Art & Design - Painting Strand - Progression
What does the progression of skills and knowledge look like?

Phase	Progression objectives	Vocabulary	Formal elements
EYFS	- Use a brush or other tool to make marks with paint. - Choose from a range of pre-mixed colours to create painted artworks. - Paint simple shapes and images that can be recognised or explained by the child. - Use large muscle movement to paint and make marks.	**Tier 2** thick, thin, pattern, line, shape, feeling, artwork. colour, red, blue, yellow, white, black, light, dark **Tier 3** brush, paint, mix	colour shape line
Key Stage 1	-Use different sized paintbrushes appropriately with increasing control to make a range of marks with paint. - Mix primary colours to make secondary colours. - Use poster paints and watercolours on traditional surfaces. -Explore how colour can portray mood and emotion. - Paint from observation and imagination. - Use simple IT programmes to explore digital painting. - Use resist techniques (e.g. wax crayons & wash).	**Tier 2** thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, image, observe, emotion, feeling, express, like, dislike, change, edit, improve, same, different, artist, artwork, compare, light, dark, tone, warm, cold, bright, dull, portrait, illustrator **Tier 3** Primary colour, secondary colour, brush, paint, poster paint, mix. pointillism	colour line value shape texture
Lower Key Stage 2	- Use different brushes and marks to gain a desired effect (e.g. large brush for large area). - Mix shades and tints. - Mix with purpose and accuracy an increasing range of colours from primary and secondary colours. - Beginning to be able to match colours effectively to portray their subject or mimic an artist. - Use poster paints and watercolours with confidence to blend, wash, and create a range of effects. - Use cold and warm colours. - Use a range of IT programmes to explore digital painting. - Use more resist techniques (e.g. tape and ink).	**Tier 2** background, foreground, position, control, sketch, placement, composition, repeat, opinion, reason, inference, influence, inspiration, similar, timeline, location, context, negative space, blend, movement, mood, intent, opaque, translucent, strong **Tier 3** highlight, dimension, shade, shades, tints, watercolour, wash, abstract, realist, impression, landscape, seascape, brush strokes, impressionism, stippled	colour line value tone space shape texture form
Upper Key Stage 2	- Choose the appropriate medium and tools to paint for purpose (e.g. watercolour for washes and a soft brush, palette knives for texture, sponges for mottled effect). - Mix with increasing purpose and accuracy a wide range of colours. - Increasingly confident with matching colours effectively to portray their subject or mimic an artist. - Use a wider range of paints, such as acrylic to layer, build texture and re-work ideas. - Paint on non-conventional surfaces. - Use mixed media to make collages including paint. - Explore the use of a limited colour palette and the effect of this. - Use resist techniques (e.g. batik, silk painting, masking fluid and paint).	**Tier 2** art movement, perspective, precision, medium, media, purpose, appropriate, direction, viewpoint, distance, angle, subject, interior, exterior, mixed media, texture, cubism, combine, scale, balance, secure, automatic drawing **Tier 3** limited colour palette, complimentary, miniature	colour line value tone space shape texture form
Key Stage 3	Exploring ideas using media and techniques -Exploring ideas and materials, selecting appropriate media, techniques and process. -Using media and techniques with control. -You can take some creative risks when developing ideas and experimentations. -Develop tone when using media to help make studies look 3D.	Tone Shading, tonal, dark, medium, light, highlights, smooth Colour Colourful, bright, soft, pastel, warm, cool, primary, secondary, tertiary, dull, vivid, contrasting, monochrome,	colour line value tone space

<u>Painting</u> -Understanding what paint to select for the purpose. -Using paint in the correct way. -Mixing colours that are accurate. -Applying with neatness, holding brush low down to achieve control. -Watercolours - building layers from light to dark in a transparent way. Controlling amount of water used and not over working. Working quickly in certain areas. -Poster paints – consistency is thicker, opaque when blending. Exploring colour theory, colour wheel, primary, secondary, tertiary, complementary etc.	harmonious, complementary, natural, neutral, earthy, pale, strong, subtle <u>Equipment</u> Paint brush, painting, watercolour, poster paints, acrylic, consistency, mixing, applying, control, transparent, opaque, landscape, portrait	shape texture form pattern