

Progression in Art Skills - Painting



Children should be taught to:

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enjoy using a	Experiment with a variety of	Begin to control the types of	Demonstrate increasing control	Confidently control the types of	Confidently control the types of	Work in a sustained and independent
variety of tools	media; different brush sizes and	marks made with a range of	the types of marks made and	marks made and experiment	marks made and experiment	way to develop their own style of
including	tools.	painting techniques e.g.	experiment with different	with different effects and	with different effects and	painting. This style may be through
different size/		layering, mixing media, and	effects and textures inc.	textures inc. blocking in colour,	textures inc. blocking in colour,	the development of: colour, tone and
size brushes	Explore lightening and	adding texture.	blocking in colour, washes,	washes, thickened paint creating	washes, thickened paint creating	shade.
and tools i.e.	darkening paint without the use		thickened paint creating textural	textural effects.	textural effects.	
sponge	of black or white.	Continue to experiment in	effects.			Purposely control the types of marks
brushes,		lighten and darken without the		Start to develop a painting from	Mix and match colours to create	made and experiment with different
fingers, twigs.	Begin to control the types of	use of black or white. Begin to	Use light and dark within	a drawing.	atmosphere and light effects.	effects and textures inc. blocking in
	marks made with the range of	mix colour shades and tones.	painting and begin to explore			colour, washes, thickened paint
Recognise and	media. Paint on different		complimentary colours. Mix	Begin to choose appropriate	Mix colour, shades and tones	creating textural effects.
name the	surfaces with a range of media.	Use a sketchbook to plan and	colour, shades and tones with	media to work with. Use light	with confidence building on	
primary colours		develop simple ideas and	increasing confidence.	and dark within painting and	previous knowledge.	Mix colour, shades and tones with
being used. Mix	Start to record simple media	continue to store information on		show understanding of		confidence building on previous
and match	explorations in a sketch book.	colour mixing, the colour wheel	Use a sketchbook to record	complimentary colours. Mix	Use sketchbooks to collect and	knowledge. Understanding which
colours to		and colour spectrums.	media explorations and	colour, shades and tones with	record visual information from	works well in their work and why.
different	Start to mix a range of		experimentations as well as try	increasing confidence.	different sources as well as	
artefacts and	secondary colours, moving	Continue to control the types of	out ideas, plan colours and		planning, trying out ideas, plan	Use sketchbooks to collect and record
objects.	towards predicting resulting	marks made with the range of	collect source material for	Use sketchbooks to collect and	colours and collect source	visual information from different
	colours.	media. Use a brush to produce	future works.	record visual information from	material for future works Start	sources as well as planning and
Explore working		marks appropriate to work. E.g.		different sources as well as	to develop their own style using	colleting source material. Adapt their
with paint on	Explore the work of a range of	small brush for small marks.	Confidently create different	planning, trying out ideas, plan	tonal contrast and mixed media.	work according to their views and
different	artists, craft makers and		effects and textures with paint	colours and collect source		describe how they might develop it
surfaces and in	designers, describing the	Explore the work of a range of	according to what they need for	material for future works.	Recognise the art of key artists	further. Annotate work in
different ways	differences and similarities	artists, craft makers and	the task.		and begin to place them in key	sketchbook.
i.e. coloured,	between different practices and	designers, describing the		Start to look at working in the	movements or historical events.	
sized and	disciplines, and making links to	differences and similarities	Discuss own and others work,	style of a selected artist (not		Discuss and review own and others
shaped paper.	their own work.	between different practices and	expressing thoughts and	copying).	Discuss and review own and	work, expressing thoughts and
		disciplines, and making links to	feelings, and using knowledge		others work, expressing	feelings explaining their views.
Look and talk	Look at and talk about own work	their own work.	and understanding of artists and	Discuss and review own and	thoughts and feelings, and	Identify artists who have worked in a
about what	and that of other artists and the		techniques. Explore a range of	others work, expressing	identify modifications/ changes	similar way to their own work.
they have	techniques they had used.	Discuss own work and others	great artists, architects and	thoughts and feelings, and	and see how they can be	
produced,		work, expressing thoughts and	designers in history.	identify modifications/ changes	developed further.	Explore a range of great artists,
describing	Artists: Klimt, Marc, Klee,	feelings.	<u> </u>	and see how they can be	Identify artists who have worked	architects and designers in history.
simple	Hockney.	0	Artists: Rothko, Rivera, Indian	developed further.	in a similar way to their own	.
techniques and	-	Artists: Pollock, Riley, Monet,	Miniatures, O'Keeffe, Abstract,		work.	Artists: Have opportunity to explore
media used.		Aboriginal.	Expressionism.	Begin to explore a range of great		modern and traditional artists using
		-	-	artists, architects and designers	Explore a range of great artists,	ICT and other resources.
				in history.	architects and designers in	
				,	history.	
				Artists: Hopper, Rambrant.		
				·····	Artists: Lowry, Matisse,	
					Margritte.	
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