

Art and Design Assessment Statements

Year Group	By the end of each year, children at the Expected standard should:	At Greater Depth within the Expected standard they should:
YR	<ul style="list-style-type: none"> - Use a range of tools, including scissors, paint brushes and drawing implements with growing confidence. - Apply an appropriate amount of pressure when drawing. - Uses <i>some</i> artistic vocabulary to describe their work e.g. 'I sketched a picture. I made some art. I designed a robot.' - Making marks and drawing a series of lines. - Draw circles, straight lines and other shapes with growing confidence. - Shading and painting shapes. - Express colour choices by choosing colours they like. - Use different artistic techniques, such as sculpting clay, joining junk materials, painting on an easel, drawing what they see. - Select materials based on their qualities such as texture or colour. - Share creations and express pride, explaining their work. - Knows the name of the artist being studied. - Knows that they are making art when they are drawing, painting, sculpting etc. 	<ul style="list-style-type: none"> - Comment on own and others' art work and how to improve it e.g. 'I need to add some more colour.' - Use a growing artistic vocabulary to describe their art work or the work of others e.g. 'I can sketch a picture. I used charcoal. I picked two colours and repeated them. I can draw an oval shape for the face. I can draw curved lines'. - Use and apply new knowledge e.g. I can make a print using different vegetables for different shapes. My picture is like The Scream'. - Uses tools with accuracy e.g cuts out with care. - Knows the names of some artists and their work e.g. 'That's a picture by Picasso'. 'That picture is called 'The Scream'. - Copy new skills that are modelled by the teacher.
Y1	<ul style="list-style-type: none"> - Use a range of tools such as scissors, paintbrushes and pencils with greater confidence. - Begin to show care when drawing. - Sketch outlines (lines that enclose spaces) of shapes, some with feathered lines. - Experiment with different sketching techniques such as hatching or finger blending. - Draw circles, straight lines and other shapes such as ovals or almonds. - Shade with greater care to paint inside the lines. - Express likes and dislikes in colour choices, using colours of the rainbow and primary and secondary colours. - Use different artistic techniques, such as drawing with charcoal, with soft pencils, sculpt clay or glue different materials for collage. - Share art work with others, express pride, explaining their work. - Know the names of some artists and identify works of art. - Explain art using art and design vocabulary. 	<ul style="list-style-type: none"> - Comment on own and others' work using artistic vocabulary, suggesting improvements and linking work to an artist studied. - Discuss the effect their art has on the viewer. - Use a growing artistic vocabulary with confidence. - Use and apply new knowledge often. - Identify primary and secondary colours. - Use tools with greater accuracy e.g. most colouring is inside the lines, painting within an enclosed space or outline, cutting out shapes. - Know the names of some artists and their work. - Ask questions like, 'Why did Picasso draw funny faces?'

Y2	<ul style="list-style-type: none"> - Use tools such as scissors, paintbrushes, pencils, clay tools with confidence and growing accuracy. - Draw what they see, not what they imagine is there. - Listen to advice when drawing and use feathered lines, curved and straight lines. - Use different shading techniques such as hatching, cross-hatching or blending to create some tone. - Use knowledge of colours of the rainbow and the colour wheel to mix colours. - Choose colour for effect e.g. opposites (complementary) colours to create vivid pictures. - Use a variety of art techniques with different materials such as 2B-6B pencils, charcoal, pastel, clay. - Comment on the effects of different drawing and painting materials. - Share art work with others, expressing pride, explaining work and referring to new knowledge or vocabulary. - Know the names of some artists and identify works of art. 	<ul style="list-style-type: none"> - Comment on own and others' work using artistic vocabulary, suggesting improvements and identifying similarities with the artist studied. - Discuss the effect they intend their work to have on the viewer. - Use and apply new knowledge with greater confidence. - Identify primary and secondary colours, and how to mix secondary colours. - Use tools well and shows greater fine motor control e.g. often colours inside the lines, cuts out accurately, paint accurately. - Asks questions as an artist would e.g. 'Why did Goldsworthy use stones?', 'If he didn't paint it, is it art?'
Y3	<ul style="list-style-type: none"> - Use tools well including scissors, pencils, paints, clay tools. Manipulate materials using hands using greater control e.g. collage materials ripping, tearing, cutting, scrunching. - Draw what they see, not what they imagine is there. - Use modelled techniques for drawing and sketching e.g. feathered lines, curved lines, shading and blending. - Draw three-dimensional shapes with growing confidence. - Use a variety of shading techniques to create tone (darkening areas). - Use knowledge of colours of the rainbow and the colour wheel to mix colours, knowing how to mix secondary colours. - Choose colour for effect e.g. opposites (complementary) colours to create vivid pictures - Use a variety of art techniques with different materials such as 2B-6B pencils, charcoal, pastel, clay. - Comment on the effects of different drawing and painting materials. - Share art work with others, expressing pride, explaining work and referring to new knowledge or vocabulary. - Know the names of some artists and identify works of art. 	<ul style="list-style-type: none"> - Comment on own and others' work using artistic vocabulary, identifying similarities and differences between their art. - Discuss the effect they intend their work to have on the viewer, including how they wish the viewer to feel. - Use and apply new knowledge often and with greater confidence. - Identify primary and secondary colours, and how to mix secondary colours, lighten and darken colour. - Use tools well and shows greater fine motor control e.g. often colours inside the lines, cuts out accurately, paint accurately, moving paper to draw shapes and using hand as a pivot. - Asks questions as an artist would e.g. 'How did Stone Age people draw cattle so well?', 'Why did Stone Age people leave handprints on cave walls?' 'Is a handprint art?'

Y4	<ul style="list-style-type: none"> - Use tools well including scissors, pencils, paints, clay tools. Manipulate materials using hands using greater control e.g. collage materials ripping, tearing, cutting, scrunching. - Draw what they see, not what they imagine is there. - Use modelled techniques for drawing and sketching e.g. feathered lines, joining a series of lines to make a straight line, curved lines, shading and blending. - Sketch using different starting points e.g. buildings or people. - Draw three-dimensional shapes with growing confidence. - Add tonal qualities to drawing and painting by using sketching effects and darkening paint or pencil. - Use knowledge of colours of the rainbow and the colour wheel to mix colours, knowing how to mix secondary colours in different painting media e.g. watercolour, pastel, poster. - Choose colour for effect e.g. opposites (complementary) colours to create vivid pictures. - Use a variety of art techniques with different materials such as 2B-6B pencils, charcoal, pastel, sculpting materials such as tin foil etc. - Comment on the effects of different drawing, painting and sculpting materials. - Share art work with others, expressing pride, explaining work and referring to new knowledge or vocabulary. - Know the names of some artists and identify works of art. 	<ul style="list-style-type: none"> - Comment on own and others' work using artistic vocabulary, identifying similarities and differences between their art. E.g. The background is...The foreground is...' - Make improvements to their art e.g. adding tone. - Discuss the effect they intend their work to have on the viewer, including how they wish the viewer to feel. Know that art influences the viewer. - Use and apply new knowledge often and with greater confidence. - Identify primary and secondary colours, and how to mix secondary colours, lighten and darken colour. - Group colours as 'warm' or 'cool'. - Use tools well and shows greater fine motor control e.g. moving paper to draw shapes and using hand as a pivot to draw circular shapes. - Asks questions as an artist would e.g. 'Why does Nixiwaka paint wearing his feather headdress?', 'Why use art to spread your message?', 'Can art carry a message?'
Y5	<ul style="list-style-type: none"> - Use tools well including scissors, pencils, paints, clay tools. Manipulate materials using hands using greater control e.g. clay to mould and sculpt. - Draw what they see, not what they imagine is there. - Use modelled techniques for drawing and sketching e.g. feathered lines, joining a series of lines to make a straight line, curved lines, scumbling, shading and blending. - Sketch using different starting points to create line, tone, shape and form e.g. people in proportion, profile portraits e.g. Nefertiti - Apply some of the principles of proportion to drawing the face in portrait. - Add tonal qualities to drawing and painting by using sketching effects and darkening paint or pencil. 	<ul style="list-style-type: none"> - Comment on own and others' work using artistic vocabulary, identifying similarities and differences between their art. E.g. The background is...The foreground is...' - Leave areas void or erase media to show how light hits an object. - Make improvements to their art e.g. adding tone. - Discuss the effect they intend their work to have on the viewer, including how they wish the viewer to feel. Know that art influences the viewer. - Use and apply new knowledge often and with greater confidence.

	<ul style="list-style-type: none"> - Use knowledge of colours of the rainbow and the colour wheel to mix colours, including secondary and tertiary colours e.g. create moody blues and purples, vibrant yellows and oranges. - Choose colour for effect e.g. opposites (complementary) colours to create vivid pictures. - Use a variety of art techniques with different materials such as 2B-6B pencils, charcoal, pastel, sculpting materials such as tin foil etc. - Comment on the effects of different drawing, printing and sculpting materials. - Use different printing techniques to create different effects. - Share art work with others, expressing pride, explaining work and referring to new knowledge or vocabulary. - Know the names of some artists and identify works of art. 	<ul style="list-style-type: none"> - Use the principles of proportion for drawing a self portrait. - Identify primary and secondary colours, and how to mix secondary colours, lighten and darken colour. - Group colours as 'warm' or 'cool'. - Use tools well and shows greater fine motor control e.g. moving paper to draw shapes and using hand as a pivot to draw circular shapes. - Asks questions as an artist would e.g. 'Did Nefertiti really look like this?'. 'Was she filtered like people are now on social media?'
Y6	<ul style="list-style-type: none"> - Use tools well including scissors, pencils, paints, clay tools. Manipulate materials using hands using greater control e.g. screen printing - Use modelled techniques for drawing and sketching e.g. feathered lines, joining a series of lines to make a straight line, curved lines, scumbling, shading and blending. - Sketch using different starting points to create line, tone, shape and form e.g. buildings in perspective, painting landscapes. - Apply some of the principles of perspective, with a vanishing point and a horizon line. - Add tonal qualities to drawing and painting by using sketching effects and darkening paint or pencil. - Use knowledge of colours of the rainbow and the colour wheel to mix colours, including secondary and tertiary colours e.g. create moody blues and purples, vibrant yellows and oranges. - Choose colour for effect e.g. opposites (complementary) colours to create vivid pictures. - Use a variety of art techniques with different materials such as 2B-6B pencils, charcoal, pastel, textiles for printing. - Comment on the effects of different drawing, printing and painting materials. - Use different printing techniques to create different effects. - Share art work with others, expressing pride, explaining work and referring to new knowledge or vocabulary. - Know the names of some artists and identify works of art. 	<ul style="list-style-type: none"> - Discuss the effect they intend their work to have on the viewer, including how they wish the viewer to feel. Know that art influences the viewer. - Use and apply new knowledge often and with greater confidence e.g. use vanishing point and horizon line to draw buildings in perspective. - Use the principles of perspective to draw a building. - Identify primary and secondary colours, and how to mix secondary colours, lighten and darken colour. - Discuss positive and negative aspects of prints. - Group colours as 'warm' or 'cool', primary, secondary or tertiary. - Use tools well and shows greater fine motor control e.g. moving paper to draw shapes and using hand as a pivot to draw circular shapes. - Asks questions as an artist would e.g. 'Can buildings speak?', 'Is there a difference between architecture and art?'