



Barley and Barkway (VA) C of E First Schools Federation
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Progression of Skills in Art and Design 2021-2022

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4
Exploring and developing ideas (ONGOING)	<ul style="list-style-type: none"> Use large-muscle movements to wave flags and streamers, paint and make marks Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors. 	<ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools, confidently and safely. Use their core muscle strength to achieve a good posture when sitting at a table or on the floor. Develop overall body-strength, balance, coordination and agility. 	<ul style="list-style-type: none"> Record and explore ideas through playful exploration of tools and materials. Understand that ideas can be expressed through art. Recognise and describe characteristics of different kinds of art, craft, and design. Explore artwork made by artists, craftspeople and designers in different times and cultures. 	<ul style="list-style-type: none"> Explore ideas and build knowledge of different tools and materials. Understand that ideas can be expressed through art and that art is subjective. Recognise and describe characteristics of different kinds of art, craft, and design. Explore artwork made by artists, craftspeople and designers in different times and cultures. Know that art can be used for different purposes. 	<ul style="list-style-type: none"> Know the names of tools and techniques and formal elements of art. Understand that ideas can be expressed through art and that art is subjective. Know different forms of work made by artists, craftspeople, architects and designers in different times and cultures. Be able to take creative risks and follow their intuition. Be able to describe their creative journey with other and feel the outcomes are celebrated by others. 	<ul style="list-style-type: none"> Be able to describe idea, characteristics and techniques of artwork made by artists, craftspeople, architects and designers in different times and cultures. Know and describe, using an artistic vocabulary, the work of artists, craftspeople, architects, and designers who are masters and contemporary, female and from various ethnicities.
Evaluating and developing work (ONGOING)	<ul style="list-style-type: none"> Use a comfortable grip with good control when holding pens and pencils. Explore different materials freely, in order to develop their ideas about how to use them and what to make. 	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. 	<ul style="list-style-type: none"> Review what they and peers have done and be able to constructively critique artwork. Identify what they might change in their current work or develop in their future work. 	<ul style="list-style-type: none"> Review what they and peers have done and be able to constructively critique artwork. Identify what they might change in their current work or develop in their future work. Begin to annotate work in sketchbooks and use this format as a place of discovery, experimentation and for collecting ideas. 	<ul style="list-style-type: none"> Compare ideas, methods, and approaches in their own and others' work and say what they think and feel about them. Create work that expresses their views and ideas and describe how they might develop it further. Annotate work in sketchbooks and use this format as a place of discovery, experimentation and for collecting ideas. Look back at idea and develop new ideas. 	<ul style="list-style-type: none"> Compare ideas, methods, and approaches in their own and others' work and say what they think and feel about them. Create work that expresses their views and ideas and describe how they might develop it further. Feel a sense of ownership about their sketchbooks and use this format to explore a personal creative journey. Make links to past ideas.
Sketchbooks	<ul style="list-style-type: none"> Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures Create closed 	<ul style="list-style-type: none"> Create collaboratively, sharing ideas, resources, and skills. Hold a pencil effectively in preparation for fluent writing - using 	<ul style="list-style-type: none"> Introduce sketchbooks as a place to RECORD individual responses to the world. Explore SKETCHBOOK ACTIVITIES like drawing, cutting, sticking, collecting. Develop the idea of OWNERSHIP - the sketchbook belongs to the pupil. Develop REGULAR USE of sketchbook. 	<ul style="list-style-type: none"> Use sketchbooks as a place to RECORD individual responses to the world. Explore SKETCHBOOK ACTIVITIES like drawing to discover, experiment and to show what you have seen. Develop the idea of OWNERSHIP - the sketchbook belongs to the pupil. Continue REGULAR USE of sketchbook. 	<ul style="list-style-type: none"> Use sketchbooks as a place to RECORD individual responses to the world, draw to DISCOVER, experiment, test ideas, look back and think forward. Develop the idea of OWNERSHIP - the sketchbook belongs to the pupil. Allow individuals to work at own pace. Practice and develop REGULAR USE of sketchbook. Introduce the use to ANNOTATION. 	<ul style="list-style-type: none"> Use sketchbooks as a place to RECORD individual responses to the world, draw to DISCOVER, experiment, test ideas, look back and think forward. Develop the idea of OWNERSHIP - the sketchbook belongs to the pupil. Allow individuals to work at own pace and follow their own journey. Practice and develop REGULAR USE of sketchbook. Develop ANNOTATION to write notes on work, reflect on completed projects, make links between past, present, future work.

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Drawing	shapes with continuous lines, and begin to use these shapes to represent objects. <ul style="list-style-type: none"> Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing. 	the tripod grip in almost all cases. <ul style="list-style-type: none"> Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. 	<ul style="list-style-type: none"> Can use a VARIETY OF DRAWING MATERIALS like graphite, pen, chalk pastel. Explore MARK-MAKING and begin to build knowledge of different techniques. Explore OBSERVATIONAL drawing vs EXPERIMENTAL drawing through various projects. Explore elements of art: use drawing exercise to become familiar with LINE, TONE, TEXTURE. 	<ul style="list-style-type: none"> Can use a VARIETY OF DRAWING MATERIALS like graphite, pen, chalk pastel, wax crayon. Develop MARK-MAKING skills through experimentation of drawing materials. Explore a variety of points of view like close-up OBSERVATIONAL drawing, figurative, still life and landscape. Explore EXPERIMENTAL drawing from memory and imagination. Explore elements of art: use drawing exercise to become familiar with LINE, TONE, TEXTURE, PATTERN, COLOUR. 	<ul style="list-style-type: none"> Can use a VARIETY OF DRAWING MATERIALS like graphite, pen, chalk pastel, oil pastel, charcoal. Develop MARK-MAKING skills through experimentation of drawing materials. Use OBSERVATIONAL drawing as a starting point and incorporate, expressive drawing and TYPOGRAPHY. Explore elements of art: use drawing exercise to become familiar with LINE, TONE, TEXTURE, PATTERN, COLOUR, SHAPE. Be able to ANNOTATE work to explain ideas, techniques. 	<ul style="list-style-type: none"> Can use a VARIETY OF DRAWING MATERIALS like graphite, pen, chalk pastel, oil pastel, charcoal. Combine material and experiment with mixed media. Develop MARK-MAKING skills through experimentation of drawing materials. Explore EXPERIMENTAL drawing and allow pupils to follow their own preferences in use of materials. Explore MIXED MEDIA. Explore elements of art: use drawing exercise to become familiar with LINE, TONE, TEXTURE, PATTERN, COLOUR, SHAPE, FORM, SPACE. Be able to ANNOTATE work to explain ideas, techniques, record thoughts, reflect on influences.
Printing			<ul style="list-style-type: none"> Make a clean MONOPRINT and a repeat pattern. Explore a variety of TOOLS and SURFACES. Choose materials to print own picture and explain reasons for choices. Use primary colours to produce direct prints and explore OVERPRINTING. 	<ul style="list-style-type: none"> Explore LINOCUT and SCREENPRINT, making and using stencils to produce negative prints. Produce a print in light to dark TONES. Combine techniques and select favourite tools to produce prints. Be able to discuss own work and that of others. 	<ul style="list-style-type: none"> Make a COLLOGRAPH printing block to understand how a raised surface can be used to incorporate TEXTURE and PATTERN. Be able to print using two or more colours and can adapt and improve designs and prints while working. 	<ul style="list-style-type: none"> Be able to design and make their own LINOCUT print block. Be able to line up and OVERLAY print blocks to build up and image using several colours. Able to make a precise pattern by cutting accurate print blocks and make several clean prints.
Painting			<ul style="list-style-type: none"> Study the colour wheel and recognise and name PRIMARY and SECONDARY colours. To be able to communicate a MOOD in their painting. Be able to use thick and thin brushes appropriately. Be able to paint a picture of from OBSERVATION. 	<ul style="list-style-type: none"> Be able to mix paint to create a wide range of secondary colours. Explore CONTRASTING and COMPLEMENTARY colours. Be able to mix their own brown and black and make TINTS by adding white and TONES by adding black. 	<ul style="list-style-type: none"> Be able to mix primary, secondary, and TERTIARY colours with accuracy Create a background using a WASH and then add LAYERS and detail. Use a range of brushes to create different effects. 	<ul style="list-style-type: none"> Be able to mix a full range of secondary, tertiary colours, tints, and tone. Be able to use a range of brush STROKES to achieve different STYLES and TECHNIQUES. Explore their own preferred style of painting and explain why they have chosen a specific technique.
Collage			<ul style="list-style-type: none"> Be able to CUT, TEAR, FOLD, CRUMPLE, and GLUE with accuracy. Create images from a variety of media e.g., photocopied material, fabric, paper, magazines. Be able to SOURCE MATERIALS and sort them for purpose e.g., by colour and texture. Discuss and develop ideas about adding TEXTURE and LAYERS. Create images from imagination and observation. 	<ul style="list-style-type: none"> Use a variety of media and explain their choices. Work individually and COLLABORATE to create collages. Work on different scales. Make use of PATTERN, TEXTURE and LAYERS in compositions. Use collage as a means of collecting ideas and information and build a visual vocabulary. 	<ul style="list-style-type: none"> Plan and make a simple collage. EXPERIMENT WITH COLOURS E.g., transparency, contrast, photomontage, colour blocks. Incorporate text and LETTERING, sources with digital media. 	<ul style="list-style-type: none"> Use VISUAL and TACTILE material to express mood and emotion. Combine PATTERN, TONE and SHAPE effectively. COMBINE TECHNIQUES and incorporate drawing and mark making into collage. EXPERIMENT with three-dimensional collage made from found objects. Use a GRAPHICS PACKAGE to experiment with line, text, tools, shapes, repeat patterns, simple filters.

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Sculpture		<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Discover how 2d work to be transformed into 3d sculpture. • Explore modelling materials such as clay, dough, or plasticine. Learn how to CUT, ROLL and COIL. • Explore and add TEXTURE by using different tools. • Be able to MODEL different kinds of shapes. 	<ul style="list-style-type: none"> • Explore and use JOINING techniques. • Use a range of techniques to create different TEXTURES. • Use digital media to (Video and photographs) to RECORD and EXPLORE work. • Explore MOSAIC ART. 	<ul style="list-style-type: none"> • Be able to SCULPT clay and other mouldable material in a RANGE OF SCALES. • Experiment with and combine MATERIALS e.g., wire, cardboard, paper, Modroc, clay, fabric, found objects. • Explore ENVIRONMENTAL ART. 	<ul style="list-style-type: none"> • Create a human figure using an ARMATURE of paper and wire construction. • Explore CONCEPTUAL SCULPTURE, environmental art, land art, social sculpture and develop an idea for a finished project.
Craft			<ul style="list-style-type: none"> • Use MATERIAL such as threads, wools, raffia, and grass to create craft. • Explore TEXTURE, COLOUR, and SHAPE in craft work. • Use simple STITCHING. 	<ul style="list-style-type: none"> • Use simple CUTTING and STITCHING techniques in craft. • Use stitching to DECORATE a project. 	<ul style="list-style-type: none"> • Use simple WEAVING techniques and a RANGE OF MATERIALS to create and decorate a craft project. 	<ul style="list-style-type: none"> • Use JEWELLERY MAKING TECHNIQUES and a range of materials to create a beaded project.
Architecture					<ul style="list-style-type: none"> • Learn about the life and work of SIGNIFICANT INDIVIDUALS who have contributed to national and international architecture. • Understand how key architects have helped shape the world. • Be inspired to complete a BUILDING DESIGN project. 	<ul style="list-style-type: none"> • Learn about the life and work of SIGNIFICANT INDIVIDUALS who have contributed to national and international architecture. • Understand how key architects have helped shape the world. • Generate and develop ideas through annotated sketches. • DESIGN, MODEL and BUILD a functional, appealing structure that is fit for purpose.
Breadth of Study			<ul style="list-style-type: none"> • Experiment with a range of materials and processes. • Explore in an open-ended manner as well as making purposeful creative decisions. • Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. 	<ul style="list-style-type: none"> • Recognise a range of materials and processes and their different qualities. • Develop control over the techniques and materials they use. • Understand that through art you can invent and discover as you work. • Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. 	<ul style="list-style-type: none"> • Develop practical skills by experimenting with a range of materials and techniques. • Be able to select materials and techniques with confidence. • Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. 	<ul style="list-style-type: none"> • Investigate qualities of different materials and processes. • Use technical skills to improve work in progress. • Trust creative instinct and make independent choices with confidence. • Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.