

## Non-Core Age-Related Attainment Expectations

Subject	Year Group	Date	Class
Art & Design	1		

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:	Emerging	<p>I am beginning to make drawings and paintings to show my ideas.</p> <p>I am beginning to use a sketchbook to explore ideas.</p> <p>I can use a range of materials in my work.</p> <p>I am beginning to make simple models to show my ideas.</p> <p>I can talk about what I think or feel about my own work and that of others.</p>		Emerging
Most children will be able to:	Expected	<p>I can investigate and use a range of materials to show my ideas in both 2D and 3D.</p> <p>I can use a sketchbook to explore techniques in the use of line, colour, pattern, texture, shape and space.</p> <p>I can say what I think and feel about my own and others' work, including artists, designers and craftspeople.</p> <p>I am beginning to suggest ways to improve my own work.</p>		Expected
Some children will have progressed further. They will be able to:	Exceeding	<p>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.</p> <p>I am beginning to understand how different materials look and feel, and use this knowledge to make choices and develop my work.</p> <p>I am beginning to investigate shape, form and texture in materials to create a 3D model.</p> <p>I can comment on similarities and differences in my own and others' work, including artists, designers and craftspeople.</p> <p>I can sometimes adapt and improve my own work.</p>		Exceeding

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		Emerging	Expected	Exceeding
<b>Overall</b>	No. of Chn			
Boys	No. of Chn			
Girls	No. of Chn			

## Non-Core Age-Related Attainment Expectations

Subject	Year Group	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	<b>No. of Chn</b>			

## Non-Core Age-Related Attainment Expectations

Subject	Year Group	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>

*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>			

## Non-Core Age-Related Attainment Expectations

Subject	Year Group	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:	<b>Emerging</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 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>Emerging</b>
Most children will be able to:	<b>Expected</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>Expected</b>
Some children will have progressed further. They will be able to:	<b>Exceeding</b>	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.		<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>			
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Girls	<b>No. of Chn</b>			

## Non-Core Age-Related Attainment Expectations

Subject	Year Group	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:	<b>Emerging</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>Emerging</b>
Most children will be able to:	<b>Expected</b>	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.		<b>Expected</b>
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. 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.		<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>
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Boys	<b>No. of Chn</b>			
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## Non-Core Age-Related Attainment Expectations

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