


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><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 	

Park End Primary

Painting Progression Document

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 	


Park End Primary

Painting Progression Document

Year 1

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>PAIN</p>	<ul style="list-style-type: none"> • Know that there are different types of paint with a particular focus on poster paint 	<ul style="list-style-type: none"> • Experiment with poster paint to produce visible brush strokes. 	 <p>Artists Van Gogh</p>
<p>BRUSHES</p>	<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 	

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 outlines of shapes from observation	
COLOUR	<ul style="list-style-type: none">• Know that red, blue and yellow are primary colours• Know that primary colours can be mixed	<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	

Park End Primary

Painting Progression Document

Year 2			
<p>Taking Inspiration</p> <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"> • Know that the type of paint used can create a different effect • To know what acrylic paint looks like when painting (thicker) 	<ul style="list-style-type: none"> • Experiment with acrylic paint to show texture 	
BRUSHES	<ul style="list-style-type: none"> • Know that paintbrushes can differ in appearance and purpose: thick and thin • Know that using different brushes will create a different aesthetic. E.g. a thick brush will create wide lines and a thin brush will create thinner 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> Claude Monet</p>


STROKES	<ul style="list-style-type: none"> • 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 depending on the brush being used • Know that they can follow basic 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 an outline. 	
COLOUR	<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) 	<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 • To be introduced to warm and cold colours 	

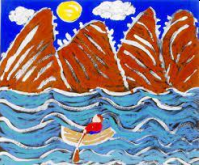
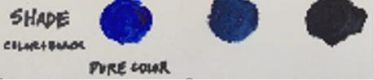
Painting Progression Document

Year 3

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

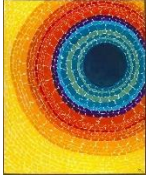

<p>PAIN</p>	<ul style="list-style-type: none"> • Know the properties of watercolours • To know watercolours are different from poster and acrylic 	<ul style="list-style-type: none"> • Explore the qualities of watercolours 	 <p>Artists Watercolour Winifred Nicholson</p>
<p>BRUSHES</p>	<ul style="list-style-type: none"> • Know that paintbrushes can differ in appearance and purpose • Know which brushes to use for watercolour paint • Know which brush to choose for desired affect (e.g fine for detail) 	<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 (make something look real – long curved brushstrokes to show waves). 	<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 	<p>Chris Ofili William Turner</p>  
<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 (dark to light) 	<ul style="list-style-type: none"> • Beginning to blend using shades 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 	

Park End Primary

Painting Progression Document

Year 4			
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"> • Know the properties of water, acrylic and poster paint 	<ul style="list-style-type: none"> • Explore either water colours, poster paints and acrylics 	 <p style="text-align: left; margin-top: 20px;"> <u>Artists</u> Acrylic Maurice De Vlaminck </p> 
BRUSHES	<ul style="list-style-type: none"> • Know that paintbrushes can differ in appearance and purpose (fine and filbert) • Know which brushes to select including brushes used previously (year 3 round and fine.) 	<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. • Explore flat and filbert brushes with the opportunity to use fine and round depending on the art work selected. 	
STROKES	<ul style="list-style-type: none"> • Know that directional brush strokes can be used to portray shape and form (show the shape 	<ul style="list-style-type: none"> • Follow the contours of a shape using directional brush strokes to show shape and form e.g. painting up and down to show a tall tree 	

	of something – eg up and down strokes to show a tall tree trunk)		Alma Thomas 
COLOUR	<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. • Know and identify which colours have created mood 	<ul style="list-style-type: none"> • Blend tints and shades 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 	Final piece 
PERSPECTIVE/SCALE	<ul style="list-style-type: none"> • Know that vanishing points can be in different locations • Know that the horizon level is the viewers eye level • Know that scale will change relative to distance 	<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 	


Park End Primary


Painting Progression Document

YEAR 5

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"> • 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 	 <p><u>Artists</u> Claude Monet (colour harmony) Van Gogh (colour/perspective) Wassily Kandinsky Andre Derain</p>
BRUSHES	<ul style="list-style-type: none"> • Know that paintbrushes can differ in appearance and purpose, e.g. angled and fan • Know there are other brushes they can select 	<ul style="list-style-type: none"> • Select the correct paintbrushes/equipment depending on choice of paint • Allow application of previous brushes (fine, round, filbert and flat). 	
STROKES	<ul style="list-style-type: none"> • Know how to blend colours with a brush • Know that brushstrokes can create a realistic image (shape and form) 	<ul style="list-style-type: none"> • Blend colours softly with no apparent definition between values (gradually moving from light to dark) 	

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 complementary colours to enhance the mood of a painting • Clearly marks areas of light and shadow using tints and tones in an observational painting 	
PERSPECTIVE/SCALE	<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 	


Park End Primary

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

PAINT	<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 paints and other materials • Know that paint must dry before creating layers 	<ul style="list-style-type: none"> • To use acrylic paint to create texture • Can choose the correct paint type by their properties based on the purpose of the artwork 	 <p>Artists Mackenzie Thorpe (colour) Edward Hopper (perspective) Vermeer Caravaggio (light and shadow)</p>
BRUSHES	<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 	
STROKES	<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 	

COLOUR	<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 • Know complementary 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 • Know that paint and how it is applied can create many different values 	<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 • Use colour harmonies to enhance their work • Combine colours, tones, tints, harmony and complementary colours to enhance the mood of a painting 	
PERSPECTIVE/SCALE	<ul style="list-style-type: none"> • Know that different viewpoints and perspectives affects an object or shape's appearance • To know how lines converge at two vanishing points on the horizon line to create a sense of depth and three-dimensionality. 	<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. 	