Art progression – Painting

Knowledge

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
- To know that you can use fingers, parts of your body and tools for painting. - To know that you hold a paintbrush in a similar way to a pencil (in a tripod grasp). - To know that paint can be smudged to cover a wider area. - To know the names of different colours of paint, - To know that you can create different colours when mixing paint together. - To know that paint can be used to create lines and/or shapes that can represent objects, ideas or describe feelings. - To know that Wassily Kandinsky was a Russian painter. - To know that Kaninsky used colours, dots and shapes to paint pictures that represent his feelings.	-To know that a silhouette is the dark outline of a shape. -To know that when added to a coloured back ground, silhouettes stand out. -To know that paint can be darkened, lightened and mixed to create different shades of colour. -To know that you can darken and lighten paint using black and white. - To know that you can mix primary colours to make alternative colours. -To know that Stephen Wiltshire is an English artist. - To know that Stephen Wiltshire draws and paints buildings/cityscapes of London.	- To know paint can be layered to create different effects e.g. by layering over a colour wash - To know that large-sized paintbrushes are best used when covering larger areas e.g. colourwash - To know that small finer paintbrushes are best used when adding details to a painting. - To know that colours and techniques can be used to create mood in artwork. - To know that paint can be mixed to create different shades and tones. - To know that William Turner was a famous English artist.	-To know that the colour wheel represents colours and how they complement each other. - To know that texture is the look and feel of a surface and this can be created using paint. -To know that an impasto style of painting involves using thick paint in which brush strokes or textures made by other implements can be seen. -To know that Van Gogh was a significant artist who lived in the 1800s. -To know that many of Van Gogh's paintings are very well-known and are displayed in galleries around the world. -To know that some of Van Gogh's paintings are in the impasto style. -To know that Van Gogh used colour and techniques to express mood in his paintings.	- To know that colours can be mixed to create complimentary colours and to achieve a required shade. - To know that the texture and effect of paint can be changed by experimenting with different materials and methods. - To know that light and dark can be created in a painting using a variety of complimentary colours. - To know that David Hockney is a famous British artist. - To know that David Hockney painted pictures of England which were often based on seasons. - To know that David Hockney painted pictures based on his home in California which were often bright and bold.	- To know that different materials and equipment can be used to create different effects in a painting. - To know that different techniques and textures can be merged to create multi-media pieces of art. - To know that different shades and tones of colour can be created and mixed to create an effect. - To know that you can use sketching as a draft for painting with a different perspective. - To know that Hokusai was a Japanese artist. - To know that Hokusai used tones of blue and white to create his ocean themed paintings.	-To know that the individual style and development of painting can be supported through colour, tone and shade (reflecting on learning in all previous year groups). - To know the effects different tools, materials and textures can have on paint. -To know that technical vocabulary can be used to effectively evaluate a painting. -To know that Mayan art was often heavily influenced by religion. -To know that the Maya painted murals on the walls of buildings such as houses, temples and public buildings. -To know that the Maya designed and wore masks for different reasons such as celebrations, to represent spirits and to intimidate enemies. -To know that art can represent a culture.

Skills

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Birth to three years - Use large and small motor skills to do things independently. - Develop manipulation and control. - Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. - Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. - Use their imagination as they consider what they can do with different materials. **3 and 4 year olds** - Use one-handed tools and equipment, for example, making snips in paper with scissors. - Create closed shapes with continuous lines, and begin to use these shapes to represent objects. - Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. - Explore colour and colour-mixing. **Children in Reception** - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. - Explore, use and refine a variety of artistic effects to express their ideas and feelings.	-To explore with a variety of media; different brush sizes and tools. -To explore lightening and darkening paint using black and white. -To explore the types of marks made with the range of media. -To paint on different surfaces with a range of media. -To experiment mixing a range of primary colours, moving towards predicting resulting colours. -To describe what can be seen in a painting -To identify warm and cold colours in paintings. ***Summary:*** *Exploration, light and dark, colour mixing, warm and cold colours.*	-To begin to control the types of marks made with a range of painting techniques e.g. layering, colour wash -To begin to mix colour shades and tones for use in own work. -To use a sketchbook to plan and develop simple ideas and continue to store information from exploration. -To use a brush to produce marks appropriate to work. e.g. small brush for small marks. -To ask questions and describe what can be seen in a painting including the use of colour and pattern -To identify mood in artwork by describing colours and techniques. -To create a piece of painted art in response to the work of an artist. - To say what they like in their own painting. ***Summary:*** *Shade and tone, colour wheel, use of small brushes for detail, describe and identify mood.*	-To demonstrate increasing control over the types of marks made and experiment with different effects and textures -To use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works, eg. colour wheel -To use a range of brushes to create different effects in painting. -To identify the techniques used by an artist to create mood and feeling and incorporate into own work. -To say what they like and what they could improve upon in their own painting. ***Summary:*** *Effects and texture, range of brushes, identifying artists technique and mood, creating mood.*	-To confidently control types of marks made and experiment with different effects, textures and types of paint, eg. water colour, acrylic -To start to develop a painting from a drawing. -To use light and dark within painting and show understanding of complementary colours. -To mix colour, shades and tones and use with increasing confidence. -To use sketchbooks to collect and record visual information from a range of different sources as well as planning, trying out ideas, plan colours and collect source material for future works. -To compare the work of different artists. -To work in the style of a selected artist (not directly copying image). - To evaluate own painting using technical vocabulary. ***Summary:*** *Types of paint, complimentary colours, comparisons of artists, working in style of artists.*	-To confidently control the types of marks made and experiment with different effects and textures using a range of materials and equipment. -To begin to choose appropriate materials and techniques to work with. -To mix, match and use shades and tones of colours for use in own work -To use and review sketchbooks to collect and record visual information from different sources as well as improving ideas. -To start to develop their own artistic style. -To recognise the art of key artists and begin to place them in key movements or historical events. -To use past artists and periods as to create own work of a similar theme or style. -To evaluate using technical vocabulary and improve own painting. ***Summary:*** *Choosing effects, techniques and materials, key historical artists/themes.*	-To work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade. -To purposely control the types of marks made and experiment with different effects, textures, tools and materials. -To mix colour, shades and tones with confidence building on previous knowledge, understanding which works well in their work and why. -To review, revisit and edit work in sketchbooks and use as a source material. -To adapt their work according to their views and describe how they might develop it further. -To research and use cultural art as a source of artistic inspiration for own work e.g. Mayan -To evaluate using technical vocabulary and consider how own painting over time. ***Summary:*** *Combining textures, tools, material and effects in own work, cultural art*

Possible artists: : Klimt, Marc, Klee, Hockney, Pollock, Riley, Monet, Aboriginal, Rothko, Rivera, Indian Miniatures, O'Keeffe, Hopper, Rambrant, Van Gogh , Matisse, Margritte