

## Progression of Skills in Painting



This *progression of skills in painting* document is a guideline to help you think about the painting and colour mixing skills you **teach** children at different stages of Primary School. Ideally, this should be a working document which is added to and adapted throughout the school year by each teacher.

<u>EYFS</u>	<u>Year 1 &amp; 2</u>	<u>Year 3 &amp; 4</u>	<u>Year 5 &amp; 6</u>	<u>Artists</u>
<p>Begin to hold a paintbrush correctly and apply pressure to obtain different effects – a thin line, a thick line.</p> <p>Recognise and name the primary and secondary colours. Begin to match colours to different artefacts and objects. Identify colours on a colour hunt.</p> <p>Explore mixing secondary colours.</p> <p>Begin to develop language of colour – such as lighter, darker, brighter.</p> <p>Explore working with paint on different surfaces and in different ways i.e,</p>	<p>Experiment with a variety of media; different brush sizes and tools.</p> <p>By Y2, develop control and types of marks made with the range of media. Use a brush to produce marks appropriate to work. E.g. small brush for small marks.</p> <p>Develop language of brush strokes – dab, flick, stroke, overlay and explain how they have created some effects.</p> <p>Explore how to make different shades of grey with black or white.</p> <p>Mix a range of secondary colours, moving towards predicting resulting colours and pink. Explore the effect of adding white to a mixed colour.</p>	<p>Demonstrate increasing control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Explore ways of lightening a primary colour - using both white (making tints) and water.</p> <p>Begin to choose appropriate media to work with. Use light and dark within painting and begin to show understanding of complimentary colours. Mix colour, shades and tones with increasing confidence.</p> <p>Explore watercolour paints by adding water and use techniques to create a painting.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan</p>	<p>Confidently control the types of marks made and experiment with different effects and textures inc. brushstrokes, layering, blocking in colour, washes, thickened paint creating textural effects.</p> <p>Know that mixing primary colours to secondary colours results in a tertiary colour.</p> <p>Explore the range of colours made from mixing all 3 primary colours together.</p> <p>Mix and match colours to create atmosphere and light effects. Mix shades, tints and tones with confidence building on previous knowledge.</p> <p>Begin to work more independently, making choices about tools and techniques they use to create their own work. Start to develop their</p>	<p><b>Artists</b> (guidelines only)</p> <p>Jackson Pollock Piet Mondrian Kandinsky Claude Monet Henri Matisse Van Gogh Bridget Riley Pablo Picasso George Seurat Rene Magritte Giuseppe Arcimboldo David Hockney Georgia O’Keeffe Marc Chagall Edvard Much Salvador Dali Paul Cezanne LS Lowry Paul Klee William Turner Andy Warhol Leonardo da Vinci Gustav Klimt F. Hundertwasser Raphael Mark Rothko</p>

<p>hand and finger painting, painting on stones, 2D and 3D surfaces.</p> <p>Explore working on different levels – floor, easel, table.</p> <p>Look and talk about what they have produced, describing simple techniques and media used.</p> <p>Learn about a few key artists –begin to identify features of their art work and what they find interesting.</p>	<p>Explore mixing colours to match objects such as plants and skin tones.</p> <p>Develop language of colours – contribute to class word bank.</p> <p>Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Discuss own work and others work, expressing thoughts and feelings.</p>	<p>colours and collect source material for future works.</p> <p>Explore a range of great artists, architects and designers in history.</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p>	<p>own style using tonal contrast and mixed media.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Annotate work in sketchbooks</p> <p>Explore a range of great artists, architects and designers in history.</p> <p>Recognise the art of key artists and begin to place them in key movements or historical events.</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p>	<p>David Tess (texture)</p> <p>Helen Wells (watercolour)</p> <p>Yellena James (watercolour – organic)</p> <p>Freida Kahlo</p> <p>Diego Velázquez</p> <p>Mohammed Ali Aerosol (Graffiti)</p> <p>Nadia Janjua</p> <p>Khalid Shanin</p> <p>El-Salahi</p> <p>Rasheed Araeen (conceptual)</p> <p>Julian Opie (portraits)</p> <p>Yayoi Kusama</p> <p><b>Remember to research and use local artists too!</b></p>
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