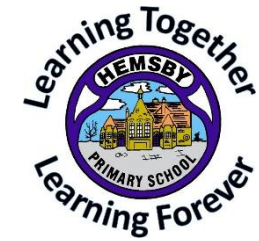
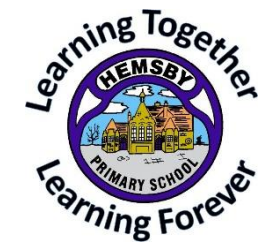


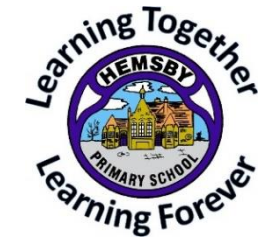
Art and Design – Curricular targets



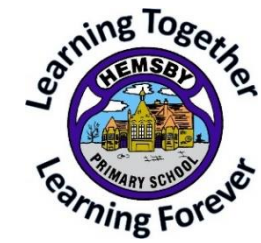
A Year 1 Artist...	A Year 2 Artist...	A Year 3 Artist...
<ul style="list-style-type: none"> <li>• I can show how people feel in paintings and drawings.</li> <li>• I can create moods in art work.</li> <li>• I can use pencils to create lines of different thickness in drawings.</li> <li>• I can name the primary and secondary colours.</li> <li>• I can create a repeating pattern in print.</li> <li>• I can cut, roll and coil materials.</li> <li>• I can use IT to create a picture.</li> <li>• I can describe what I can see and give an opinion about the work of an artist.</li> <li>• I can ask questions about a piece of art.</li> </ul>	<ul style="list-style-type: none"> <li>• I can choose and use three different grades of pencil when drawing.</li> <li>• I can use charcoal, pencil and pastel to create art.</li> <li>• I can use a viewfinder to focus on a specific part of an artefact before drawing it.</li> <li>• I can mix paint to create all the secondary colours.</li> <li>• I can create brown with paint.</li> <li>• I can create tints with paint by adding white.</li> <li>• I can create tones with paint by adding black.</li> <li>• I can create a printed piece of art by pressing, rolling, rubbing and stamping.</li> <li>• I can make a clay pot.</li> <li>• I can join two clay finger pots together.</li> <li>• I can use different effects within an IT paint package.</li> <li>• I can suggest how artists have used colour, pattern and shape.</li> <li>• I can create a piece of art in response to the work of another artist.</li> </ul>	<ul style="list-style-type: none"> <li>• I can show facial expressions in my art.</li> <li>• I can use sketches to produce a final piece of art.</li> <li>• I can use different grades of pencil to shade and to show different tones and textures.</li> <li>• I can create a background using a wash.</li> <li>• I can use a range of brushes to create different effects in painting.</li> <li>• I can identify the techniques used by different artists.</li> <li>• I can use digital images and combine with other media in my art.</li> <li>• I can use IT to create art which includes my own work and that of others.</li> <li>• I can compare the work of different artists.</li> <li>• I recognise when art is from different cultures.</li> <li>• I recognise when art is from different historical periods.</li> </ul>



A Year 4 Artist...	A Year 5 Artist...	A Year 6 Artist...
<ul style="list-style-type: none"> <li>• I can show facial expressions and body language in sketches and paintings.</li> <li>• I can use marks and lines to show texture in my art.</li> <li>• I can use line, tone, shape and colour to represent figure and forms in movement.</li> <li>• I can show reflections in my art.</li> <li>• I can print onto different materials using at least four colours.</li> <li>• I can sculpt clay and other mouldable materials.</li> <li>• I can integrate my digital images into my art.</li> <li>• I can experiment with the styles used by other artists.</li> <li>• I can explain some of the features of art from historical periods.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify and draw objects and use marks and lines to produce texture.</li> <li>• I can successfully use shading to create mood and feeling.</li> <li>• I can organise line, tone, shape and colour to represent figures and forms in movement.</li> <li>• I can use shading to create mood and feeling.</li> <li>• I can express emotion in my art.</li> <li>• I can create an accurate print design following criteria.</li> <li>• I can use images which I have created, scanned and found; altering them where necessary to create art.</li> <li>• I can research the work of an artist and use their work to replicate a style.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain why I have used different tools to create art.</li> <li>• I can explain why I have chosen specific techniques to create my art.</li> <li>• I can explain the style of my work and how it has been influenced by a famous artist.</li> <li>• I can over print to create different patterns.</li> <li>• I can use feedback to make amendments and improvement to my art.</li> <li>• I can use a range of e-resources to create art.</li> </ul>



A Year 1 Designer...	A Year 2 Designer...	A Year 3 Designer...
<ul style="list-style-type: none"> <li>• I can use my own ideas to make something.</li> <li>• I can describe how something works.</li> <li>• I can cut food safely.</li> <li>• I can make a product which moves.</li> <li>• I can make my model stronger.</li> <li>• I can explain to someone else how I want to make my product.</li> <li>• I can choose appropriate resources and tools.</li> <li>• I can make a simple plan before making.</li> </ul>	<ul style="list-style-type: none"> <li>• I can think of an idea and plan what to do next.</li> <li>• I can choose tools and materials and explain why I have chosen them.</li> <li>• I can join materials and components in different ways.</li> <li>• I can explain what went well with my work.</li> <li>• I can explain why I have chosen specific textiles.</li> <li>• I can measure materials to use in a model or structure.</li> <li>• I can describe the ingredients I am using.</li> </ul>	<ul style="list-style-type: none"> <li>• I can prove that my design meets some set criteria.</li> <li>• I can follow a step-by-step plan, choosing the right equipment and materials.</li> <li>• I can design a product and make sure that it looks attractive.</li> <li>• I can choose a textile for both its suitability and its appearance.</li> <li>• I can select the most appropriate tools and techniques for a given task.</li> <li>• I can make a product which uses both electrical and mechanical components.</li> <li>• I can work accurately to measure, make cuts and make holes.</li> <li>• I can describe how food ingredients come together.</li> </ul>



A Year 4 Designer...	A Year 5 Designer...	A Year 6 Designer...
<ul style="list-style-type: none"> <li>• I can use ideas from other people when I am designing.</li> <li>• I can produce a plan and explain it.</li> <li>• I can evaluate and suggest improvements for my designs.</li> <li>• I can evaluate products for both their purpose and appearance.</li> <li>• I can explain how I have improved my original design.</li> <li>• I can present a product in an interesting way.</li> <li>• I can measure accurately.</li> <li>• I can persevere and adapt my work when my original ideas do not work.</li> <li>• I know how to be both hygienic and safe when using food.</li> </ul>	<ul style="list-style-type: none"> <li>• I can come up with a range of ideas after collecting information from different sources.</li> <li>• I can produce a detailed, step-by-step plan.</li> <li>• I can suggest alternative plans; outlining the positive features and draw backs.</li> <li>• I can explain how a product will appeal to a specific audience.</li> <li>• I can evaluate appearance and function against original criteria.</li> <li>• I can use a range of tools and equipment competently.</li> <li>• I can make a prototype before make a final version.</li> <li>• I show that I can be both hygienic and safe in the kitchen.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use market research to inform my plans and ideas.</li> <li>• I can follow and refine my plans.</li> <li>• I can justify my plans in a convincing way.</li> <li>• I can show that I consider culture and society in my plans and designs.</li> <li>• I show that I can test and evaluate my products.</li> <li>• I can explain how products should be stored and give reasons.</li> <li>• I can work within a budget.</li> <li>• I can evaluate my product against clear criteria.</li> </ul>