

Phase	Progression objectives	Vocabulary	Formal elements
EYFS	<ul style="list-style-type: none"> - 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. - Printing with everyday objects 	<p>Tier 2 thick, thin, pattern, line, shape, feeling, artwork. colour, red, blue, yellow, white, black, light, dark</p> <p>Tier 3 brush, paint, mix</p>	<ul style="list-style-type: none"> colour shape line
Key Stage 1	<ul style="list-style-type: none"> -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). 	<p>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</p> <p>Tier 3 Primary colour, secondary colour, brush, paint, poster paint, mix. pointillism</p>	<ul style="list-style-type: none"> colour line value shape texture
Lower Key Stage 2	<ul style="list-style-type: none"> - 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). 	<p>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</p> <p>Tier 3 highlight, dimension, shade, shades, tints, watercolour, wash, abstract, realist, impression, landscape, seascape, brush strokes, impressionism, stippled</p>	<ul style="list-style-type: none"> colour line value tone space shape texture form
Upper Key Stage 2	<ul style="list-style-type: none"> - 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). 	<p>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</p> <p>Tier 3 limited colour palette, complimentary, miniature</p>	<ul style="list-style-type: none"> colour line value tone space shape texture form
Key Stage 3	<p><u>Exploring ideas using media and techniques</u></p> <ul style="list-style-type: none"> -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. 	<p><u>Tone</u> Shading, tonal, dark, medium, light, highlights, smooth</p> <p><u>Colour</u> Colourful, bright, soft, pastel, warm, cool, primary, secondary, tertiary, dull, vivid, contrasting, monochrome, harmonious, complementary, natural, neutral, earthy, pale, strong, subtle</p>	<ul style="list-style-type: none"> colour line value tone space

	<p><u>Painting</u></p> <ul style="list-style-type: none"> -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. <p>Exploring colour theory, colour wheel, primary, secondary, tertiary, complementary etc.</p>	<p><u>Equipment</u></p> <p>Paint brush, painting, watercolour, poster paints, acrylic, consistency, mixing, applying, control, transparent, opaque, landscape, portrait</p>	<p>shape</p> <p>texture</p> <p>form</p> <p>pattern</p>
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