

Hillstone Primary School Progression Map

Art and Design

Painting

Intent:

In art and design, all children get ample opportunity to develop their painting skills. Children will learn how to use a variety of different painting tools and paints. Children will learn how to improve their painting by understanding and experimenting with colours, tints and shades. They will learn a variety of painting techniques including dry brushing, washing, stippling, pouring, splattering, dabbing and detailing. Children will work on small and large scales both on an individual and group basis on a range of surfaces. Children will paint from imagination, observation and memory. The children will be inspired by artists who are proficient painters.

	EYFS		Key Stage One		Lower Key Stage Two		Upper Key Stage Two	
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Skills and Knowledge</b>	<b>Explore paint, using fingers and other body parts.</b>	<b>Explore paints using a variety of large and small tools including thin paintbrushes, matchsticks, cotton buds.</b>	<b>Identify and use paints in the primary colours.</b> <i>The primary colours are red, yellow and blue.</i>	<b>Paint natural forms from observation, imagination and memory.</b> <i>Natural forms are objects found in nature and include flowers, pinecones, feathers, stones, insects, birds and crystals.</i>	<b>Create secondary and tertiary colours by mixing.</b> <i>Primary colours are red, blue and yellow. Secondary colours are green, purple and orange. A tertiary colour is made by mixing equal amounts of a primary colour and a secondary colour together. On the colour wheel, they sit between the primary and secondary colour they are mixed from.</i>	<b>Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting.</b> <i>Warm colours include orange, yellow and red. They remind the viewer of heat, fire and sunlight. They can make people feel happy and they look like they are in the foreground of a picture. Cool colours include blue, green and magenta. Cool colours remind the viewer of water, ice, snow</i>	<b>Explore the relationship of line, form and colour.</b> <i>Line is considered by many to be the most basic element of art. In terms of art, line is considered 'a moving dot'. Form is another element of art and connotes a three-dimensional object in space. Colour is the element of art that is produced when light, striking an object, is reflected back to the eye.</i>	<b>Use colour palettes and characteristics of an artistic movement or artist in artwork.</b> <i>Different artistic movements often use colour in a distinctive way. Expressionist artists use intense, non-naturalistic colours. Impressionist artists use complementary colours. Fauvist artists use flat areas or patches of colour. Naturalist artists use realistic colours.</i>

						<i>and the sky. They can make people feel calm or lonely and they recede into the background of a picture.</i>	<i>Understand how they can work together to produce artwork.</i>	
	Explore paints using a variety of large tools including paintbrushes, sticks, rollers, etc.	Paints for a purpose.	Represent the human face, using painting from observation, imagination or memory with some attention to facial features. <i>A human face includes features, such as eyes, nose, mouth, forehead, eyebrows and cheeks.</i>	Represent the human form, including face and features, from observation, imagination or memory. <i>A drawing or painting of a human face is called a portrait.</i>	Identify, mix and use contrasting coloured paints. <i>Examples of contrasting colours include red and green, blue and orange, purple (violet) and yellow. They are opposite each other on the colour wheel.</i>	Start to develop a painting from a drawing. <i>An initial drawing may help improve the painting.</i>	Mix and use tints and shades of colours using a range of different materials building on previous knowledge. <i>A tint is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black, which increases darkness.</i>	Purposely control the types of marks made and experiment with different effects and textures. <i>Effects and techniques may include underpainting, dry brushing, marbling as well as previously taught techniques.</i>
	Explore colour and colour mixing.	Paints from imagination or observation.	Paint a place from memory, imagination or observation. <i>Paintings of locations can be inspired by observation (looking closely), imagination (creating</i>	Paint features of landscape from memory, imagination or observation, with some attention to detail. <i>A landscape is a piece of artwork</i>	Demonstrate increasing control the types of marks made and experiment with different effects and textures. <i>Painting techniques include dabbing,</i>	Begin to choose appropriate media to work with. <i>The audience and purpose of a painting will determine what media to work with as well as what technique</i>	Confidently control the types of marks made and experiment with different effects and textures. <i>Effects and techniques include all previously</i>	Work in a sustained and independent way to develop their own style of painting. <i>This style may be through the development of: colour, tone and shade.</i>

			<i>pictures in the mind) and memory (remembering places from the past).</i>	<i>that shows a scenic view.</i>	<i>stroking, layering, splattering, dragging, blocking, washes, thickened paint creating textured effects.</i>	<i>or skill is being displayed.</i>	<i>taught techniques.</i>	
	<b>Experiment with masking (covering) part of a surface.</b>	<i>Knows that colours can be mixed to make a new colour.</i>	<b>Explore lightening and darkening paint.</b> <i>White/lighter colour can be added to make paint lighter. Black/darker colours can be added to make paint darker.</i>	<b>Identify and mix secondary colours.</b> <i>The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together.</i>		<b>Use light and dark within painting.</b> <i>The contrast of light and dark is a powerful way to bring attention to your focal point.</i>	<b>Choose colours carefully to create mood.</b> <i>When an artist uses colour in a painting, they are trying to communicate an emotion, mood or atmosphere. They could either be trying to make a viewer feel a certain way or they are trying to communicate their own feelings.</i>	
			<b>Make a prediction before mixing paint colours together.</b> <i>I know that the colour will change when I</i>	<b>Begin to control the types of marks made with a range of painting techniques.</b> <i>Painting techniques include dabbing,</i>				

			<i>mix two or more colours together.</i>	<i>stroking, layering, splattering, dragging.</i>				
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End points						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children will explore paint using different parts of their body. They will use a variety of small and large tools to paint with. They will start to paint for a purpose both from imagination and observation. They will start to explore colour mixing knowing that something will change.	Children will know the primary colours red, blue and yellow and use them to create paintings. They will be able to paint a place and human face with some details as well as exploring colour mixing and lightening/ darkening paint.	Children will paint natural forms and more detailed portraits and landscapes. They will learn about secondary colours and start to control the types of marks they can make with a range of different techniques.	Children will demonstrate increasing control of the marks they make using a variety of techniques and identify, mix and use contrasting coloured paints.	Children will use warm and cool colours to evoke meaning as well as using light and dark tones within a painting. They will develop paintings from drawings and begin to choose appropriate media for their task.	Children will explore the relationship of line, form and colour in their paintings as well as mixing and using tints and shades. They will confidently control the marks they mark using all previously taught techniques. They will actively choose colours carefully to create a particular mood.	Children will paint detailed landscapes and use colour palettes and characteristics of an artist or artistic movement. They will purposefully control the types of marks made and experiment with a wide variety of techniques and effects.