



Art & Design Policy



Review date:	July 2024
Review date:	
Review date	

Statement of Intent

“Art and Design programmes of study should engage, inspire and challenge learners, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As learners progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.” (National Curriculum 2013)

At Cann Bridge School, we believe that Art and Design is a vital part of the learners’ entitlement to a broad and balanced curriculum. The Art and Design curriculum allows curiosity, creativity and self-expression to develop and also provides the learners with opportunities to improve their resilience, problem solving and critical thinking skills.

Our aims are:

- To deliver an Art and Design curriculum that aligns with the National Curriculum
- To Provide a curriculum that offers opportunities for learners to produce creative work, exploring their ideas and recording their experiences
- To support learners to develop their skills in drawing, painting, sculpture and other art, craft and design techniques
- To support learners to evaluate and analyse creative works using the language of art, craft and design
- To provide opportunities that allows learners to know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Implementation

Art and Design is delivered in focused sessions across all key stages of the school. Learners follow a framework of planning which has been carefully mapped to ensure that all learners develop skills and knowledge across a wide range of medium and techniques. Every art topic begins with an artist, craftsperson or designer as a source of inspiration for learners to develop their own work and ideas from. All learners follow a progression of steps to ensure that they build on previously learnt knowledge and skills.

Impact

Cann Bridge School provides a wide and varied art and design experience. Learners have a greater understanding about the world we live in and have access to wide variety of tools, media and materials. Our learners are given opportunities to develop and refine their artist skills. Learners are proud of their creative achievements and take pride in show-casing their work through folders and exhibitions.

Monitoring, Evaluation, and Review

The impact of the Art and design curriculum will be monitored and evaluated through;

- Learner Art folders
- Photographs of large or 3D work
- Documentation of learning via Evisense
- Termly summative assessments
- Pupil progress reviews
- EHCP reviews

Art & Design in EYFS

Art and design is taught across the day within the continuous provision, through interactions with adults. It is also taught as its own discrete session once a week through a half termly rotation. The teaching art and design can also be seen within other sessions across the day. Learners are given opportunities to explore, discover and experiment with different media, materials and art skills and are exposed to a range of different artists and creative disciplines.

Art & Design in KS1

In key stage 1, learners will look at the work of painters, sculptors and local artists. Learners will predominately focus on skills in drawing, painting and sculpture, revisiting these techniques in order to build on previous learning and to refine their skills. Learners will learn about the formal elements in art.

Art & Design in KS2

In key stage 2, learners look at the work of painters, sculptors, illustrators, ceramicists and architects. Learners continue to develop their skills in drawing and painting and will learn new skills in 3D application and collage; covering all aspects of the formal elements.

Art & Design in KS3

In key stage 3, learners will build upon their previously learnt knowledge of the formal elements and will refine their skills learnt in the earlier key stages. Learners will now begin to explore the work of photographers and craftspeople and will look at artwork from other cultures. Digital skills become an integral part of some projects, allowing learners opportunities to develop skills in photographic abilities, editing and animation.

Art & Design in KS4 & KS5

In key stage 4, learners develop more in-depth understanding of a wide range of artist movements and how the artwork from these times reflected culture and political themes. Learners learn how design can develop into a commercial product. From key stage 4, learners use their art and design skills as part of the Arts Award accreditation and are given opportunities to see art exhibitions alongside other arts performances.

Accreditation and Assessment

Arts Award: Discover, Explore, Bronze

Arts Award is open to anyone aged 25 and under. Through Arts Award, learners and young people develop creative and critical skills, set themselves challenges, explore the arts, share their achievements and can gain a recognised qualification.

Arts Award's mission is to support learners and young people to enjoy the arts, to connect with and take part in the wider arts world, and develop creativity, communication and leadership skills. Arts Award reflects many different interests and ambitions, encourages individual development and helps learners and young people to define their creative futures.

Arts Award recognises a wide range of arts and cultural activities:

- Performing arts (such as music, dance, drama, storytelling, circus, mime, carnival, musical theatre)
- Visual arts, craft and design (such as drawing, painting, ceramics, sculpture, textiles, printmaking, fashion, design, architecture)
- Literature (such as poetry, fiction, journalism, scriptwriting, storytelling)
- Digital and media (such as 'digital making' using code, as well as photography, film, video, broadcasting, web design, multimedia games design)
- Heritage activities including visits, workshops and projects with museums and heritage venues, provided the focus is on arts knowledge, appreciation and skills
- Combinations of any of these art forms

Art & Design Rolling Programme

Year group	Termly Topic		
	Autumn	Spring	Summer
EYFS	<u>ALL ABOUT ME</u> <u>AUTUMN/WINTER</u> Colour and line- drawing and painting	<u>SPRING/EASTER</u> Shape, form and space – sculpture and crafts	<u>SUMMER</u> Texture and pattern – printmaking and collage
KS1 Year 1	<i>Drawing (collage) – line, shape, colour, texture.</i> Artist: Henri Matisse	<i>Painting – colour, pattern, texture</i> Artist: Wassily Kandinsky.	<i>Sculpture – shape, form, space</i> Sculptor: Anthony Gormley
KS1 Year 2	<i>Painting – colour, pattern, line</i> Artist: Brian Pollard	<i>Drawing – colour, line, shape, pattern</i> Artist: Pop Art – Roy Lichtenstein, Andy Warhol	<i>Sculpture – shape, form, space, colour</i> Artist: Georgia O’Keeffe
KS2 Year 1	<i>Drawing (collage) – line, shape, colour, texture</i> Artist: Pablo Picasso	<i>Sculpture – shape, space, form</i> Artist: Alberto Giacometti	<i>Painting – line, colour, shape, pattern</i> Scientific illustrator: Maria Sibylla Merian
KS2 Year 2	<i>Collage – pattern, texture, shape</i> Architect: Antoni Gaudi	<i>Drawing – line, shape, colour, pattern</i> Artist: Pop Art – Roy Lichtenstein, Andy Warhol	<i>Sculpture – shape, space, pattern, colour</i> Sculptor: Andy Goldsworthy
KS2 Year 3	<i>Sculpture – texture, pattern, form, shape</i> Ceramic designer: Kate Malone	<i>Drawing – line, shape, colour</i> Artist: Giuseppe Arcimboldo	<i>Painting – colour, texture, line, shape</i> Artist: Henri Rousseau
KS2 Year 4	<i>Painting – texture, colour, line, shape</i> Artist: Van Gogh	<i>Sculpture – form, shape, colour, pattern</i> Environmental Artist: John Dahlsen	<i>Drawing – line, shape, colour, form</i> Artist: Franz Marc
KS3 Year 1	<i>Drawing – colour, line, shape</i> Artist & Architect: Hundertwasser	<i>Digital art – line, form, shape</i> Craftspeople: The History of Animation	<i>Painting – colour, shape, form, pattern</i> Artist: Aboriginal Art
KS3 Year 2	<i>Photography – tone, composition, space</i> Photographer: David Bailey	<i>Drawing – line, shape, tone, colour</i> Artist: Pablo Picasso – portraits	<i>Painting – texture, colour, line, shape</i> Artist: Van Gogh landscapes

KS4 Year 1	<i>Collage/mixed media – line, shape, colour, texture</i> Artist: Frida Kahlo – portrait artist	<i>Painting – shape, form, colour.</i> Graffiti artist: Banksy; art movement – Street Art	<i>Photography – form, shape, pattern</i> Artist: David Hockney
KS4 Year 2	<i>Sculpture – shape, form, colour, texture</i> Sculptor/artist: Pop Art – Oldenburg/ Warhol	<i>Digital Art – shape, colour, form</i> Artist: Piet Mondrian	<i>Drawing – colour, line, shape</i> Artist: Romero Britto – The Happy movement
KS4 Year 3	<i>Drawing & printing – line, pattern, shape.</i> Craftsperson: William Morris; Arts and Crafts movement	<i>Drawing – colour, shape, line, form</i> Artist: James Rosenquist	<i>Painting portraits – colour, form, line.</i> Artist: Leonardo Da Vinci; Art movement - Renaissance
KS5 Year 1	<u>OPTIONAL</u>	<u>OPTIONAL</u>	<u>OPTIONAL</u>
KS5 Year 2	<u>OPTIONAL</u>	<u>OPTIONAL</u>	<u>OPTIONAL</u>



Progression Guidance for Art and Design

The Art and Design progression of skills steps are linked to the B Squared Connecting Steps assessment documents.

- In Reception and Year 1, our learners follow the Early Steps framework.
- In Years 2 to 8, our engagement profile learners will follow aspects of the Engagement Path framework.

- **In years 2 to 8, our subject specific learners will follow the Progression Steps framework.**
- **From year 9 onwards, learners will follow the Arts Award criteria.**

Early Steps Framework



Expressive Arts & Design; Level: 1 (0-3 months)

Name:

Started:..... Completed:.....

Expressive Arts & Design		
<input type="checkbox"/> Babbles intermittently when self-stimulating	<input type="checkbox"/> Grasps objects briefly when they are placed in their hand	<input type="checkbox"/> Plays with own hands
<input type="checkbox"/> Brings their hands together at midline when moving their hands and arms	<input type="checkbox"/> Grasps objects intentionally when they have been placed in their hand by a member of staff	<input type="checkbox"/> Reaches for an object voluntarily with one hand when playing with another person
<input type="checkbox"/> Clenches hands into tight fists	<input type="checkbox"/> Holds a small object in their hand (without the thumb tucked in hand)	<input type="checkbox"/> Reacts to rhythm in movement and sounds by calming or intermittent focus
<input type="checkbox"/> Demonstrates an awareness of sound	<input type="checkbox"/> Holds objects with a variety of textures	<input type="checkbox"/> Reacts to rough texture tactile stimulus
<input type="checkbox"/> Gives intermittent reactions to the facial expressions of a familiar person during interactive play, e.g. sticks out tongue	<input type="checkbox"/> Indicates a preference by reacting positively to the start of favourite music	<input type="checkbox"/> Reacts to soft texture tactile stimulus
<input type="checkbox"/> Gives momentary attention to people in front of them	<input type="checkbox"/> Opens and shuts their hand	<input type="checkbox"/> Shows enjoyment when familiar adults copy their vocalisations
<input type="checkbox"/> Gives momentary attention to pictures put in front of them	<input type="checkbox"/> Opens their eyes for brief periods of time when encountering stimulating events	<input type="checkbox"/> Swipes at an object in their vicinity with the intention to interact with it
<input type="checkbox"/> Gives momentary attention to someone speaking close to them and in their direct line of vision (not consistent)		<input type="checkbox"/> Watches their own hand movements briefly
<input type="checkbox"/> Grasps a variety of textures		<input type="checkbox"/> Babies, toddlers and young children will be learning to notice patterns with strong contrasts and be attracted by patterns resembling the human face. [DM 2021]



Expressive Arts & Design; Level: 2 (3-6 months)

Name: _____

Started:..... Completed:.....

Expressive Arts & Design		
<input type="checkbox"/> Attempts to copy facial expressions	<input type="checkbox"/> Initiates vocal play by chuckling when not engaged with a member of staff	<input type="checkbox"/> Reacts excitedly to texture, showing signs when offered a variety of tactile experiences
<input type="checkbox"/> Attempts to grab objects of interest using a raking motion	<input type="checkbox"/> Initiates vocal play by cooing when not engaged with a member of staff	<input type="checkbox"/> Touches a variety of textures with any part of the skin without demonstrating defensive behaviour
<input type="checkbox"/> Changes their facial expressions when faces disappear from view, e.g. peek-a-boo	<input type="checkbox"/> Initiates vocal play by gurgling when not engaged with a member of staff	<input type="checkbox"/> Transfers from one hand to another using a palmar grasp when engaging in exploration
<input type="checkbox"/> Demonstrates a brief interest in objects in their immediate environment when encouraged by a member of staff	<input type="checkbox"/> Localises music regularly without prompting by a member of staff	<input type="checkbox"/> Turns their head to observe the environment when initiating play
<input type="checkbox"/> Explores small objects with their senses when they are placed in front of them	<input type="checkbox"/> Reaches for a desired object with their hands when provided with a variety of objects	<input type="checkbox"/> Watches the faces of speakers when interactions happen nearby
<input type="checkbox"/> Holds objects with either hand using a palmar grasp	<input type="checkbox"/> Reacts briefly to noise-making objects in their hand, e.g. shakes or looks at rattling object again for a response	<input type="checkbox"/> Watches their own hands as they move towards an object
<input type="checkbox"/> Holds their head steady when looking at a favoured object	<input type="checkbox"/> Reacts excitedly to music when sung to by a member of staff	<input type="checkbox"/> Babies, toddlers and young children will be learning to show attention to sounds and music. [DM 2021]
<input type="checkbox"/> Holds their head steady when looking at a new object		



Expressive Arts & Design; Level: 3 (6-9 months)

Name:

Started:..... Completed:.....

Expressive Arts & Design		
<input type="checkbox"/> Acknowledges very quiet noises, e.g. when a member of staff whispers to them	<input type="checkbox"/> Imitates the actions of others during interactive play	<input type="checkbox"/> Recognises their reflected self by making intentional movement and watching reaction when shown a mirror
<input type="checkbox"/> Babbles tunefully using musical tones when vocalising to themselves or others	<input type="checkbox"/> Imitates the expressions of others during interactive play	<input type="checkbox"/> Releases objects by dropping them when their interest has diminished
<input type="checkbox"/> Babbles two or three words repeatedly when playing	<input type="checkbox"/> Looks at events by pushing up on their arms/lifting head when lying on their stomach	<input type="checkbox"/> Tracks a sound until it moves out of range when noise-making objects are passed in front of them
<input type="checkbox"/> Bounces up and down in a standing position when supported by a member of staff	<input type="checkbox"/> Looks at people by pushing up on their arms/lifting head when lying on their stomach	<input type="checkbox"/> Tracks light until it moves out of range when patterns move around quickly in the sensory room
<input type="checkbox"/> Copies a member of staff building towers of three or four blocks when playing with bricks	<input type="checkbox"/> Maintains interest in pictures for a minute while the content is named	<input type="checkbox"/> Babies, toddlers and young children will be learning to respond emotionally and physically to music when it changes. [DM 2021]
<input type="checkbox"/> Explores objects on a tray in front of them	<input type="checkbox"/> Picks up small objects securely with a pincer grip	
<input type="checkbox"/> Imitates hand-clapping with little support when clapping in a group	<input type="checkbox"/> Pushes different shapes through matching holes when encouraged to do so by an adult	



Expressive Arts & Design; Level: 4 (9-12 months)

Name:

Started:..... Completed:.....

Expressive Arts & Design		
<input type="checkbox"/> Anticipates the results of an action with excited mannerisms when a member of staff undertakes a known activity	<input type="checkbox"/> Explores objects by banging them when given appropriate items	<input type="checkbox"/> Manipulates materials in increasingly complex ways when given intricate objects, e.g. turns penny-sized dials, pushes penny-sized buttons
<input type="checkbox"/> Applies a familiar action to a familiar cause-and-effect activity after a previous positive response	<input type="checkbox"/> Explores objects by dropping them when given appropriate items	<input type="checkbox"/> Mimics others' hand gestures when communicating
<input type="checkbox"/> Applies a new action to a familiar cause-and-effect activity after a previous negative response	<input type="checkbox"/> Explores objects by shaking them when given appropriate items	<input type="checkbox"/> Mimics others' intonation when communicating
<input type="checkbox"/> Babbles repetitive sounds regularly when vocalising to themselves or others, e.g. "Ba-ba-ba"	<input type="checkbox"/> Explores objects by sliding them when given appropriate items	<input type="checkbox"/> Mimics others' mouth movements when communicating
<input type="checkbox"/> Communicates surprise if familiar object fails to complete an action, e.g. make a noise when button is pressed	<input type="checkbox"/> Explores objects by tearing them when given appropriate items	<input type="checkbox"/> Moves to music rhythmically when songs are sung in class
<input type="checkbox"/> Copies a member of staff to knock down towers when playing with bricks	<input type="checkbox"/> Explores objects using a range of body parts when given appropriate items	<input type="checkbox"/> Moves to music with enjoyment when familiar songs are played
<input type="checkbox"/> Copies simple actions using their facial expressions	<input type="checkbox"/> Explores objects using a variety of actions when provided with a wide range of items, e.g. squeezes a stress ball, rubs the flour around their tray, pulls skipping rope from an adult, etc.	<input type="checkbox"/> Observes events with interest when they are the result of their own actions
<input type="checkbox"/> Copies simple actions using their lower body	<input type="checkbox"/> Explores sound-making objects with enjoyment when provided with rattles, bean bags, xylophones, etc.	<input type="checkbox"/> Puts different objects into containers when encouraged to do so by a member of staff
<input type="checkbox"/> Copies simple actions using their upper body	<input type="checkbox"/> Handles rough/soft objects with interest when provided with a variety of textures	<input type="checkbox"/> Scribbles on paper with a pen/pencil/crayon to imitate others when working
<input type="checkbox"/> Demonstrates growing eye and hand function, e.g. focuses on, reaches for and grasps objects	<input type="checkbox"/> Identifies common objects by pointing/looking at them when they have been named	<input type="checkbox"/> Uses a preferred hand when exploring objects
<input type="checkbox"/> Demonstrates growing hand-to-hand co-ordination, e.g. clapping, passing a cup from one hand to the other	<input type="checkbox"/> Imitates specific sounds with some accuracy when communicating with a member of staff	<input type="checkbox"/> Vocalises to music melodically when songs are sung in class
		<input type="checkbox"/> Babies, toddlers and young children will be learning to explore their voices and enjoy making sounds. [DM 2021]
		<input type="checkbox"/> Babies, toddlers and young children will be learning to move and dance to music. [DM 2021]



Expressive Arts & Design; Level: 5 (12-18 months)

Name: _____

Started:..... Completed:.....

Expressive Arts & Design		
<input type="checkbox"/> Actively participates in pretend play	<input type="checkbox"/> Makes vocal or body sounds in response to music	<input type="checkbox"/> Uses common/familiar objects functionally
<input type="checkbox"/> Becomes involved in their own activity	<input type="checkbox"/> Manipulates objects to make them move in different directions	<input type="checkbox"/> Babies, toddlers and young children will be learning to anticipate phrases and actions in rhymes and songs, like 'Peepo'. [DM 2021]
<input type="checkbox"/> Builds a tower of four cubes	<input type="checkbox"/> Mixes substances in water and comments on what they see	<input type="checkbox"/> Babies, toddlers and young children will be learning to explore a range of sound-makers and instruments and play them in different ways. [DM 2021]
<input type="checkbox"/> Changes pitch indiscriminately whilst babbling to themselves or others	<input type="checkbox"/> Participates in singing activities	<input type="checkbox"/> Babies, toddlers and young children will be learning to explore different materials, using all their senses to investigate them. [DM 2021]
<input type="checkbox"/> Changes volume indiscriminately whilst babbling to themselves or others	<input type="checkbox"/> Picks up and shakes objects	<input type="checkbox"/> Babies, toddlers and young children will be learning to explore paint, using fingers and other parts of their bodies as well as brushes and other tools. [DM 2021]
<input type="checkbox"/> Claps hands with others	<input type="checkbox"/> Remembers a response to an activity over extended periods of time after repeatedly engaging with it	<input type="checkbox"/> Babies, toddlers and young children will be learning to make rhythmical and repetitive sounds. [DM 2021]
<input type="checkbox"/> Copies gestures and words from members of staff	<input type="checkbox"/> Repeats an action in order to obtain a similar effect	<input type="checkbox"/> Babies, toddlers and young children will be learning to manipulate and play with different materials. [DM 2021]
<input type="checkbox"/> Creates their own words (jargon) when communicating with others	<input type="checkbox"/> Requests new colours when painting, e.g. by pointing to their selection	<input type="checkbox"/> Babies, toddlers and young children will be learning to start to make marks intentionally. [DM 2021]
<input type="checkbox"/> Explores without regard to mess, e.g. puts their hands in mud, smearing over themselves	<input type="checkbox"/> Requests new material to stick when gluing, e.g. gesturing to foil to stick to picture	<input type="checkbox"/> Babies, toddlers and young children will be learning to start to develop pretend play, pretending that one object represents another, for example, a child holds a wooden block to her ear and pretends it's a phone. [DM 2021]
<input type="checkbox"/> Expresses their independence by confidently initiating conversation when playing	<input type="checkbox"/> Scribbles on paper and attends to the marks they have made when prompted by a member of staff	
<input type="checkbox"/> Feels the texture of surfaces	<input type="checkbox"/> Scribbles on paper without attending to the outcome when prompted by a member of staff	
<input type="checkbox"/> Holds objects in their hands	<input type="checkbox"/> Shows anticipation to communicate a repetitive word or sound during a familiar rhyme or story	
<input type="checkbox"/> Indicates they wish to feel the texture	<input type="checkbox"/> Sorts objects by colour when given a choice of two	
<input type="checkbox"/> Joins in rhymes or jingles with babble and a few recognisable words, signs, or symbols	<input type="checkbox"/> Stretches, tears and squashes dough into rough shapes	
<input type="checkbox"/> Listens to and engages with a range of music		
<input type="checkbox"/> Makes a pictorial representation of an object		
<input type="checkbox"/> Makes a variety of noises in response to a picture, e.g. sees car, says 'vroom'; sees cat, says 'meow', etc.		
<input type="checkbox"/> Makes marks with either hand		



Expressive Arts & Design; Level: 6 (18-24 months)

Name:

Started:..... Completed:.....

Expressive Arts & Design		
<input type="checkbox"/> Categorises smells as nice or nasty	<input type="checkbox"/> Matches a picture to an object	<input type="checkbox"/> Turns a screw toy anticlockwise
<input type="checkbox"/> Categorises tastes as nice or nasty	<input type="checkbox"/> Matches pairs of objects with assistance	<input type="checkbox"/> Turns a screw toy clockwise
<input type="checkbox"/> Dances to music	<input type="checkbox"/> Matches pictures to objects with assistance	<input type="checkbox"/> Babies, toddlers and young children will be learning to enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. [DM 2021]
<input type="checkbox"/> Fills a container	<input type="checkbox"/> Matches pictures to pictures with assistance	<input type="checkbox"/> Babies, toddlers and young children will be learning to join in with songs and rhymes, making some sounds. [DM 2021]
<input type="checkbox"/> Imitates a range of sounds which are loud, quiet, quick or slow	<input type="checkbox"/> Recognises that pictures tell stories	
<input type="checkbox"/> Looks at an object when it is named	<input type="checkbox"/> Shows some basic awareness of cause-and-effect	
<input type="checkbox"/> Makes a range of marks and shapes on paper with drawing tools	<input type="checkbox"/> Tries to echo a short melody with their voice	



Name:

Started:..... Completed:.....

Creating with Materials		
<input type="checkbox"/> Asks for tool to help with a task, e.g. when flattening dough	<input type="checkbox"/> Demonstrates an understanding of how mechanical objects work, e.g. winds up a car to make it move	<input type="checkbox"/> Rolls, flattens, tears, joins and moulds pliable material
<input type="checkbox"/> Begins to use a tripod grasp	<input type="checkbox"/> Demonstrates awareness they need a tool to help, e.g. asks for scissors to help cut a material	<input type="checkbox"/> Shows preference for one hand
<input type="checkbox"/> Chooses the correct familiar material for a task from a group of three, e.g. cardboard, paper, string	<input type="checkbox"/> Explores sounds they can make with instruments	<input type="checkbox"/> Shows some control of a writing implement
<input type="checkbox"/> Chooses the correct familiar tool for a task from a group of three, e.g. paintbrush, scissors, glue	<input type="checkbox"/> Includes a variety of shapes within lines of scribble	<input type="checkbox"/> Shows some control when using a pencil
<input type="checkbox"/> Colours over picture and shows some awareness of the lines	<input type="checkbox"/> Links or joins construction toys generally independently	<input type="checkbox"/> Shows some control with a paintbrush
<input type="checkbox"/> Copies the action of a tool being used	<input type="checkbox"/> Makes large random strokes	<input type="checkbox"/> Snips with scissors
<input type="checkbox"/> Demonstrates an awareness of the purpose of simple kitchen equipment	<input type="checkbox"/> Mixes different paint colours and observes the change	<input type="checkbox"/> States what they are going to do, e.g. build, draw, paint, stick
		<input type="checkbox"/> Uses a dagger grip
		<input type="checkbox"/> Uses a pincer grip
		<input type="checkbox"/> Uses glue to join materials together
		<input type="checkbox"/> Watches the paper as they make marks
Being Imaginative & Expressive		
<input type="checkbox"/> Attempts to retell a story with support from a member of staff	<input type="checkbox"/> Listens to, and can engage with, music they have not heard before	<input type="checkbox"/> Stops and starts when the music begins and finishes
<input type="checkbox"/> Claps their own short rhythm for another to copy	<input type="checkbox"/> Moves body to music	<input type="checkbox"/> Takes part in an adult-led presentation willingly, e.g. says/signs a word when prompted in front of small group
<input type="checkbox"/> Copies a simple three beat rhythm	<input type="checkbox"/> Plays 'statues', stopping as the music stops	<input type="checkbox"/> Babies, toddlers and young children will be learning to express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. [DM 2021]
<input type="checkbox"/> Demonstrates enjoyment in relation to the sounds of words	<input type="checkbox"/> Pulls faces with peers	<input type="checkbox"/> Babies, toddlers and young children will be learning to use their imagination as they consider what they can do with different materials. [DM 2021]
<input type="checkbox"/> Describes music they have heard in simple terms, e.g. fast, loud, happy, etc.	<input type="checkbox"/> Raises and lowers volume of voice	
<input type="checkbox"/> Differentiates between singing and speaking voice	<input type="checkbox"/> Recognises a specific character in different context	
<input type="checkbox"/> Gestures as a fundamental part of communication	<input type="checkbox"/> Repeats an action that created laughter	
<input type="checkbox"/> Joins in with familiar poems and songs	<input type="checkbox"/> Repeats rhymes	
	<input type="checkbox"/> Shows some awareness of others when moving	
	<input type="checkbox"/> Starts and stops performing in response to a signal from the conductor	



Name: _____

Started:..... Completed:.....

Creating with Materials		
<input type="checkbox"/> Attempts to reassemble a toy/object	<input type="checkbox"/> Places large pieces in a puzzle board	<input type="checkbox"/> Stacks three items in size order
<input type="checkbox"/> Copies a circle	<input type="checkbox"/> Places the correct shapes in a shape sorter	<input type="checkbox"/> Suggests what colour they would like to make an object, e.g. I want to draw a red fish
<input type="checkbox"/> Demonstrates curiosity in new foods	<input type="checkbox"/> Plays with sand	<input type="checkbox"/> Takes the lid off to find an object placed in a container
<input type="checkbox"/> Demonstrates good pencil control	<input type="checkbox"/> Pulls, pushes or spins an object to see how it moves	<input type="checkbox"/> Threads three large beads onto a string
<input type="checkbox"/> Demonstrates pleasure in food they have helped to prepare	<input type="checkbox"/> Puts large round pegs into peg board	<input type="checkbox"/> Tries to balance one object on top of another
<input type="checkbox"/> Feels and simply describes the substance they have mixed	<input type="checkbox"/> Puts rings on a stacker	<input type="checkbox"/> Turn a screw toy to the left
<input type="checkbox"/> Follows a simple pattern on a lacing card	<input type="checkbox"/> Rolls a rough ball in malleable material	<input type="checkbox"/> Turn a screw toy to the right
<input type="checkbox"/> Listens to talk with interest but becomes easily distracted	<input type="checkbox"/> Screws and unscrews jar lids	<input type="checkbox"/> Unwraps a small object
<input type="checkbox"/> Manipulates a dial	<input type="checkbox"/> Scribbles in circles	
<input type="checkbox"/> Matches 2D shapes	<input type="checkbox"/> Squeezes a ball, dough, etc.	
<input type="checkbox"/> Matches colours	<input type="checkbox"/> Separates pictures and writing	
Being Imaginative & Expressive		
<input type="checkbox"/> Completes a familiar phrase when a member of staff communicates part of it	<input type="checkbox"/> Makes predictions in familiar stories	<input type="checkbox"/> Shows enjoyment in saying a new word
<input type="checkbox"/> Demonstrates pleasure in finding objects in picture books which relate to questions	<input type="checkbox"/> Relates an event to their own experience	<input type="checkbox"/> Sits still for short periods of time
<input type="checkbox"/> Enjoys singing	<input type="checkbox"/> Repeats short, simple, and repetitive rhymes	<input type="checkbox"/> Smiles or laughs in response to something funny
<input type="checkbox"/> Explores different movements	<input type="checkbox"/> Says rhymes with recognisable words when playing by themselves	<input type="checkbox"/> Uses facial expression to enhance meaning
<input type="checkbox"/> Gives a commentary on their own activity	<input type="checkbox"/> Selects and implements arm movements when dancing	<input type="checkbox"/> Uses facial expression when speaking
<input type="checkbox"/> Includes intonation, pitch and changing volume when 'talking'		<input type="checkbox"/> Babies, toddlers and young children will be learning to make simple models which express their ideas. [DM 2021]

Name: _____

Started:..... Completed:.....

Creating with Materials		
<input type="checkbox"/> Colours in a picture and tries to keep within the lines	<input type="checkbox"/> Names familiar materials or tools, e.g. glue, pencil, scissors	<input type="checkbox"/> Three- and four-year-olds will be learning to join different materials and explore different textures. [DM 2021]
<input type="checkbox"/> Explores items to find those which adhere to a specific property, e.g. objects that can bend	<input type="checkbox"/> Suggests what shape they would like to make an object, e.g. "Star biscuits"	<input type="checkbox"/> Three- and four-year-olds will be learning to listen with increased attention to sounds. [DM 2021]
<input type="checkbox"/> Gives their model/product a topic-related name	<input type="checkbox"/> Uses tools effectively on pliable material	<input type="checkbox"/> Three- and four-year-olds will be learning to make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. [DM 2021]
<input type="checkbox"/> Helps to mix ingredients, watching and simply describing changes they see before and after mixing and cooking	<input type="checkbox"/> Three- and four-year-olds will be learning to begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses. [DM 2021]	<input type="checkbox"/> Three- and four-year-olds will be learning to sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. [DM 2021]
<input type="checkbox"/> Holds pencil correctly and with sufficient grip, most of the time	<input type="checkbox"/> Three- and four-year-olds will be learning to create closed shapes with continuous lines and begin to use these shapes to represent objects. [DM 2021]	<input type="checkbox"/> Three- and four-year-olds will be learning to sing the pitch of a tone sung by another person ('pitch match'). [DM 2021]
<input type="checkbox"/> Includes a range of materials in their work in a variety of ways, e.g. buttons, wool, beads, feathers, etc.	<input type="checkbox"/> Three- and four-year-olds will be learning to create their own songs or improvise a song around one they know. [DM 2021]	
<input type="checkbox"/> Investigates how to make sounds on different instruments	<input type="checkbox"/> Three- and four-year-olds will be learning to develop their own ideas and then decide which materials to use to express them. [DM 2021]	
<input type="checkbox"/> Investigates how to stop sound on different instruments		
<input type="checkbox"/> Names colours mainly accurately		
Being Imaginative & Expressive		
<input type="checkbox"/> Creates short melodies using a range of high and low notes	<input type="checkbox"/> Pretends to be a character, e.g. a caterpillar after reading The Very Hungry Caterpillar	<input type="checkbox"/> Three- and four-year-olds will be learning to play instruments with increasing control to express their feelings and ideas. [DM 2021]
<input type="checkbox"/> Experiments with moving to music in different ways	<input type="checkbox"/> Repeats a rhythmic pattern	<input type="checkbox"/> Three- and four-year-olds will be learning to remember and sing entire songs. [DM 2021]
<input type="checkbox"/> Improvises a simple rhythm	<input type="checkbox"/> Responds to others in role play situations	<input type="checkbox"/> Three- and four-year-olds will be learning to respond to what they have heard, expressing their thoughts and feelings. [DM 2021]
<input type="checkbox"/> Joins in a small group rhyme or story activity	<input type="checkbox"/> Sings familiar songs with others, starting and stopping at the correct time	<input type="checkbox"/> Three- and four-year-olds will be learning to show different emotions in their drawings and paintings, for example, happiness, sadness, fear. [DM 2021]
<input type="checkbox"/> Knows when to begin/stop playing or singing in echo activity	<input type="checkbox"/> Uses gestures to represent action words in a story or song	<input type="checkbox"/> Three- and four-year-olds will be learning to take part in simple pretend play, using an object to represent something else even though they are not similar. [DM 2021]
<input type="checkbox"/> Makes different shapes with their body while in touch with the ground	<input type="checkbox"/> Three- and four-year-olds will be learning to draw with increasing complexity and detail, such as representing a face with a circle and including details. [DM 2021]	<input type="checkbox"/> Three- and four-year-olds will be learning to use drawing to represent ideas like movement or loud noises. [DM 2021]
<input type="checkbox"/> Participates actively in singing activities from a range of styles and cultures	<input type="checkbox"/> Three- and four-year-olds will be learning to explore colour and colour mixing. [DM 2021]	
<input type="checkbox"/> Participates actively in singing activities of own choice	<input type="checkbox"/> Three- and four-year-olds will be learning to explore different materials freely, to develop their ideas about how to use them and what to make. [DM 2021]	
<input type="checkbox"/> Performs a directed role-play, e.g. says hello when pretending to answer the phone, etc.		



Name:

Started:..... Completed:.....

Creating with Materials		
<input type="checkbox"/> Adds to a construction kit model to make it stronger or to make it move better	<input type="checkbox"/> Discusses a range of tools and their purpose	<input type="checkbox"/> Names colours consistently
<input type="checkbox"/> Attempts to change their tall structure to help it become more stable	<input type="checkbox"/> Discusses the purpose of common kitchen equipment	<input type="checkbox"/> Uses a variety of materials in their work, e.g. to enhance illustrations, when weaving, etc.
<input type="checkbox"/> Attempts to cut different materials to a specific shape	<input type="checkbox"/> Draws different types of lines, e.g. curve, straight	<input type="checkbox"/> Children in reception will be learning to create collaboratively, sharing ideas, resources and skills. [DM 2021]
<input type="checkbox"/> Collects pictures that interest them in a scrapbook or on the computer	<input type="checkbox"/> Draws round shape templates	<input type="checkbox"/> Children in reception will be learning to explore and engage in music making and dance, performing solo or in groups. [DM 2021]
<input type="checkbox"/> Colours in a picture and keeps within the lines most of the time	<input type="checkbox"/> Folds, tears and cuts paper and card	<input type="checkbox"/> Children in reception will be learning to return to and build on their previous learning, refining ideas and developing their ability to represent them. [DM 2021]
<input type="checkbox"/> Creates different textures, e.g. bubbles, sponges, blots	<input type="checkbox"/> Hammers gently with support	<input type="checkbox"/> Children in reception will be learning to sing in a group or on their own, increasingly matching the pitch and following the melody. [DM 2021]
<input type="checkbox"/> Cuts thicker materials with scissors, e.g. tape, string, etc.	<input type="checkbox"/> Holds a pencil correctly	
<input type="checkbox"/> Demonstrates simple techniques e.g. mixing, stirring, rolling	<input type="checkbox"/> Joins different materials	
<input type="checkbox"/> Describes shapes, listing some properties, e.g. sides, round	<input type="checkbox"/> Marks the material where a join/cut needs to be made	
	<input type="checkbox"/> Shows an awareness of safety when using tools	
	<input type="checkbox"/> Talks about different lines, e.g. corner, curve, straight	
Being Imaginative & Expressive		
<input type="checkbox"/> Balances on different parts of the body	<input type="checkbox"/> Shows enjoyment when listening to songs	<input type="checkbox"/> Children in reception will be learning to listen attentively, move to and talk about music, expressing their feelings and responses. [DM 2021]
<input type="checkbox"/> Describes an event in a story	<input type="checkbox"/> Travels under and over equipment	<input type="checkbox"/> Children in reception will be learning to watch and talk about dance and performance art, expressing their feelings and responses. [DM 2021]
<input type="checkbox"/> Explores different types of rhythms that can be made using voice, e.g. hum or sing, etc.	<input type="checkbox"/> Tries to imitate actions of others	
<input type="checkbox"/> Improvises a simple 6-beat rhythm	<input type="checkbox"/> Waits for their turn to speak	
<input type="checkbox"/> Memorises a simple phrase or response	<input type="checkbox"/> Children in reception will be learning to develop storylines in their pretend play. [DM 2021]	
<input type="checkbox"/> Represents feelings of anger	<input type="checkbox"/> Children in reception will be learning to explore, use and refine a variety of artistic effects to express their ideas and feelings. [DM 2021]	
<input type="checkbox"/> Represents feelings of sadness		
<input type="checkbox"/> Represents feelings of love		
<input type="checkbox"/> Represents feelings of happiness		
<input type="checkbox"/> Represents feelings of fear		



Name: _____

Started:..... Completed:.....

Creating with Materials		
<input type="checkbox"/> Constructs and remodels their artwork or product	<input type="checkbox"/> Investigates how to make a structure stronger, stiffer or more stable	<input type="checkbox"/> Children at the expected level of development will make use of props and materials when role playing characters in narratives and stories. [ELG 2021]
<input type="checkbox"/> Demonstrates different grips, e.g. for stirring, cutting	<input type="checkbox"/> Makes models using a range of tools (under supervision)	<input type="checkbox"/> Children at the expected level of development will share their creations, explaining the process they have used. [ELG 2021]
<input type="checkbox"/> Draws lines with a ruler	<input type="checkbox"/> Mixes colours and makes adjustments to the colour	<input type="checkbox"/> Children at the expected level of development will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. [ELG 2021]
<input type="checkbox"/> Draws, identifies, matches and creates different lines	<input type="checkbox"/> Peels and cuts (soft) food safely	
<input type="checkbox"/> Employs a range of simple techniques and materials in their art projects	<input type="checkbox"/> Speaks behind a puppet	
<input type="checkbox"/> Examines and explores a range of mechanisms, e.g. levers, sliders, wheels and axles	<input type="checkbox"/> Uses cameras to take still and moving pictures	
<input type="checkbox"/> Identifies and describes patterns	<input type="checkbox"/> Uses materials to make objects for a purpose	
	<input type="checkbox"/> Uses props in roleplay	
Being Imaginative & Expressive		
<input type="checkbox"/> Changes their voice when in role	<input type="checkbox"/> Mouths or chants the words in time with an accompaniment	<input type="checkbox"/> Uses familiar themes in role play
<input type="checkbox"/> Combines actions with words to represent basic emotions, e.g. anger, fear, happiness, love, sadness, etc.	<input type="checkbox"/> Moves at different speeds in a performance	<input type="checkbox"/> Uses gesture in place of specific words, e.g. heads, shoulders, knees, and toes
<input type="checkbox"/> Completes call and response melodies choosing from different voices, e.g. singing or humming	<input type="checkbox"/> Repeats a 6-beat rhythmic pattern	<input type="checkbox"/> Uses their body to represent the shape of different objects, e.g. chair, train, flower
<input type="checkbox"/> Demonstrates enjoyment when listening to, and participating, in verse and song with rhymes	<input type="checkbox"/> Retells simple story in group situation	<input type="checkbox"/> Children at the expected level of development will invent, adapt and recount narratives and stories with peers and their teacher. [ELG 2021]
<input type="checkbox"/> Discusses roles in short play	<input type="checkbox"/> Retells simple story in one-to-one situation	<input type="checkbox"/> Children at the expected level of development will perform songs, rhymes, poems and stories with others, and—when appropriate—try to move in time with music. [ELG 2021]
<input type="checkbox"/> Engages in role play situations	<input type="checkbox"/> Starts playing or singing at the correct time in a familiar song or piece of music	<input type="checkbox"/> Children at the expected level of development will sing a range of well-known nursery rhymes and songs. [ELG 2021]
<input type="checkbox"/> Enhances a story or song using their own musical ideas	<input type="checkbox"/> Takes part in a group performance and delivers simple phrases with words, signs, or symbols	
<input type="checkbox"/> Follows the lead to clap or walk to a pulse	<input type="checkbox"/> Takes part in group or class play, e.g. assembly or Christmas performance	
<input type="checkbox"/> Improvises the role of a familiar character in a short scene	<input type="checkbox"/> Uses body language to enhance the events on stage	
<input type="checkbox"/> Joins in repetition in story, verse or song		
<input type="checkbox"/> Matches dynamics/tempo whilst singing with others		



Name: _____

Started:..... Completed:.....

Creating with Materials		
<input type="checkbox"/> Builds structures, exploring how they can be made stronger, stiffer and more stable	<input type="checkbox"/> Gives examples of vocabulary associated with cooking, e.g. mix, stir	<input type="checkbox"/> Recognises some standard units used to measure weight
<input type="checkbox"/> Creates rhythmic patterns which includes rests	<input type="checkbox"/> Investigates different techniques, e.g. how to create light and dark in their artwork through shapes or patterns	<input type="checkbox"/> Uses a range of materials creatively to design and make products
<input type="checkbox"/> Describes a signifier (prop) to represent a character	<input type="checkbox"/> Makes objects move using wheels, axels and/or construction kits	<input type="checkbox"/> Uses drawing, painting and sculpture to develop and share their ideas, experiences and imagination
<input type="checkbox"/> Develops a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	<input type="checkbox"/> Recognises some standard units used to measure capacity	
<input type="checkbox"/> Explores and uses mechanisms in their products, e.g. levers, sliders, wheels and axles		
Being Imaginative & Expressive		
<input type="checkbox"/> Changes their voice to represent the character that they are playing	<input type="checkbox"/> Knows when it is their turn to deliver their lines	<input type="checkbox"/> Responds to two instructions when performing music, e.g. louder and faster
<input type="checkbox"/> Decides whether their character should speak loudly or softly	<input type="checkbox"/> Learns a few short lines to perform in front of an audience	<input type="checkbox"/> Shows awareness of pitch when following the shape of a melody, when singing
<input type="checkbox"/> Decides whether their character should speak quickly or slowly	<input type="checkbox"/> Learns their part in a short dramatic dialogue	<input type="checkbox"/> Shows different viewpoints or issues in role-play
<input type="checkbox"/> Demonstrates awareness of pitch when following the shape of a melody whilst singing	<input type="checkbox"/> Participates in a simple play	<input type="checkbox"/> Speaks clearly for the audience to hear
<input type="checkbox"/> Demonstrates more control when making different types of marks with a range of media	<input type="checkbox"/> Performs a rhythm to a given pulse	<input type="checkbox"/> Stays in role throughout the drama performance
<input type="checkbox"/> Exaggerates movements when miming	<input type="checkbox"/> Recalls songs or sound patterns from memory	<input type="checkbox"/> Thinks about the speed of their movement in relation to their character
<input type="checkbox"/> Experiments with different voices	<input type="checkbox"/> Reflects the characters mood with their voice	<input type="checkbox"/> Uses props at the appropriate time in the performance, e.g. pours a cup of tea from the kettle when greeting another character
<input type="checkbox"/> Explores emotions through drama	<input type="checkbox"/> Relates their own experience and feelings to a character's in a story with specific detail	<input type="checkbox"/> Uses some mime within a performance
	<input type="checkbox"/> Represents more complex emotions, e.g. annoyance, boredom, surprise, apprehension, etc.	

Progression Steps Framework



Art & Design; Progression Step 1

Name: _____

Started:..... Completed:.....

Producing, Exploring & Recording		
<input type="checkbox"/> Makes large random strokes	<input type="checkbox"/> Makes a range of marks and shapes on paper with drawing tools	<input type="checkbox"/> Rolls, flattens, tears, joins and moulds pliable material
<input type="checkbox"/> Notices obvious changes, e.g. leaves changing colour	<input type="checkbox"/> Scribbles spontaneously when given pen and paper	<input type="checkbox"/> Puts brush in correct pot
<input type="checkbox"/> Wipes excess paint off paint brush	<input type="checkbox"/> States what they are going to do, e.g. build, draw, paint, stick	<input type="checkbox"/> Includes a variety of shapes within lines of scribble
<input type="checkbox"/> Watches the paper as they make marks		<input type="checkbox"/> Uses glue to join materials together
Technical Proficiency		
<input type="checkbox"/> Imitates circular strokes	<input type="checkbox"/> Shows some control of a writing implement	<input type="checkbox"/> Copies the action of a tool being used
<input type="checkbox"/> Imitates horizontal strokes	<input type="checkbox"/> Shows some control with a paintbrush	<input type="checkbox"/> Mixes different paint colours and observes the change
<input type="checkbox"/> Imitates vertical strokes	<input type="checkbox"/> Shows some control when using a pencil	<input type="checkbox"/> Snips with scissors
<input type="checkbox"/> Uses a dagger grip	<input type="checkbox"/> Responds appropriately to colour-based terminology, e.g. find the red one, sit on the blue chair, etc.	<input type="checkbox"/> Colours over picture and shows some awareness of the lines
<input type="checkbox"/> Uses a pincer grip	<input type="checkbox"/> Requests a tool or object for a purpose	
Evaluation & Analysis		
<input type="checkbox"/> Identifies a simple change, e.g. colour	<input type="checkbox"/> Communicates likes or dislikes using words, signs, or symbols	<input type="checkbox"/> Communicates about their drawing
<input type="checkbox"/> Communicates about the effects of different tools on dough	<input type="checkbox"/> Describes a picture using a subject, verb and object (active or passive order), e.g. dog chases cat, ball kicked by girl, etc.	<input type="checkbox"/> Shows their picture to another person for a response
<input type="checkbox"/> Communicates about textures they feel on different materials	<input type="checkbox"/> Points to their favourite image	
Artists, Craft Makers & Designers		
<input type="checkbox"/> Looks at others' work	<input type="checkbox"/> Looks at pictures independently	<input type="checkbox"/> Watches a member of staff point to pictures
<input type="checkbox"/> Indicates correctly pictures of characters and objects in response to questions such as 'Where is (the) ...?' (PKSS)	<input type="checkbox"/> Listens as a member of staff talks about a picture	<input type="checkbox"/> Turns or moves around artwork to look at it in different ways



Name: _____

Started:..... Completed:.....

Producing, Exploring & Recording		
<input type="checkbox"/> Collects pictures from a range of sources that relate to a specific subject	<input type="checkbox"/> Gives their model/product a topic-related name	<input type="checkbox"/> Selects colour with purpose
<input type="checkbox"/> Uses tools effectively on pliable material	<input type="checkbox"/> Responds appropriately to shape-based terminology, e.g. where's the round shape, pass me the box, etc.	<input type="checkbox"/> Selects a different brush for each colour paint
<input type="checkbox"/> Works in 2D	<input type="checkbox"/> Responds appropriately to texture-based terminology, e.g. how many items are rough, which fabrics are smooth, etc.	<input type="checkbox"/> Represents a person, story or event artistically
<input type="checkbox"/> Works in 3D		<input type="checkbox"/> Shows an appreciation of a subject's elements through modelling
<input type="checkbox"/> Includes a range of materials in their work in a variety of ways, e.g. buttons, wool, beads, feathers, etc.		<input type="checkbox"/> Discusses patterns in terms of shapes/lines/colours
Technical Proficiency		
<input type="checkbox"/> Traces simple shapes	<input type="checkbox"/> Colours in a picture and tries to keep within the lines	<input type="checkbox"/> Selects tools appropriate for the purpose
<input type="checkbox"/> Traces large shapes	<input type="checkbox"/> Undertakes a task using some simple tools under supervision	<input type="checkbox"/> Uses tools with their preferred hand
<input type="checkbox"/> Copies simple shapes	<input type="checkbox"/> Cuts with scissors when paper held for them	<input type="checkbox"/> Holds pencil correctly and with sufficient grip, most of the time
<input type="checkbox"/> Copies a simple pattern with some support, e.g. cup, brick, cup, etc.	<input type="checkbox"/> Names colours mainly accurately	
	<input type="checkbox"/> Selects material which is appropriate for the task	
Evaluation & Analysis		
<input type="checkbox"/> States a preference for a colour, technique or decoration	<input type="checkbox"/> Describes the result of their action	
<input type="checkbox"/> Dictates a phrase caption for their artwork	<input type="checkbox"/> Expresses an opinion with appropriate language	
Artists, Craft Makers & Designers		
<input type="checkbox"/> Suggests a name or caption for an artist, craft maker or designer's work	<input type="checkbox"/> Communicates about an aspect of artwork	<input type="checkbox"/> Talks about pictures they see in simple terms, e.g. it's round, it's yellow, etc.
<input type="checkbox"/> Identifies a drawing, painting and sculpture		



Name:

Started:..... Completed:.....

Producing, Exploring & Recording		
<input type="checkbox"/> Collects pictures that interest them in a scrapbook or on the computer	<input type="checkbox"/> Makes models using a range of tools (under supervision)	<input type="checkbox"/> Recognises and finds geometric shapes in the environment
<input type="checkbox"/> Discusses what they are going to do, including how and why in simple terms	<input type="checkbox"/> Mixes colours and makes adjustments to the colour	<input type="checkbox"/> Identifies and describes patterns
<input type="checkbox"/> Uses a variety of materials in their work, e.g. to enhance illustrations, when weaving, etc.	<input type="checkbox"/> Discusses a range of tools and their purpose	<input type="checkbox"/> Creates different textures, e.g. bubbles, sponges, blots
<input type="checkbox"/> Uses cameras to take still and moving pictures	<input type="checkbox"/> Describes textures using simple vocabulary	
Technical Proficiency		
<input type="checkbox"/> Colours in a picture and keeps within the lines most of the time	<input type="checkbox"/> Draws lines with a ruler	<input type="checkbox"/> Talks about different lines, e.g. corner, curve, straight
<input type="checkbox"/> Holds a pencil correctly	<input type="checkbox"/> Draws round shape templates	<input type="checkbox"/> Draws different types of lines, e.g. curve, straight
<input type="checkbox"/> Cuts thicker materials with scissors, e.g. tape, string, etc.	<input type="checkbox"/> Folds, tears and cuts paper and card	
<input type="checkbox"/> Describes where objects are in relation to others using positional language	<input type="checkbox"/> Names colours consistently	
Evaluation & Analysis		
<input type="checkbox"/> Answers questions about what they are doing	<input type="checkbox"/> Describes the difference in texture between two objects	
<input type="checkbox"/> Indicates that drawings, paintings and sculptures have meaning	<input type="checkbox"/> Discusses their work using appropriate vocabulary	
Artists, Craft Makers & Designers		
<input type="checkbox"/> Identifies similarities and differences in a picture	<input type="checkbox"/> Observes and comments simply about the artwork of different cultures	
<input type="checkbox"/> Identifies visual content of artist's work	<input type="checkbox"/> Shows awareness of styles from different cultures	



Name:

Started:..... Completed:.....

Producing, Exploring & Recording		
<input type="checkbox"/> Identifies natural patterns	<input type="checkbox"/> Develops an idea from its starting point	<input type="checkbox"/> Selects materials generally appropriate to the task when making a product
<input type="checkbox"/> Identifies natural forms	<input type="checkbox"/> Identifies tactile elements in their work	<input type="checkbox"/> Records observations and ideas by drawing
<input type="checkbox"/> Identifies primary colours correctly	<input type="checkbox"/> Constructs and remodels their artwork or product	<input type="checkbox"/> Combines different materials within their work
<input type="checkbox"/> Describes structures using terms related to shape and position	<input type="checkbox"/> Identifies different lines e.g. curved or straight	<input type="checkbox"/> Applies improvements which are suggested by a member of staff
<input type="checkbox"/> Describes colours simply, e.g. warm or cold	<input type="checkbox"/> Identifies line in nature	<input type="checkbox"/> Relates artwork to the physical world
Technical Proficiency		
<input type="checkbox"/> Employs a range of simple techniques and materials in their art projects	<input type="checkbox"/> Draws lines to create shapes	<input type="checkbox"/> Cuts simple shapes using scissors
<input type="checkbox"/> Matches similar lines	<input type="checkbox"/> Cuts straight line with scissors	
Evaluation & Analysis		
<input type="checkbox"/> Recognises obvious differences between two pieces of artwork	<input type="checkbox"/> Includes simple key words when describing what they like about artworks	<input type="checkbox"/> Describes the basic techniques used within a piece of art, craft or design work, e.g. weaving, sculpture
Artists, Craft Makers & Designers		
<input type="checkbox"/> Describes different categories of art, e.g. weaving, sculpture	<input type="checkbox"/> Gives simple facts about artists, craft makers and designers whose work they have studied	
<input type="checkbox"/> Observes and makes simple comments on art work from different cultures, e.g. in reference to colours used	<input type="checkbox"/> Describes what they can see and what they like in the work of artists, craft makers and designers	



Name: _____

Started:..... Completed:.....

Producing, Exploring & Recording		
<input type="checkbox"/> Investigates light and dark through art, e.g. when creating patterns or drawing shapes	<input type="checkbox"/> Explores colour tones, e.g. through paints	<input type="checkbox"/> Points to the visible horizon in a piece of art work
<input type="checkbox"/> Identifies simply the value of a colour (lighter or darker)	<input type="checkbox"/> Draws a picture of an object, paying attention to some detail	
<input type="checkbox"/> Explores textures, e.g. through rubbings of man-made and natural materials	<input type="checkbox"/> Communicates about their art and design work as it develops	
Technical Proficiency		
<input type="checkbox"/> Cuts along lines, straight and curved with some accuracy	<input type="checkbox"/> Identifies some techniques for using a range of common art tools and materials	
<input type="checkbox"/> Produces different types of lines	<input type="checkbox"/> Demonstrates more control when making different types of marks with a range of media	
Evaluation & Analysis		
<input type="checkbox"/> Describes elements of a piece of art, craft or design using simple key words, e.g. techniques such as stitching, colours, materials	<input type="checkbox"/> Identifies what is happening in a picture	
<input type="checkbox"/> Recognises that artists create a range of works, e.g. portraits, still life and landscapes	<input type="checkbox"/> Identifies the processes that have been used when describing an artist's work	
Artists, Craft Makers & Designers		
<input type="checkbox"/> Describes art, craft and design works using appropriate, simple terms	<input type="checkbox"/> Identifies simple similarities in the work of artists, craft makers and designers and relates this to their own work, e.g. in the type of media used	
<input type="checkbox"/> Describes how their work is similar to an established piece of art or design, using simple related vocabulary	<input type="checkbox"/> Identifies simple differences in the work of artists, craft makers and designers and relates this to their own work	



Name: _____

Started:..... Completed:.....

Producing, Exploring & Recording		
<input type="checkbox"/> Names the secondary colours	<input type="checkbox"/> Creates textures using different media, e.g. paint and sand	<input type="checkbox"/> Investigates how to create light and dark in their artwork, e.g. shapes or patterns
<input type="checkbox"/> Identifies and describes natural textures	<input type="checkbox"/> Records and explores ideas from first hand observations	<input type="checkbox"/> Adapts and improves their own artwork after discussion
<input type="checkbox"/> Chooses tools, materials or techniques deliberately for a given purpose	<input type="checkbox"/> Considers the basic composition of their work, e.g. using zoom on a camera when using digital media	<input type="checkbox"/> Develops an idea within a piece of work
Technical Proficiency		
<input type="checkbox"/> Includes more than one technique within a piece of work	<input type="checkbox"/> Models in a variety of materials, controlling form to create definite shapes or forms	<input type="checkbox"/> Manipulates materials to create new or different shapes
<input type="checkbox"/> Produces lines or marks appropriate to what they want to achieve, e.g. small brush for small marks	<input type="checkbox"/> Mixes colours to match, e.g. a natural object	
Evaluation & Analysis		
<input type="checkbox"/> Explores simple reasons why art, craft and design words evoke specific feelings or emotions	<input type="checkbox"/> Identifies visual qualities of an object when evaluating an artist's work	
<input type="checkbox"/> Reviews artworks and says what they think and feel about them	<input type="checkbox"/> Identifies the tactile qualities of an object	
Artists, Craft Makers & Designers		
<input type="checkbox"/> Compares art, craft and design works against a criteria, e.g. techniques, colours used	<input type="checkbox"/> Recognises some of the work of a few famous artists, architects and/or designers	<input type="checkbox"/> Describes the design and style of art, objects or buildings with historical and cultural influences in simple terms



Name: _____

Started:..... Completed:.....

Producing, Exploring & Recording		
<input type="checkbox"/> Comments on the difference between their initial vision and the final outcomes	<input type="checkbox"/> Experiments with a range of techniques	<input type="checkbox"/> Records images and ideas from first hand observation using their sketchbook
<input type="checkbox"/> Uses a colour wheel	<input type="checkbox"/> Draws or recreates familiar things from different viewpoints	<input type="checkbox"/> Assists the development of work using their scrapbook
<input type="checkbox"/> Modifies work while in progress	<input type="checkbox"/> Demonstrates some awareness of scale	<input type="checkbox"/> Refers to information from their sketchpads and scrapbooks
<input type="checkbox"/> Explores different techniques, e.g. blending colours or cross hatching when shading	<input type="checkbox"/> Demonstrates some awareness of proportion	
<input type="checkbox"/> Explores the use of lines to create patterns	<input type="checkbox"/> Collects visual material to assist in development	
Technical Proficiency		
<input type="checkbox"/> Develops and names techniques specific to materials, e.g. gouging and scraping on clay tiles, blanket stitch in sewing	<input type="checkbox"/> Demonstrates some control when using a range of drawing tools	<input type="checkbox"/> Begins to draw simple 2D shapes in 3D
<input type="checkbox"/> Includes different types of lines in their work	<input type="checkbox"/> Produces increasingly accurate drawings of objects	<input type="checkbox"/> Discusses how simple 2D shapes are drawn in 3D
<input type="checkbox"/> Draws with different grades of pencil or sizes of brushes	<input type="checkbox"/> Creates the effect of light (shadows) on a surface, on objects and people, e.g. when using pencil	<input type="checkbox"/> Attempts to create simple shapes with a third dimension
<input type="checkbox"/> Communicates ideas using colour and tone simply	<input type="checkbox"/> Combines and organises colour, pattern and texture using mixed media	
Evaluation & Analysis		
<input type="checkbox"/> Identifies the successful elements of a design, artwork or object	<input type="checkbox"/> Evaluates the composition of a picture, image or sculpture	<input type="checkbox"/> Compares the artistic ideas and methods used by others
<input type="checkbox"/> Evaluates the purpose and design of familiar objects	<input type="checkbox"/> Considers designs and patterns from a range of cultures	<input type="checkbox"/> Compares and evaluates the approaches in different artworks
Artists, Craft Makers & Designers		
<input type="checkbox"/> Identifies the focal point of a piece of art	<input type="checkbox"/> Recognises that art styles change over time	
<input type="checkbox"/> Distinguishes foreground and background when looking at art	<input type="checkbox"/> Compares the materials used by artists, craft makers and designers	



Name: _____

Started:..... Completed:.....

Producing, Exploring & Recording		
<input type="checkbox"/> Demonstrates overall intentions clearly in the final art and design work	<input type="checkbox"/> Experiments with methods and materials to create a structure	<input type="checkbox"/> Considers the view point of their work
<input type="checkbox"/> Considers angles and view points	<input type="checkbox"/> Tries different techniques before developing one into a final design	<input type="checkbox"/> Considers their work at various stages in its development
<input type="checkbox"/> Demonstrates evidence of a background, middle ground and foreground in artwork	<input type="checkbox"/> Revisits and reviews artistic ideas	<input type="checkbox"/> Communicates how they can develop their ideas further
<input type="checkbox"/> Experiments with ways to represent shape, form and space	<input type="checkbox"/> Experiments with different qualities of shades or hue	
Technical Proficiency		
<input type="checkbox"/> Produces more accurate observation (less symbolised, more descriptive) when drawing lines	<input type="checkbox"/> Uses colour selectively, e.g. to create a mood	<input type="checkbox"/> Chooses appropriate tools, materials and methods when working in different forms showing understanding of the properties of the media
<input type="checkbox"/> Identifies tint shades and tones	<input type="checkbox"/> Selects the appropriate media to achieve a specific outcome	<input type="checkbox"/> Blends paint or pencil marks to gain smoothness or a smoother change between tone areas
<input type="checkbox"/> Uses simple perspective	<input type="checkbox"/> Creates an illusion of depth, e.g. by using overlapping, placement, detail, colour and size	
<input type="checkbox"/> Uses different media to create a range of tones	<input type="checkbox"/> Creates a range of effects using lines or marks, e.g. emotion	
Evaluation & Analysis		
<input type="checkbox"/> Discusses tone, textures and colours using appropriate vocabulary, e.g. the surface decoration of pots or tiles	<input type="checkbox"/> Identifies the purpose of visual and tactile elements of a piece of artwork	<input type="checkbox"/> Distinguishes between realism and abstract
<input type="checkbox"/> Makes personal observations about a piece of artwork, e.g. an emotion that it evokes	<input type="checkbox"/> Evaluates the ways materials are used in artwork	<input type="checkbox"/> Considers specific aspects of a piece of work
Artists, Craft Makers & Designers		
<input type="checkbox"/> Recognises the role of artists, craft makers and designers in society	<input type="checkbox"/> Explores the work of artists, craft makers and designers in different cultures	
<input type="checkbox"/> Explores the work of artists, craft makers and designers in different times	<input type="checkbox"/> Describes some elements of the main art periods	



Name: _____

Started:..... Completed:.....

Producing, Exploring & Recording		
<input type="checkbox"/> Communicates and expresses initial thoughts, self-evaluation, practical considerations and future intentions clearly, using the appropriate vocabulary	<input type="checkbox"/> Independently records ideas, observations and insights relevant to intentions through drawing and annotations that help the work move forward	<input type="checkbox"/> Attempts linear perspective
<input type="checkbox"/> Records and inventively presents relevant ideas as the work progresses	<input type="checkbox"/> Copies and/or responds to artists' work skilfully with a fair degree of accuracy	
<input type="checkbox"/> Experiments with a wide range of colour schemes and compositions appropriate to the development of the project work	<input type="checkbox"/> Determines the focus of the artwork through the composition	
Technical Proficiency		
<input type="checkbox"/> Suggests how to create a variety of texture	<input type="checkbox"/> Uses a wide range of tone effectively	<input type="checkbox"/> Demonstrates more descriptive contours in use of lines
<input type="checkbox"/> Manipulates elements to create specific effects, e.g. when using digital media	<input type="checkbox"/> Develops sensitivity in use of lines, e.g. changing pressure when using pencil	<input type="checkbox"/> Demonstrates delicacy or boldness in lines, reflecting subject or size
<input type="checkbox"/> Manipulates balance, shape and form in their constructions	<input type="checkbox"/> Demonstrates some proportion in their artwork	
<input type="checkbox"/> Makes own decisions about how they will combine materials and techniques to create a specific effect	<input type="checkbox"/> Demonstrates some finer detail in their artwork	
Evaluation & Analysis		
<input type="checkbox"/> Reflects upon and redrafts ideas during the planning stage	<input type="checkbox"/> Includes more technical language when evaluating artwork	<input type="checkbox"/> Compares how techniques have been used in similar artworks
<input type="checkbox"/> Realises intentions, presenting a personal and meaningful response	<input type="checkbox"/> Explains which techniques were used to create an effect	
<input type="checkbox"/> Uses related terminology correctly, e.g. rotation or reflection when discussing patterns in art	<input type="checkbox"/> Compares the different purposes of familiar art forms	
Artists, Craft Makers & Designers		
<input type="checkbox"/> Demonstrates a more critical understanding of the artists studied	<input type="checkbox"/> Recognises some of the work of principal artists, craft makers and designers	<input type="checkbox"/> Identifies recurring themes in art and design in different cultures and times
<input type="checkbox"/> Recognises that cultures and beliefs can impose restraints on an artist	<input type="checkbox"/> Identifies the reasons why a work of art, artist or movement is important, basing their ideas on facts or evidence	



Name:

Started:..... Completed:.....

Producing, Exploring & Recording	
<input type="checkbox"/>	Uses a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
Technical Proficiency	
<input type="checkbox"/>	Uses a range of techniques and media, including painting
<input type="checkbox"/>	Increases proficiency in the handling of different materials
Evaluation & Analysis	
<input type="checkbox"/>	Analyses and evaluates their own work, and that of others, in order to strengthen the visual impact or applications of their work
Artists, Craft Makers & Designers	
<input type="checkbox"/>	Demonstrates a critical understanding of the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day

Engagement Steps Framework

Attention Skills - Engagement Step 1

- Gives momentary attention to pictures put in front of them
- Reacts to textures with minor physiological changes when feeling rough or smooth surfaces

Attention Skills – Engagement Step 2

- Engages in an activity for three seconds with a familiar person
- Engages in an activity for five seconds with a familiar person
- Maintains attention on certain objects for five seconds when alert and ready

Attention Skills – Engagement Step 3

- Attempts to grab objects of interest using a raking motion
- Engages in co-active exploration proactively when working with a member of staff
- Reacts consistently to stimuli when interacting with familiar activities, e.g. babbling starts/stops when a musical toy plays
- Explores a desired object with their hands for up to 10 seconds when provided with a variety of objects
- Holds their head steady when looking at a new object

Communicating Preference & Choice – Engagement Step 3

- Indicates a preference for specific textures by moving their hand from one to another when working with a member of staff
- Shows preferences by pointing/gesturing when provided with both a favoured and a disliked option

Attention Skills – Engagement Step 4
<ul style="list-style-type: none">• Follows a simple one- or two-key word instruction when accompanied by gestures and context• Concentrates on a task for three minutes when working independently• Concentrates on a task for five minutes when working independently• Explores an activity for three minutes when working coactively• Explores an activity for five minutes when working coactively• Maintains interest in pictures for a minute while the content is named• Picks up and looks at a new/unfamiliar object
Communicating Preference & Choice – Engagement Step 4
<ul style="list-style-type: none">• Makes an intentional selection by eyepointing/switch-pressing/etc. when provided with a choice of two

Attention Skills – Engagement Step 5
<ul style="list-style-type: none">• Follows simple commands with appropriate responses.• Responds to one-step commands appropriately when asked clearly by a member of staff• Completes a simple task when requested• Demonstrates anticipation when specific equipment is distributed• Demonstrates intense curiosity• Scribbles on paper and attends to the marks they have made when prompted by a member of staff

Attention Skills – Engagement Step 6
<ul style="list-style-type: none">• Concentrates during independent exploration for ten minutes• Communicates about the effects of different tools on dough• Experiments with the use of tools with dough• Finds materials with a specific property, e.g. feels different objects in the garden to find a collection of rough items• Joins in adult-led group activity• Looks at others' work• Mixes different paint colours and observes the change• Matches colours