



Progression of Skills in Painting

<u>EYFS</u>	<u>Year 1 & 2</u>	<u>Year 3 & 4</u>	<u>Year 5 & 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 colours being used. Mix and match colours to different artefacts and objects. Identify colours on a colour hunt.</p> <p>Begin to develop language of colour – lighter, darker</p> <p>Explore working with paint on different surfaces and in different ways i.e, hand and finger painting, painting on stones, 2D and 3D surfaces.</p>	<p>Experiment with a variety of media; different brush sizes and tools.</p> <p>By Y2, develop control the 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.</p> <p>Explore how to make different shades of grey with black or white.</p> <p>Start to mix a range of secondary colours, moving towards predicting resulting colours and pink.</p> <p>Mix a skin tone for painting self-portraits.</p> <p>Develop language of colours – contribute to class word bank.</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. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge.</p> <p>Know that mixing all 3 primary colours makes a range of tertiary colours (browns, khaki, greys) Adding black to a colour results in a shade.</p> <p>Begin to work more independently, making choices about tools and techniques they use to create their own work.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as</p>	<p>Artists (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 Helen Wells (watercolour)</p>

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happy place to learn, grow and thrive.



<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>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>planning, trying out ideas, plan colours and collect source material for future works Start to develop their own style using tonal contrast and mixed media. 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>Yellena James (watercolour – organic)</p> <p>Freida Kahlo</p> <p>Diego Velázquez</p> <p>Remember to research and use local artists too!</p>
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