


Park End Primary

Painting Progression Document


Nursery			
Taking Inspiration			
<ul style="list-style-type: none"> • Ensure children are exploring painting in the environment, local area and the world. • Enrich the pupil's cultural diversity through exposing them to a range of painters from past and present • Evaluate and comment upon work by a range of painters from past and present • To create original piece showing a range of influences and styles 			
	Painting Knowledge	Painting Skill	Exemplar
PAINT	<ul style="list-style-type: none"> • Know that paint can be moved on a surface and that different effects can be made 	<ul style="list-style-type: none"> • Can make marks on different surfaces such as cardboard, paper etc 	 <p style="text-align: center;"><u>Artist</u> Van Gogh</p>
BRUSHES	<ul style="list-style-type: none"> • Know that paintbrushes can make marks on a surface when combined with paint • Know that paintbrushes, sponges, sticks etc can be used to make marks on a surface 	<ul style="list-style-type: none"> • Can hold painting medium (brush, sponge etc.) with some control 	

STROKES	<ul style="list-style-type: none"> • Know that by making marks on pages they can reference a given shape or concept • They identify different components of what they see such as human anatomy (eyes, arms etc) and know that they can reference them using painting 	<ul style="list-style-type: none"> • Can move paint on a surface using brush strokes (multi-directional) • Can close lines, using some control, to create a shape, e.g. painting a circle • Can represent human forms and features using simple shapes from memory or seen 	
COLOUR	<ul style="list-style-type: none"> • Name the colours to be used in their artwork 	<ul style="list-style-type: none"> • Explores colour and how colours can be changed via mixing of paint 	

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Reception			
Taking Inspiration			
<ul style="list-style-type: none"> • Ensure children are exploring painting in the environment, local area and the world. • Enrich the pupil's cultural diversity through exposing them to a range of painters from past and present • Evaluate and comment upon work by a range of painters from past and present • To create original piece showing a range of influences and styles 			
	Painting Knowledge	Painting Skill	Exemplar
PAINT	<ul style="list-style-type: none"> • Know that ready mix is different to powder paint 	<ul style="list-style-type: none"> • Experiments with ready mix and powder paint to create different effects 	
BRUSHES	<ul style="list-style-type: none"> • Know that paintbrushes can make marks on a surface when combined with paint using brush strokes 	<ul style="list-style-type: none"> • Can hold painting medium (paintbrush, sponge brush etc.) with increasing control, using a consistent full grip or three -fingered grip 	

STROKES	<ul style="list-style-type: none"> • Know that a brush stroke is a mark made by a paintbrush • Can identify components of objects such as human anatomy (eyes, arms etc) and natural forms (leaves and trees) and represent these using appropriate shapes 	<ul style="list-style-type: none"> • Can create lines and shapes that more clearly reference a given shape or concept. • Create basic shapes that represent objects from observation or imagination. • Can begin to represent textures of an object using different brush strokes. E.g. sharp strokes for hair • Can create lines that consist of differing weights (thick and thin) by changing the position of the paintbrush or selecting appropriate apparatus 	
COLOUR	<ul style="list-style-type: none"> • Know that when paint is mixed, it will change its colour. • Choose appropriate colours to be used in an artwork. • Know that some colours can be "light" or "dark" 	<ul style="list-style-type: none"> • Experiment with mixing primary colours 	

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Year 1


Taking Inspiration

- Ensure children are exploring painting in the environment, local area and the world.
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- To create original piece showing a range of influences and styles

PAINT

- Know that there are different types of paint

- Experiment with acrylic paint to produce visible brush strokes.
- Thicken paint with other mediums. (Baking soda, salt)

BRUSHES	<ul style="list-style-type: none"> • Knows that a paintbrush grip can change how marks are applied on a surface • Know that if the paintbrush is held near the tip, improved control will be achieved. • Know that paintbrushes can differ in appearance: thick and thin 	<ul style="list-style-type: none"> • Hold the paintbrush close to the tip for control and detail. • Hold the paintbrush further towards the end for loose mark making. • To experience using thick and thin brushes 	 <p data-bbox="1563 523 1682 552">Artists</p> <p data-bbox="1563 560 1682 588">Van Gogh</p>
STROKES	<ul style="list-style-type: none"> • Know that appropriate simple shapes must be combined and used to create an overall object 	<ul style="list-style-type: none"> • Can apply loose lines to record initial ideas. • Apply lines that follow basic contours and outlines of shapes from observation 	
COLOUR	<ul style="list-style-type: none"> • Know that red, blue and yellow are primary colours 	<ul style="list-style-type: none"> • To know that red, blue and yellow are primary colours and use them when painting • To mix primary colours to make secondary colours 	

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Painting Progression Document

Year 2


Taking Inspiration

- Ensure children are exploring painting in the environment, local area and the world.
- Enrich the pupil's cultural diversity through exposing them to a range of painters from past and present
- Evaluate and comment upon work by a range of painters from past and present
- To create original piece showing a range of influences and styles

PAINT

- Know that the type of paint used can create a different effect

- Experiment with watercolour and acrylic paint

BRUSHES	<ul style="list-style-type: none"> • Know that paintbrushes can differ in appearance and purpose: flat and round • Know that using different brushes will create a different aesthetic. E.g. a large flat brush will create wide sharp lines 	<ul style="list-style-type: none"> • Select appropriately sized brush from a selection to create work. E.g. thick brushes, thin brushes • Use the correct hold when painting with different brushes 	 <p><u>Artists</u> Edward Munch Vincent Van Gogh</p>
STROKES	<ul style="list-style-type: none"> • know that holding the Know that holding the paintbrush close to the point will help control and detail, further towards the end creates loose brush strokes • Know that directional strokes are created moving the paintbrush back and forth using contour lines • Know that they can follow basic contours and outlines of shapes from observation 	<ul style="list-style-type: none"> • Experiment with lines and shapes are clearly identifiable as observed objects • Experiment with directional strokes to show the contours of an outline. 	

<p>COLOUR</p>	<ul style="list-style-type: none"> • Know that red, blue and yellow are primary colours and orange, green and purple are secondary colours • Know that blue, green and purple belong to the cool colour family. Red, orange and yellow belong to the warm colour family • Know that when adding white to a colour, its value becomes lighter (known as tint) • Know that when adding grey (or a darker colour such as purple) makes its colour or value darker (known as a tone) 	<ul style="list-style-type: none"> • Be able to name primary and secondary colours and be able to mix them • Be able to select the correct primary colours to mix secondary colours • Add white to colour to create tints and grey to make tones of colour • Experiment with warm and cold colours 	
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Painting Progression Document

Year 3

Taking Inspiration

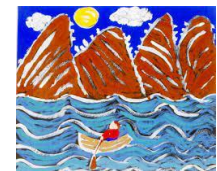
- Ensure children are exploring painting in the environment, local area and the world.
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<p>PAINT</p>	<ul style="list-style-type: none"> • Know the properties of watercolours 	<ul style="list-style-type: none"> • Explore the qualities of watercolours • 	 <p>© dreamstime.com © SHONVICS/istockphoto</p>
<p>BRUSHES</p>	<ul style="list-style-type: none"> • Know that paintbrushes can differ in appearance and purpose • Know which brushes to use for watercolour paint 	<ul style="list-style-type: none"> • Chooses correct paintbrush grip for purpose. E.g. holding the paintbrush with three -finger grip close to the tip to add detail • Explore round and fine paintbrushes 	
<p>STROKES</p> <p>Directional brushstrokes</p>	<ul style="list-style-type: none"> • Know that directional brushstrokes can influence a shape's 3D appearance 	<ul style="list-style-type: none"> • Lines and shapes can be applied with increasing accuracy e.g. adding fine detail • Using directional brush strokes e.g. painting waves with a large round brush • Paint application shows a clear technique that resembles that of the artist in study e.g. William Turner's use of brush strokes to depict stormy seas 	

Artists

Watercolour

- Winifred Nicholson
- David Hockney (horizon line/vanishing points)
- Paul Klee (mood)
- William Turner




<p>COLOUR</p>	<ul style="list-style-type: none"> • Know that red, blue and yellow are primary colours and orange, green and purple are secondary colours • Know that colours can create mood • Know how to mix variations of dark, mid and light of a certain colour by adding the correct ratio of white or black • Know that colours can be blended using a gradient 	<ul style="list-style-type: none"> • Beginning to blend using tints and tones so there are no obvious lines between colour, e.g. painting the sky with water colour wash • Explore creating mood with colour with primary and secondary colours 	
<p>PERSPECTIVE</p>	<ul style="list-style-type: none"> • Know that perspective allows artists to portray depth and form in their artwork • Know that a horizon line runs horizontally • Know that vanishing points are where lines meet 	<ul style="list-style-type: none"> • When creating perspective in a painting, a horizon line and vanishing points are used 	

Painting Progression Document




Year 4

Taking Inspiration

- Ensure children are exploring painting in the environment, local area and the world.
- Enrich the pupil's cultural diversity through exposing them to a range of painters from past and present
- Evaluate and comment upon work by a range of painters from past and present
- To create original piece showing a range of influences and styles

PAINT	<ul style="list-style-type: none"> • Know the properties of water, acrylic and poster paint 	<ul style="list-style-type: none"> • Explore water colours, poster paints and acrylics 	
BRUSHES	<ul style="list-style-type: none"> • Know that paintbrushes can differ in appearance and purpose (fine and filbert) 	<ul style="list-style-type: none"> • Chooses correct paintbrush grip for purpose and outcome. E.g. If the artist's work seems more fluid then holding the paintbrush towards the end will aid this style. • Introduce flat and filbert brushes 	
STROKES	<ul style="list-style-type: none"> • Know that directional brush strokes can be used to portray form 	<ul style="list-style-type: none"> • Follow the contours of a shape using directional brush strokes to show its form e.g. painting fur on an animal 	

Artists
Acrylic


<p>COLOUR</p> 	<ul style="list-style-type: none"> • Know that complementary colours are opposite on the colour wheel • Know how to mix variations of dark, mid and light of a certain colour by adding the correct ratio of white or black. • Can create tertiary colours from primary and secondary colours. 	<ul style="list-style-type: none"> • Identify areas of shadow and light and blend tints and tones confidently so there are no obvious lines between colour • Can create tertiary colours from primary and secondary colours. • Mix tertiary colours and use to create mood 	<p>Maurice De Vlaminck Mark Rothko (mood)</p> 
<p>TEXTURE</p>	<ul style="list-style-type: none"> • Know that texture can be manipulated via different methods and techniques 	<ul style="list-style-type: none"> • Beginning to explore texture in an artwork using different techniques such as, differing brush strokes or varying equipment such as a sponge 	<p>Directional brushstrokes</p> 
<p>PERSPECTIVE/SCALE</p>	<ul style="list-style-type: none"> • To know that perspective is the representation of objects in three-dimensional space (i.e. for representing the visible world) on the two-dimensional surface of a picture 	<ul style="list-style-type: none"> • When creating perspective in a painting, create objects in the foreground that appear larger than those in the back 	


	<ul style="list-style-type: none"> • Know that scale is a comparison of size between objects • Know that scale will change relative to distance and depth • Know that proportion is relative to the object it is part of 		
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YEAR 5			
Taking Inspiration <ul style="list-style-type: none"> • Ensure children are exploring painting in the environment, local area and the world. • Enrich the pupil's cultural diversity through exposing them to a range of painters from past and present • Evaluate and comment upon work by a range of painters from past and present • To create original piece showing a range of influences and styles 			
PAINT	<ul style="list-style-type: none"> • Begin to choose paint type by their properties based on the purpose of the artwork 	<ul style="list-style-type: none"> • Explore a range of paints and choice of paints based on their properties. • Consider combining paints to create different textures and effects 	

BRUSHES	<ul style="list-style-type: none"> • Know that paintbrushes can differ in appearance and purpose and purpose (angled and fan) 	<ul style="list-style-type: none"> • Select the correct paintbrushes/equipment depending on choice of paint • Introduce angled brushes and fan brushes 	 <p data-bbox="1563 632 1951 799"> <u>Artists</u> Claude Monet (colour harmony) Van Gogh (colour/perspective) Wassily Kandinsky Andre Derain </p>
STROKES	<ul style="list-style-type: none"> • Know how to blend colours with a brush 	<ul style="list-style-type: none"> • Blend colours softly with no apparent definition between values 	
COLOUR	<ul style="list-style-type: none"> • Know how mix variations of dark, mid and light of a certain colour using tints, tones and shades • Know what complementary colours are • Know what colour harmonies are • Know that colours can enhance the mood of a painting 	<ul style="list-style-type: none"> • Experiment with complementary colours (colours directly opposite each other on the colour wheel) • Experiment with colour harmonies (colours next to each other on the colour wheel) • Combine colours, tones, tints, harmony and complimentary colours • to enhance the mood of a painting • Clearly marks areas of light and shadow using tints and tones in an observational painting 	
TEXTURE	<ul style="list-style-type: none"> • To know that paints can create a tactile texture • Know that texture can be created using different techniques 	<ul style="list-style-type: none"> • Shows a range of techniques to create texture e.g. differing brush strokes/ varying equipment such as a sponge and layering also use of different paints 	

<p>PERSPECTIVE/SCALE</p>	<ul style="list-style-type: none"> • Know that the horizon line is a horizontal line that runs across the paper or canvas to represent the viewer's eye level, or outline where the sky meets the ground. • Know that the vanishing point is where receding parallel lines diminish. 	<ul style="list-style-type: none"> • Can consider perspective when creating a painting (1 and 2 -point perspective) – either painting a sketch or free painting • Use a horizon line and a vanishing point in their work 	
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Painting Progression Document

YEAR 6

Taking Inspiration

- Ensure children are exploring painting in the environment, local area and the world.
- Enrich the pupil's cultural diversity through exposing them to a range of painters from past and present

- Evaluate and comment upon work by a range of painters from past and present
- To create original piece showing a range of influences and styles

<p>PAINT</p>	<ul style="list-style-type: none"> • Know the property of the paint to enable the appropriate choice based on the purpose of the artwork • Know layers can be created using other materials • Know that paint must dry before creating layers 	<ul style="list-style-type: none"> • Use a more expressive range of paint based on their properties, purpose or outcome, e.g. acrylic as it dries easily and can be layered to create texture • Can choose paint type by their properties based on the purpose of the artwork 	 <p><u>Artists</u> Mackenzie Thorpe (colour) Edward Hopper (perspective) Vermeer Caravaggio (light and shadow)</p>
<p>BRUSHES</p>	<ul style="list-style-type: none"> • Know that paintbrushes can differ in appearance and purpose and can reflect a certain style or movement • Know that the paintbrush can be used in different ways 	<ul style="list-style-type: none"> • Select the correct brushes fit for purpose 	
<p>STROKES</p>	<ul style="list-style-type: none"> • Know how to apply brush strokes to create a variety of effects 	<ul style="list-style-type: none"> • Can create contrast within an artwork with clear control showing a smooth gradient where appropriate • Shapes and lines are refined independently using controlled strokes • Uses directional brush strokes with confidence to create form in a painting 	
<p>COLOUR</p>	<ul style="list-style-type: none"> • Know that objects can be affected by many light sources • Know when to use white, black or grey to change tint, tone and shade 	<ul style="list-style-type: none"> • Clearly shows areas of light and shadow in an observational painting based on one or several light sources using tints and tones • Use of complementary colours appropriately to enhance their work 	

	<ul style="list-style-type: none"> • Know complimentary colours are directly opposite each other on the wheel • Know that harmony colours are next to each other on the colour wheel • Know that colour can create and enhance the mood of a painting 	<ul style="list-style-type: none"> • Use colour harmonies to enhance their work • Combine colours, tones, tints, harmony and complimentary colours to enhance the mood of a painting 	
TEXTURE	<ul style="list-style-type: none"> • Know that paint and how it is applied can create many different textures 	<ul style="list-style-type: none"> • Combine a range of paints to create texture and layers – consider using other materials such as overlaying tissue paper 	
PERSPECTIVE/SCALE	<ul style="list-style-type: none"> • Know that different viewpoints and perspectives affects an object or shape's appearance. 	<ul style="list-style-type: none"> • Can paint an object from different viewpoints using knowledge of perspective. • The focus points may all be in the foreground yet in different locations within the artwork. 	