



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

| Phase             | Progression objectives  | Vocabulary  | Formal elements  |
|-------------------|---|---|--|
| EYFS              | <ul style="list-style-type: none"> <li>- Use a brush or other tool to make marks with paint.</li> <li>- Choose from a range of pre-mixed colours to create painted artworks.</li> <li>- Paint simple shapes and images that can be recognised or explained by the child.</li> <li>- Use large muscle movement to paint and make marks.</li> </ul>   | <p><b>Tier 2</b><br/>thick, thin, pattern, line, shape, feeling, artwork. colour, red, blue, yellow, white, black, light, dark</p> <p><b>Tier 3</b><br/>brush, paint, mix</p>   | <ul style="list-style-type: none"> <li>colour</li> <li>shape</li> <li>line</li> </ul>  |
| Key Stage 1       | <ul style="list-style-type: none"> <li>-Use different sized paintbrushes appropriately with increasing control to make a range of marks with paint.</li> <li>- Mix primary colours to make secondary colours.</li> <li>- Use poster paints and watercolours on traditional surfaces.</li> <li>-Explore how colour can portray mood and emotion.</li> <li>- Paint from observation and imagination.</li> <li>- Use simple IT programmes to explore digital painting.</li> <li>- Use resist techniques (e.g. wax crayons &amp; wash).</li> </ul>  | <p><b>Tier 2</b><br/>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><b>Tier 3</b><br/>Primary colour, secondary colour, brush, paint, poster paint, mix. pointillism</p>   | <ul style="list-style-type: none"> <li>colour</li> <li>line</li> <li>value</li> <li>shape</li> <li>texture</li> </ul>  |
| Lower Key Stage 2 | <ul style="list-style-type: none"> <li>- Use different brushes and marks to gain a desired effect (e.g. large brush for large area).</li> <li>- Mix shades and tints.</li> <li>- Mix with purpose and accuracy an increasing range of colours from primary and secondary colours.</li> <li>- Beginning to be able to match colours effectively to portray their subject or mimic an artist.</li> <li>- Use poster paints and watercolours with confidence to blend, wash, and create a range of effects.</li> <li>- Use cold and warm colours.</li> <li>- Use a range of IT programmes to explore digital painting.</li> <li>- Use more resist techniques (e.g. tape and ink).</li> </ul>   | <p><b>Tier 2</b><br/>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><b>Tier 3</b><br/>highlight, dimension, shade, shades, tints, watercolour, wash, abstract, realist, impression, landscape, seascape, brush strokes, impressionism, stippled</p> | <ul style="list-style-type: none"> <li>colour</li> <li>line</li> <li>value</li> <li>tone</li> <li>space</li> <li>shape</li> <li>texture</li> <li>form</li> </ul> |
| Upper Key Stage 2 | <ul style="list-style-type: none"> <li>- 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).</li> <li>- Mix with increasing purpose and accuracy a wide range of colours.</li> <li>- Increasingly confident with matching colours effectively to portray their subject or mimic an artist.</li> <li>- Use a wider range of paints, such as acrylic to layer, build texture and re-work ideas.</li> <li>- Paint on non-conventional surfaces.</li> <li>- Use mixed media to make collages including paint.</li> <li>- Explore the use of a limited colour palette and the effect of this.</li> <li>- Use resist techniques (e.g. batik, silk painting, masking fluid and paint).</li> </ul> | <p><b>Tier 2</b><br/>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><b>Tier 3</b><br/>limited colour palette, complimentary, miniature</p>  | <ul style="list-style-type: none"> <li>colour</li> <li>line</li> <li>value</li> <li>tone</li> <li>space</li> <li>shape</li> <li>texture</li> <li>form</li> </ul> |
| Key Stage 3       | <p><u>Exploring ideas using media and techniques</u></p> <ul style="list-style-type: none"> <li>-Exploring ideas and materials, selecting appropriate media, techniques and process.</li> <li>-Using media and techniques with control.</li> <li>-You can take some creative risks when developing ideas and experimentations.</li> <li>-Develop tone when using media to help make studies look 3D.</li> </ul>   | <p><b>Tone</b><br/>Shading, tonal, dark, medium, light, highlights, smooth</p> <p><b>Colour</b><br/>Colourful, bright, soft, pastel, warm, cool, primary, secondary, tertiary, dull, vivid, contrasting, monochrome,</p>  | <ul style="list-style-type: none"> <li>colour</li> <li>line</li> <li>value</li> <li>tone</li> <li>space</li> </ul>   |

|  |  |  |  |
|--|--|--|--|
|  | <p><u>Painting</u></p> <ul style="list-style-type: none"> <li>-Understanding what paint to select for the purpose.</li> <li>-Using paint in the correct way.</li> <li>-Mixing colours that are accurate.</li> <li>-Applying with neatness, holding brush low down to achieve control.</li> <li>-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.</li> <li>-Poster paints – consistency is thicker, opaque when blending.</li> </ul> <p>Exploring colour theory, colour wheel, primary, secondary, tertiary, complementary etc.</p> | <p>harmonious, complementary, natural, neutral, earthy, pale, strong, subtle</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> |
|--|--|--|--|