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| **Foundation** | **Year 1** | **Year 2**  **Progression of Skills - Painting** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes,  fingers, twigs.  Recognise and name colours. Explore mixing paint to create different colours.  Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.  Use language appropriate to skill and technique.  Look and talk about what they have produced, describing simple techniques and media used. | Experiment with a variety of media; different brush sizes and tools.  Explore lightening and darkening paint with the use of black or white.  Begin to control the types of marks made with the range of media. Paint on different surfaces with a range of media.  Identify primary colours Start to mix a range of primary colours to create secondary colours, moving towards predicting resulting colours.  Use language appropriate to skill and technique.  Explore the work of a range of artists. Look at and talk about own work and that of others. Give opinions on own work. | Begin to control the types of marks made with a range of painting techniques e.g. layering, and adding texture.  Continue to experiment lightening and darkening colours and mixing colour shades and tones.  Use a sketchbook to plan and develop simple ideas and begin to store information on colour mixing and the colour wheel.  Continue to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work. E.g. small brush for small marks.  Use language appropriate to skill and technique.  Explore the work of a range of artists, craft makers and designers.  Discuss own work and others work, expressing thoughts and feelings. Identify changes they might make or how their work could be developed further. | Demonstrate increasing control the types of marks made and experiment with different  effects and textures inc.  blocking in colour, washes, thickened paint creating textural effects.  Mix colour, shades and tones with increasing confidence.  Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.  Confidently create different effects and textures with paint according to what they need for the task.  Use language appropriate to skill and technique.  Explore the work of a range of artists, craft makers and designers.  Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.  Identify changes they might make or how their work could be developed further. | Confidently control the types of marks made and  experiment with different effects and textures inc. blocking in colour, washes, thickened paint  creating textural effects.  Start to develop a painting from a drawing.  Begin to choose appropriate media to work with. Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence.  Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.  Start to look at working in the style of a selected artist.  Use language appropriate to skill and technique.  Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.  Begin to explore a range of great artists, architects and designers in history. | Confidently control the types of marks made and experiment with different effects and textures inc.  blocking in colour, washes,  thickened paint creating textural effects.  Develop a painting from a drawing.  Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge. Use light and dark within painting and show understanding of complimentary colours.  Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works Start to develop their own style using tonal contrast.  Recognise the art of key artists and begin to place them in key movements or historical events.  Use language appropriate to skill and technique.  Discuss and review own and others work, expressing thoughts and  feelings, and identify  modifications/ changes and see how they can be developed further.  Explore a range of great artists, architects and designers in history and identify those who have worked in a similar way to them. | 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.  Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.  Mix colour, shades and tones with confidence building on previous knowledge – understanding which works well in their work and why.  Use sketchbooks to collect and record visual information from different sources as well as planning and colleting source material. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.  Use language appropriate to skill and technique.  Discuss and review own and others work, expressing thoughts and feelings explaining their  views and identify/  explain modifications/ changes and see how they can be developed further.  Explore a range of great artists, architects and designers in history and identify those who have worked in a similar way to them. |