspeople.		
		I can modify and refine my work to reflect my own view of its meaning and purpose.		

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<i>Teacher to complete shaded areas of this table</i>		<b>Emerging</b>	<b>Expected</b>	<b>Exceeding</b>
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### Art Age-Related Attainment Expectations

<b>Subject</b>	<b>Year Group</b>	Date	Class
<b>Art &amp; Design</b>	<b>6</b>		

*Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

<b>Expectations</b>	<b>Key Learning Objectives</b>	<b>Teacher to write pupils' Initials</b>		
Some children will not have made so much progress. They will be able to:	<p>I am beginning to use my sketchbooks to select relevant visual information and ideas for my work.</p> <p>I can experiment with materials and techniques to suit my own designs and ideas, using line, colour, pattern, texture, shape and space.</p> <p>I am beginning to make personal choices about the shape, size, background etc or format of my work and the materials and techniques I use in both 2D and 3D work.</p> <p>I compare and identify the ideas, methods and approaches used in my own work with that of others, including artists, designers and craftspeople.</p> <p>I am beginning to modify my work to reflect my own view of its purpose and meaning.</p>			
			<b>Emerging</b>	<b>Emerging</b>

Most children will be able to:	<b>Expected</b>	<p>I can record and collect visual and other information in my sketchbook to develop my ideas.</p> <p>I can use qualities of line, tone, colour, shape and texture with different materials and processes.</p> <p>I can choose and combine materials, techniques, visual and tactile elements, to suit my intentions, applying my knowledge to 2D and 3D work.</p> <p>I am beginning to analyse and comment on the ideas, methods and approaches used in my own and others' work, including artists, designers and craftspeople.</p> <p>I can modify and refine my work to reflect my own view of its meaning and purpose.</p>		<b>Expected</b>
Some children will have progressed further. They will be able to:	<b>Exceeding</b>	<p>I can use and apply ideas in my sketchbook to develop and refine art and design projects in 2D and 3D.</p> <p>I can manipulate materials and techniques, using visual and tactile qualities (line, colour, pattern, texture, shape, form and space), to communicate ideas and meanings.</p> <p>I can analyse and comment on ideas, methods and approaches used in my own and others' work, including artists, designers and craftspeople.</p> <p>I can modify, improve and refine my own work, relating the choice of methods and approaches to the purpose of the work.</p>		<b>Exceeding</b>

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