

ART & DESIGN STATEMENT	NOT MET	SHALLOW	EMERGING	DEVELOPING	DEEPENING	FUNCTIONAL	NOT APPLICABLE
A - Art and Design							
001 - I demonstrate simple reflex responses.							
002 - I can appear alert and able to focus my attention on people or objects							
003 - I can give intermittent reactions. (E.g. Pupil can put their hands in wet paint)							
004 - I can react to new activities and experiences. (E.g. Pupil can pull their hand away from an unpleasant texture.)							
005 - I can show interest in people, events and objects. (E.g. Pupil can focus their attention on bold patterns).							
006 - I can accept and engage in coactive exploration (E.g. Pupil can feel the textures of a range of art materials.)							
007 - I can communicate consistent preferences and affective responses; (E.g. Pupil can reach for glittery materials in preference to others.)							
008 - I can recognise familiar people, events and objects. (E.g. grasping a painting sponge).							
009 - I can perform actions, often by trial and improvement, and remember learned responses over short periods of time; (E.g. Pupil can return their hands to a particular texture.)							
010 - I can cooperate with shared exploration and supported participation; (e.g. Pupil can work with an adult to press, roll, or pinch wet clay.)							
011 - I seek attention through eye contact, gesture or action.							
012 - I can request events or activities; (E.g. Pupil can point to the painting table to request to paint.)							
013 - I can participate in shared activities with less support							
014 - I can sustain concentration for short periods.							
015 - I can explore materials in increasingly complex ways; (E.g. Pupil can make banging and circling movements with a brush.)							
016 - I can observe the results of their own actions with interest; (E.g. Pupil can look at marks they have made with paint.)							

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017 - I can remember learned responses over more extended periods; (E.g. dipping a spreader into glue in weekly art and design sessions.)							
018 - I can greet known people and initiate interactions and activities; (E.g. Pupil can put the roller into paint.)							
019 - I can remember learned responses over increasing periods of time and can anticipate known events; e.g. locating the painting aprons on entering the art room.							
020 - I can respond to options and choices with actions or gestures; (e.g. Pupil can point to a preferred colour from a choice of two.)							
021 - I can actively explore objects and events for more extended periods; (e.g. Pupil can stroke, shake or fold papers of different colours or qualities.)							
022 - I can apply potential solutions systematically to problems; (E.g. Pupil can bang clay with a tool to try to flatten it.)							
023 - I can explore materials systematically; (e.g. Pupil can tear and scrunch paper to complete a collage).							
024 - I am aware of starting or stopping a process.							
025 - I can make marks intentionally on a surface with fingers or tools; (e.g. Pupil can press objects into clay or put paint on paper).							
026 - I can repeat an activity to make the same or similar effect							
027 - I can taking part in familiar activities with some support.							
028 - I can show an active interest in different tools and materials.							
S - Art and Design							
100 - I can explore materials. (E.g. Pupil can feel materials, tear and scrunch paper.)							
101 - I can show preferences for activities and begin to carry out simple processes.							
102 - I can choose tools and materials that are appropriate to the activity. (E.g. Pupil can pick brushes or rollers for painting.)							

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103 - I can create and apply familiar techniques to a task. (E.g. Pupil can manipulate and shape malleable materials to produce a desired effect or apply glue to a surface to make materials stick together in making a model.)							
104 - I can start to use tools, materials and simple actions to produce a piece of work.							
105 - I can make marks on a paper intentionally on a surface with my fingers.							
106 - I can imitate the use of tools, materials and simple actions; (E.g. cutting.)							
107 - I can practise new skills with less support, developing my knowledge of the process of making; (E.g. Pupil can select and gather suitable resources and tools for their work.)							
108 - I can work in two or three dimensions and may intentionally represent or symbolise an object or an emotion.							
109 - I can choose tools and materials, which are appropriate to the activity.							
110 - I can purposefully choose colours or techniques.							
111 - I show confidence in using a variety of processes and make appropriate use of tools and materials.							
112 - I can finish a piece of work following an established pattern of activity [E.g. Pupil can gather appropriate materials, take part in an activity and put things when finished).							
113 - I understand that paintings, sculptures and drawings have meaning							
114 - I can use a growing art vocabulary and begin to express meaning in my own work.							
E - Art and Design							
200 - I can respond to ideas and starting points.							
201 - I can explore ideas and collect visual information.							
202 - I can explore different methods and materials as ideas develop.							

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203 - I can use thick and thin brushes.							
204 - I can draw lines of different sizes and thickness.							
205 - I can use a combination of materials that are cut, torn and glued.							
206 - I can use repeating or overlapping shapes.							
207 - I can mix primary colours to make secondary colours.							
208 - I can white to colours to make tints and black to colours to make tones.							
209 - I can create colour wheels.							
210 - I can sort and arrange materials.							
211 - I can mix materials to create texture.							
212 - I can use a combination of shapes to create 3D sculptures.							
213 - I can include lines and texture in my 3D artwork.							
214 - I can use rolled up paper, straws, paper, card and clay as materials.							
215 - I can use techniques such as rolling, cutting, moulding and carving.							
216 - I can colour my work neatly following the lines.							
217 - I can show pattern and texture by adding dots and lines.							
218 - I can show different tones by using coloured pencils.							
219 - I can mimic print from the environment (e.g. wallpapers).							
220 - I can use objects to create prints (e.g. fruit, vegetables or sponges).							
221 - I can press, roll, rub and stamp to make prints.							
222 - I can use weaving to create a pattern.							
223 - I can join materials using glue and/or a stitch.							
224 - I can use plaiting.							
225 - I can use dip dye techniques.							

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226 - I can use a wide range of tools to create different textures, lines, tones, colours and shapes.							
227 - I can describe the work of notable artists, artisans and designers.							
228 - I can use some of the ideas of artists studied to create pieces.							
N - Art and Design							
300 - I can develop ideas from starting points throughout the curriculum.							
301 - I can collect information, sketches and resources.							
302 - I can adapt and refine ideas as they progress.							
303 - I can explore ideas in a variety of ways.							
304 - I can comment on artworks using visual language.							
305 - I can develop and imaginatively extend ideas from starting points throughout the curriculum.							
306 - I can collect information, sketches and resources and present ideas imaginatively in a sketchbook.							
307 - I can use the qualities of materials to enhance ideas.							
308 - I can spot the potential in unexpected results as work progresses.							
309 - I can comment on artworks with a fluent grasp of visual language.							
310 - I can use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.							
311 - I can select and arrange materials for a striking effect.							
312 - I can mix colours effectively.							
313 - I can use watercolour paint to produce washes for backgrounds then add detail.							
314 - I can experiment with creating mood with colour.							
315 - I take care to make sure my work is precise.							
316 - I can use coiling.							

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317 - I can use overlapping.							
318 - I can use tessellation.							
319 - I can use mosaic.							
320 - I can use montage.							
321 - I can create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).							
322 - I can include texture that conveys feelings, expression or movement.							
323 - I can use clay and other mouldable materials.							
324 - I can add materials to provide interesting detail.							
325 - I can use different hardnesses of pencils to create lines, tone and texture.							
326 - I can annotate sketches to explain and elaborate ideas.							
327 - I can sketch lightly (no need to use a rubber to correct mistakes).							
328 - I can use shading to show light and shadow.							
329 - I can use hatching and cross hatching to show tone and texture.							
330 - I can use layers of two or more colours.							
331 - I can replicate patterns observed in natural or built environments.							
332 - I can make printing blocks (e.g. from coiled string glued to a block).							
333 - I can make precise repeating patterns.							
334 - I can shape and stitch materials.							
335 - I can use basic cross-stitch and back stitch.							
336 - I can colour fabric.							
337 - I can create weavings							
338 - I can quilt, pad and gather fabric.							

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339 - I can create images, video and sound recordings and explain why they were created.							
340 - I can replicate some of the techniques used by notable artists, artisans and designers.							
341 - I can create original pieces that are influenced by studies of others.							
342 - I can sketch (lightly) before painting to combine line and colour.							
343 - I can create a colour palette based upon colours observed in the natural or built world.							
344 - I can use the qualities of watercolour and acrylic paints to create visually interesting pieces.							
345 - I can combine colours, tones and tints to enhance the mood of a piece.							
346 - I can use brush techniques and the qualities of paint to create texture.							
347 - I can develop a personal style of painting, drawing upon ideas from other artists.							
348 - I can mix textures (rough and smooth, plain and patterned).							
349 - I can combine visual and tactile qualities.							
350 - I can use ceramic mosaic materials and techniques.							
351 - I can show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.							
352 - I can use tools to carve and add shapes, texture and pattern.							
353 - I can use frameworks (such as wire or moulds) to provide stability and form							
354 - I can use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).							
355 - I can use a choice of techniques to depict movement, perspective, shadows and reflection.							
356 - I can choose a style of drawing suitable for the work (e.g. realistic or impressionistic).							

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357 - I can use lines to represent movement.							
358 - I can build up layers of colours.							
359 - I can create an accurate pattern, showing fine detail.							
360 - I can use a range of visual elements to reflect the purpose of the work.							
361 - I can show precision in techniques.							
362 - I can choose from a range of stitching techniques.							
363 - I can combine previously learned techniques to create pieces							
364 - I can enhance digital media by editing (including sound, video, animation, still images and installations).							
365 - I can give details (including sketches) about the style of some notable artists, artisans and designers.							
366 - I can show how the work of those studied was influential in both society and to other artists.							
367 - I can create original pieces that show a range of influences and styles.							
D - Art and Design							
400 - I can use a range of drawing techniques to record observations and to generate ideas.							
401 - I can use oil paints to create pieces of art							
402 - I can use watercolours to create pieces of art							
403 - I can produce videos.							
404 - I can use a range of media including installations.							
405 - I can study the history of art, craft and design, including major movements from ancient to modernist periods.							
406 - I can develop ideas and increase proficiency in their execution.							
407 - I am developing a critical understanding of artists, expressing reasoned judgments that can inform work.							

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408 - I am developing a critical understanding of architects, expressing reasoned judgments that can inform work.							
409 - I am developing a critical understanding of designers, expressing reasoned judgments that can inform work.							
410 - I have increased proficiency in drawing and in handling different materials.							
411 - I can analyse and evaluate work to strengthen the visual impact.							
412 - I can apply knowledge and ideas from the great artists from ancient to modernist periods.							
413 - I can apply knowledge and ideas from the great architects from ancient to modernist periods.							
414 - I can apply knowledge and ideas from the great designers from ancient to modernist periods.							