

Art and Design Learning Objectives and Classroom Monitor Level Descriptors

Key Stage One

	National Curriculum	Classroom Monitor Level Descriptors
Autumn 1		
One	<ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p>Art Workshop Teaching Focus</p> <p>Drawing</p> <ul style="list-style-type: none"> with pencil, he/she can make different marks: dots, dashes, scribbles, sweeping lines, wavy lines, straight lines with coloured pencil, he/she can keep within the lines of a drawing when adding colour can use ball-point & felt tip pens to make fine marks <p>Painting</p> <ul style="list-style-type: none"> can hold a brush correctly and use different types and sizes of brush can load a brush with the correct amount of paint and choose the correct brush size can control paint and water to mix paint of different thicknesses
Two	<ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p>Art Workshop Teaching Focus</p> <p>Drawing</p> <ul style="list-style-type: none"> with pencil, he/she can make different marks: dots, dashes, scribbles, sweeping lines, wavy lines, straight lines with coloured pencil, he/she can keep within the lines of a drawing when adding colour can use ball-point & felt tip pens to make fine marks <p>Painting</p> <ul style="list-style-type: none"> can hold a brush correctly and use different types and sizes of brush can load a brush with the correct amount of paint and choose the correct brush size can control paint and water to mix paint of different thicknesses

Autumn 2		
One	<ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, 	<p>Art Workshop Teaching Focus</p> <p>Drawing</p> <ul style="list-style-type: none"> with pencil, he/she can make different marks: dots, dashes, scribbles, sweeping lines, wavy lines, straight lines with coloured pencil, he/she can keep within the lines of a drawing when adding colour with wax crayon, he/she can push down to make bold and strong lines and apply less pressure to make soft lines can use different types of pen to make different types of line

	<p>pattern, texture, line, shape, form and space</p>	<p>Painting</p> <ul style="list-style-type: none"> • can hold a brush correctly and use different types and sizes of brush • can load a brush with the correct amount of paint and choose the correct brush size • can control paint and water to mix paint of different thicknesses
Two	<ul style="list-style-type: none"> • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p>Art Workshop Teaching Focus</p> <p>Drawing</p> <ul style="list-style-type: none"> • with pencil, he/she can make different marks: dots, dashes, scribbles, sweeping lines, wavy lines, straight lines • with coloured pencil, he/she can keep within the lines of a drawing when adding colour • with wax crayon, he/she can push down to make bold and strong lines and apply less pressure to make soft lines • can use different types of pen to make different types of line <p>Painting</p> <ul style="list-style-type: none"> • can hold a brush correctly and use different types and sizes of brush • can load a brush with the correct amount of paint and choose the correct brush size • can control paint and water to mix paint of different thicknesses

Spring 1		
One	<ul style="list-style-type: none"> • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p>Art Workshop Teaching Focus</p> <p>Drawing</p> <ul style="list-style-type: none"> • with pastel/charcoal, he/she make faint, soft lines and apply more pressure to make stronger lines • with pastel/charcoal, he/she can blend and smudge <p>Painting</p> <ul style="list-style-type: none"> • can use a paint brush to: dab, smooth, wash, sponge, stipple, stroke • can use different brush types to make different marks: lines, blobs, dots, dashes • can mix colours and describe how to make them
Two	<ul style="list-style-type: none"> • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 	<p>Art Workshop Teaching Focus</p> <p>Drawing</p> <ul style="list-style-type: none"> • with pastel/charcoal, he/she make faint, soft lines and apply more pressure to make stronger lines • with pastel/charcoal, he/she can blend and smudge <p>Painting</p>

	<ul style="list-style-type: none"> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<ul style="list-style-type: none"> can use a paint brush to: dab, smooth, wash, sponge, stipple, stroke can use different brush types to make different marks: lines, blobs, dots, dashes can mix colours and describe how to make them
Spring 2		
One	<ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p>Art Workshop Teaching Focus</p> <p>Drawing</p> <ul style="list-style-type: none"> with pastel/charcoal, he/she make faint, soft lines and apply more pressure to make stronger lines with pastel/charcoal, he/she can blend and smudge <p>Painting</p> <ul style="list-style-type: none"> can use a paint brush to: dab, smooth, wash, sponge, stipple, stroke can use different brush types to make different marks: lines, blobs, dots, dashes can mix colours and describe how to make them
Two	<ul style="list-style-type: none"> about the work of a range of artists, craft makers* and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, 	<p>Art Workshop Teaching Focus</p> <p>Drawing</p> <ul style="list-style-type: none"> with pastel/charcoal, he/she make faint, soft lines and apply more pressure to make stronger lines with pastel/charcoal, he/she can blend and smudge <p>Painting</p> <ul style="list-style-type: none"> can use a paint brush to: dab, smooth, wash, sponge, stipple, stroke can use different brush types to make different marks: lines, blobs, dots, dashes can mix colours and describe how to make them <p>Teaching Focus - Drawing and an Artist</p> <p>Drawing</p> <ul style="list-style-type: none"> with pencil, he/she can make different marks: dots, dashes, scribbles, sweeping lines, wavy lines, straight lines with coloured pencil, he/she can keep within the lines of a drawing when adding colour. with pastel/charcoal, he/she make faint, soft lines and apply more pressure to make stronger lines with pastel/charcoal, he/she can blend and smudge

	<p>pattern, texture, line, shape, form and space</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 	<p>Art in Context/History</p> <ul style="list-style-type: none"> can describe differences and similarities between drawings, paintings and sculptures by well known artists and designers can describe how his/her own work is similar and/or different to the work of well known artists and designers <p>Developing and Applying Ideas</p> <ul style="list-style-type: none"> can show his/her ideas/imagination through drawing, painting and sculpture and produce simple designs
--	---	---

Summer 1		
One	<ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space to use a range of materials creatively to design and make products 	<p>Art Workshop Teaching Focus</p> <p>Drawing</p> <ul style="list-style-type: none"> with pencil, he/she can make different marks: dots, dashes, scribbles, sweeping lines, wavy lines, straight lines with coloured pencil, he/she can keep within the lines of a drawing when adding colour <p>Sculpture</p> <ul style="list-style-type: none"> can make a model using natural and man made materials to show a simple idea or using his/her imagination can explain how they are making his/her sculpture <p>Developing and Applying Ideas</p> <ul style="list-style-type: none"> can show his/her ideas/imagination through drawing, painting and sculpture and produce simple designs

Two	<ul style="list-style-type: none">• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space• to use a range of materials creatively to design and make products	<p>Art Workshop Teaching Focus</p> <p>Drawing</p> <ul style="list-style-type: none">• with pencil, he/she can make different marks: dots, dashes, scribbles, sweeping lines, wavy lines, straight lines• with coloured pencil, he/she can keep within the lines of a drawing when adding colour <p>Sculpture</p> <ul style="list-style-type: none">• can make a model using natural and man made materials to show a simple idea or using his/her imagination• can explain how they are making his/her sculpture <p>Developing and Applying Ideas</p> <ul style="list-style-type: none">• can show his/her ideas/imagination through drawing, painting and sculpture and produce simple designs
-----	--	---

Summer 2

One

- to use **drawing**, painting and **sculpture** to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- to use a range of materials creatively to design and make products

- to use **drawing**, painting and **sculpture** to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- to use a range of materials creatively to design and make products
- about the work of a range of **artists**, craft makers and **designers**, describing the differences and similarities between different practices and disciplines, and making links to their own work

Art Workshop Teaching Focus

Drawing

- with pencil, he/she can make different marks: dots, dashes, scribbles, sweeping lines, wavy lines, straight lines
- with coloured pencil, he/she can keep within the lines of a drawing when adding colour

Sculpture

- can make a model using natural and man made materials to show a simple idea or using his/her imagination
- can explain how they are making his/her sculpture

Developing and Applying Ideas

- can show his/her ideas/imagination through drawing, painting and sculpture and produce simple designs

Teaching Focus - Sculpture and an Artist

Drawing

- with pencil, he/she can make different marks: dots, **dashes**, scribbles, **sweeping lines, wavy lines, straight lines**
- can use different types of pen to make different types of line
- can use ball-point & felt tip pens to make fine marks

Sculpture

- can make a model using natural and man made materials to show a simple idea or using his/her imagination
- can explain how they are making his/her sculpture

Art in Context/History

- can describe differences and similarities between drawings, paintings and **sculptures** by well known artists and **designers**
- can describe how his/her own work is similar and/or different to the work of well known artists and **designers**

Independent Artist

- can begin to recall all the equipment needed for an art session

Developing and Applying Ideas

- can show his/her ideas/imagination through drawing, painting and **sculpture and produce simple designs.**

Two	<ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space to use a range of materials creatively to design and make products <ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space to use a range of materials creatively to design and make products about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 	<p>Art Workshop Teaching Focus</p> <p>Drawing</p> <ul style="list-style-type: none"> with pencil, he/she can make different marks: dots, dashes, scribbles, sweeping lines, wavy lines, straight lines with coloured pencil, he/she can keep within the lines of a drawing when adding colour <p>Sculpture</p> <ul style="list-style-type: none"> can make a model using natural and man made materials to show a simple idea or using his/her imagination can explain how they are making his/her sculpture <p>Developing and Applying Ideas</p> <ul style="list-style-type: none"> can show his/her ideas/imagination through drawing, painting and sculpture and produce simple designs <p>Teaching Focus - Painting and an Artist</p> <p>Painting</p> <ul style="list-style-type: none"> can use a paint brush to: dab, smooth, wash, sponge, stipple, stroke can use different brush types to make different marks: lines, blobs, dots, dashes can load a brush with the correct amount of paint and choose the correct brush size can mix colours and describe how to make them can control paint and water to mix paint of different thicknesses <p>Art in Context/History</p> <ul style="list-style-type: none"> can describe differences and similarities between drawings, paintings and sculptures by well known artists and designers can describe how his/her own work is similar and/or different to the work of well known artists and designers <p>Independent Artist</p> <ul style="list-style-type: none"> can begin to recall all the equipment needed for an art session can help prepare and clear away his/her paint area <p>Developing and Applying Ideas</p> <ul style="list-style-type: none"> can show his/her ideas/imagination through drawing, painting and sculpture and produce simple designs
-----	---	---

*Craft Makers - be aware that this part of the NC objective needs to be covered at a point during the year - awaiting museum and art gallery information Find out about the work of a range of artists, **craft makers*** and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

Lower Key Stage 2

Year	National Curriculum	Classroom Monitor Level Descriptors
<p>Continuous Objectives - need to be planned for and taught across the year. Children need reminding of these skills when drawing or painting through other topics in order to meet the National Curriculum statements</p>		
Three	<ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	<p>Continuous Objectives</p> <p>Drawing</p> <ul style="list-style-type: none"> • can use different types of lead pencil to scribble, shade (hatch & cross hatch), dot, dash, circle, spiral • with pencil, he/she can use pressure to create hard and soft lines and use soft lines to plan a drawing • with coloured pencil, he/she can block colour by applying pencil strokes in the same direction <p>Painting</p> <ul style="list-style-type: none"> • can select the brush size and type depending on the task • can mix and match colours for purpose: skin tones, backgrounds • can mix different thicknesses of paint for different purposes e.g. Thin for a wash and increasing in thickness to show images at in the background and foreground <p>Developing and Applying Ideas</p> <ul style="list-style-type: none"> • can use a sketchbook to record his/her observations and develop ideas
Four	<ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	<p>Continuous Objectives</p> <p>Drawing</p> <ul style="list-style-type: none"> • with pencil, he/she can use pressure to create hard and soft lines and use soft lines to plan a drawing • with coloured pencil, he/she can block colour by applying pencil strokes in the same direction • with coloured pencil, he/she can control depth of colour by applying different pressures on the pencil tip • can use different types of lead pencil to scribble, shade (hatch & cross hatch), dot, dash, circle, spiral <p>Painting</p> <ul style="list-style-type: none"> • can select the brush size and type depending on the task • can mix and match colours for purpose: skin tones, backgrounds

		<ul style="list-style-type: none"> • can mix different thicknesses of paint for different purposes e.g. Thin for a wash and increasing in thickness to show images at in the background and foreground
--	--	---

Spring 1		
Four	<ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history 	<p>Teaching Focus - Sculpture and an Artist</p> <p>Drawing</p> <ul style="list-style-type: none"> • can use different types of lead pencil to scribble, shade (hatch & cross hatch), dot, dash, circle, spiral • with pencil, he/she can use pressure to create hard and soft lines and use soft lines to plan a drawing • with coloured pencil, he/she can control depth of colour by applying different pressures on the pencil tip • with pen, he/she can make a variety of lines free-flowing, sweeping, broken, faint & hard • can work with a variety of pen types <p>Sculpture</p> <ul style="list-style-type: none"> • can make a 3D sculpture using clay or a range of materials. e.g. modroc, papier-mâché <p>Art in Context/History</p> <ul style="list-style-type: none"> • can discuss and describe well known architects work and explain how their work is similar/different <p>Independent Artist</p> <ul style="list-style-type: none"> • can take responsibility for preparing, organising and clearing away his/her painting area. • can choose a suitable surface to work on <p>Developing and Applying Ideas</p> <ul style="list-style-type: none"> • can use a sketchbook to record his/her observations and develop ideas

Spring 2

Three

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

Teaching Focus - Drawing and an Artist

Drawing

- can use different types of lead pencil to scribble, **shade (hatch & cross hatch)**, dot, dash, circle, spiral
- with pencil, he/she can use pressure to create hard and soft lines and use soft lines to plan a drawing
- with coloured pencil, he/she can block colour by applying pencil strokes in the same direction
- with pastel/charcoal, he/she can vary the thickness of lines.
- with pastel/charcoal, he/she can use the side to build up layers of colour
- with pastel/charcoal, he/she can work on a soft paper to create an image with a set coloured background
- with pastel/charcoal, he/she can work on top of a background to create detail

Art in Context/History

- can discuss and describe well known artists'' work and explain how their work is similar/different
- can create images in the style of an artist from history

Independent Artist

- can take responsibility for preparing, organising and clearing away his/her painting area.
- can choose a suitable surface to work on

Developing and Applying Ideas

- can use a sketchbook to record his/her observations and develop ideas

Upper Key Stage 2

Year	National Curriculum	Classroom Monitor Level Descriptors
<p>Continuous Objectives - need to be planned for and taught across the year. Children need reminding of these skills when drawing or painting through other topics in order to meet the National Curriculum statements</p>		
Five	<ul style="list-style-type: none"> • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	<p>Continuous Objectives</p> <p>Drawing</p> <ul style="list-style-type: none"> • with pencil, he/she can use hard and soft lines to record detail in the distance, foreground & create shadow and avoid using an eraser • with coloured pencil, he/she can layer colours to create depth of colour and tone • can use pens to record minute detail <p>Painting</p> <ul style="list-style-type: none"> • can create different effects e.g. wet paint to create a watercolour; texture by adding PVA or sawdust; using brushes in different ways with thickened paint. <p>Sculpture</p> <ul style="list-style-type: none"> • can add detail to a clay sculpture using clay tools or to a 3D sculpture using different materials • can make a 3D sculpture using a range of joining methods e.g. gluing, stitching, weaving, tying <p>Developing and Applying Ideas</p> <ul style="list-style-type: none"> • can use a sketchbook to produce labelled diagrams for his/her 3D work. <p>Art in Context/History</p> <ul style="list-style-type: none"> • can explore the impact of well known architects'' work on the society at the time. • can use stylistic features of well known architects in their 3D work and explain how their work is similar/different
Six	<ul style="list-style-type: none"> • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	<p>Continuous Objectives</p> <p>Drawing</p> <ul style="list-style-type: none"> • with pencil, he/she can use hard and soft lines to record detail in the distance, foreground & create shadow and avoid using an eraser • with coloured pencil, he/she can layer colours to create depth of colour and tone

Spring 1		
Five	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	<p>Teaching Focus - Geography link</p> <p>Wax Crayon</p> <ul style="list-style-type: none"> can prepare a drawing surface to create an wax crayon image. e.g. colouring in a solid area; applying a top layer of black paint mixed with washing-up liquid; drawing by scraping into the surface with a sharp tool <p>Developing and Applying Ideas</p> <ul style="list-style-type: none"> can use a sketchbook to show how ideas have been improved
Six	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history 	<p>Teaching Focus - Painting and an Artist</p> <p>Drawing</p> <ul style="list-style-type: none"> with pencil, he/she can use hard and soft lines to record detail in the distance, foreground & create shadow and avoid using an eraser with coloured pencil, he/she can layer colours to create depth of colour and tone <p>Painting</p> <ul style="list-style-type: none"> can create layers of paint to add detail to background colours can create different effects e.g. wet paint to create a watercolour; texture by adding PVA or sawdust; using brushes in different ways with thickened paint <p>Art in Context/History</p> <ul style="list-style-type: none"> can explore the impact of well known artists'' work on the society at the time can use observational skills to replicate images by well known artists and explain how their work is similar/different <p>Independent Artist</p> <ul style="list-style-type: none"> can select the most effective medium for different pieces of work and explain his/her choices can choose a suitable format to work with: Portrait or Landscape can make a clear plan for his/her working area and the equipment needed for a complete art project <p>Developing and Applying Ideas</p>

		<ul style="list-style-type: none"> • can use a sketchbook to show how ideas have been improved
--	--	---

Summer 2		
Five	<ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history 	<p>Teaching Focus - Drawing and a European Artist</p> <p>Drawing</p> <ul style="list-style-type: none"> • with pencil, he/she can use hard and soft lines to record detail in the distance, foreground & create shadow and avoid using an eraser • with coloured pencil, he/she can layer colours to create depth of colour and tone • with pastel/charcoal, he/she can use the tip to create detail • with pastel/charcoal, he/she can use blending and overlaying colours to create soft backgrounds, using fingers to smudge • Art in Context/History • can explore the impact of well known artists' work on the society at the time • can use observational skills to replicate images by well known artists and explain how their work is similar/different <p>Independent Artist</p> <ul style="list-style-type: none"> • can select the most effective medium for different pieces of work and explain his/her choices • can choose a suitable format to work with: Portrait or Landscape • can make a clear plan for his/her working area and the equipment needed for a complete art project <p>Developing and Applying Ideas</p> <ul style="list-style-type: none"> • can use a sketchbook to produce labelled diagrams for his/her 3D work • can use a sketchbook to show how ideas have been improved