



Name

Started Completed

Exploring and Developing Ideas	Investigating and Making Art, Craft and Design	Evaluating and Developing Work
<input type="checkbox"/> Work with an adult in order to explore materials <input type="checkbox"/> Manipulates object <input type="checkbox"/> Turns object in hands <input type="checkbox"/> Examines material handed to them <input type="checkbox"/> Smells materials <input type="checkbox"/> Rubs hands across surfaces <input type="checkbox"/> Handles a range of natural materials <input type="checkbox"/> Handles a range of man made materials <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> Opportunity to observe a range of objects all the same colour <input type="checkbox"/> With assistance put objects of the same colour together <input type="checkbox"/> Play with wet and dry sand <input type="checkbox"/> Play with water <input type="checkbox"/> Runs hand through water <input type="checkbox"/> Runs hand through liquids <input type="checkbox"/> Runs hand through sand <input type="checkbox"/> Runs hand through loose substance ie rice <input type="checkbox"/> Makes light patterns on a wall with a torch <input type="checkbox"/> With some assistance manipulates modelling material <input type="checkbox"/>	<input type="checkbox"/> Indicate preference for material <input type="checkbox"/> Indicate preference for texture <input type="checkbox"/> Indicate preference for pattern <input type="checkbox"/> Has a favourite puppet or object and shows pleasure when it appears. <input type="checkbox"/> Shows preference for certain images <input type="checkbox"/> Responds to results of own action <input type="checkbox"/> With assistance use a paint bush <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Knowledge and Understanding		
<input type="checkbox"/> Shows an awareness of the purpose of some objects <input type="checkbox"/> Show some recognition of tools purpose <input type="checkbox"/> Remember for short period purpose of activity <input type="checkbox"/> Holds object with palmer grip <input type="checkbox"/> Turns head to follow light pattern <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

P2 (ii) Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses, *for example, reaching for glittery materials in preference to others.* They recognise familiar people, events and objects, *for example, grasping a painting sponge.* They perform actions, often by trial and improvement, and they

Date	Notes
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<input type="checkbox"/> Make thoughtful observations about starting point.	<input type="checkbox"/> Begin to use line and shape to communicate ideas	<input type="checkbox"/> Modify work while in progress
<input type="checkbox"/> Collect visual material to assist in development	<input type="checkbox"/> Begin to use colour and tone to communicate ideas	<input type="checkbox"/> Describe methods used and how they may be developed and adapted
<input type="checkbox"/> Compare the ideas and methods used by others	<input type="checkbox"/> Record images and ideas from first hand observation	<input type="checkbox"/> Consider views and suggestions from others about their work
<input type="checkbox"/> Consider why a piece of work is displayed in a position	<input type="checkbox"/> Draw what they see rather than what they know	<input type="checkbox"/> Adapt their work taking into account the views of others
<input type="checkbox"/> Consider the designs of specific site sculptures	<input type="checkbox"/> Create a sequence to illustrate an event or issue	<input type="checkbox"/> Identify the focal point of the picture
<input type="checkbox"/> Experiment with line and shape using a range of media	<input type="checkbox"/> With assistance draft their work	<input type="checkbox"/> Evaluate the composition of their picture
<input type="checkbox"/> Identify a range of shapes, patterns and textures of a building	<input type="checkbox"/> Combine and organise colour, shapes, pattern and texture using mixed media	<input type="checkbox"/> Knows when their work is complete
<input type="checkbox"/> Show some awareness of scale	<input type="checkbox"/> Apply experiences of processes	<input type="checkbox"/> Compare the approaches in their own and others work and evaluate
<input type="checkbox"/> Experiment with painting techniques	<input type="checkbox"/> Apply their experience of materials	<input type="checkbox"/> Suggest how the work should be displayed
<input type="checkbox"/> Explore the use of light and dark	<input type="checkbox"/> Explore the use of line to create pattern	<input type="checkbox"/> Seeks advice
<input type="checkbox"/> Use a view finder to identify boundaries of picture	<input type="checkbox"/> Use different types of line and tone in their work	<input type="checkbox"/>
<input type="checkbox"/> Use scrapbook to assist development of work	<input type="checkbox"/> Uses overlapping and size to create an illusion of depth	<input type="checkbox"/>
<input type="checkbox"/> Make notes along with their sketches in the sketchbook	<input type="checkbox"/> Draw from memory	<input type="checkbox"/>
<input type="checkbox"/> Look at design & style of familiar objects with historical & cultural influences	<input type="checkbox"/> Work collaboratively	<input type="checkbox"/>
<input type="checkbox"/> Consider designs from a range of cultures	<input type="checkbox"/> Use light and shadow in their work	<input type="checkbox"/>
<input type="checkbox"/> Consider the purpose and design of familiar object	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Consider the work of the illustrator	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Explore the idea of place	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>		

Knowledge and Understanding

<input type="checkbox"/> Identify the purpose	<input type="checkbox"/> Distinguishes between drawing from observation and drawing from imagination	<input type="checkbox"/> Knows where to locate reference material
<input type="checkbox"/> Distinguish foreground and background	<input type="checkbox"/> Identifies the light source in artwork	<input type="checkbox"/> Identifies the principle types of painting ie water and oil
<input type="checkbox"/> Identify the focal point of a piece of work.	<input type="checkbox"/> Recognise that many cultures use art in celebrations, rituals and festivals	<input type="checkbox"/> Identifies common crafts
<input type="checkbox"/> Recognises architecture as and art form	<input type="checkbox"/> Know how common art materials are used in art and design	<input type="checkbox"/>
<input type="checkbox"/> Is familiar with the work of some famous artists	<input type="checkbox"/> Aware that the horizon line is not always visible	<input type="checkbox"/>
<input type="checkbox"/> Is aware that art styles change over time		

NC Level 3 Pupils explore ideas and collect visual and other information for their work. They investigate visual and tactile qualities in materials and processes, communicate their ideas and meanings, and design and make images and artefacts for different purposes. They comment on similarities and differences between their own and others' work, and adapt and improve their own.