

## Overview of Key skills in Painting (Early Years to Year 6) 2023-24 Wheatfields Primary

	KS1	LKS2	UKS2
Exploring and Developing Ideas	<p>Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve.</p> <p><b>KS1 Art and Design National Curriculum</b> To produce creative work, exploring their ideas and recording experiences.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a respond positively to ideas and starting points;</li> <li>b explore ideas and collect information;</li> <li>c describe differences and similarities and make links to their own work;</li> <li>d try different materials and methods to improve;</li> <li>e use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.</li> </ul>	<p>Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning and skills with others, giving and receiving feedback to improve.</p> <p><b>KS2 Art and Design National Curriculum</b> Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a use sketchbooks to record ideas;</li> <li>b explore ideas from first-hand observations;</li> <li>c question and make observations about starting points, and respond positively to suggestions;</li> <li>d adapt and refine ideas;</li> <li>e use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.</li> </ul>	<p>Children start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve.</p> <p><b>KS2 Art and Design National Curriculum</b> Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a review and revisit ideas in their sketchbooks;</li> <li>b offer feedback using technical vocabulary;</li> <li>c think critically about their art and design work;</li> <li>d use digital technology as sources for developing ideas;</li> <li>e use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.</li> </ul>

### Painting Progressive overview

<p><b>EYFS</b></p> <p><b>Expressive Arts and Design (Exploring and Using Media and Materials)</b></p> <p>Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>Expressive Arts and Design (Being Imaginative)</b></p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p><b>Skills and Control:</b></p> <ul style="list-style-type: none"> <li>• Learn to hold and control a paintbrush.</li> <li>• To blend colours on a palette or on a paint surface.</li> <li>• Learn to look after brushes and equipment.</li> </ul> <p><b>Technique:</b></p> <ul style="list-style-type: none"> <li>• Use a range of painting tools to experiment with mark making using brushes, sponges, tissue, fabric and string.</li> </ul> <p><b>Formal elements:</b></p> <p><b>Colour:</b></p> <ul style="list-style-type: none"> <li>• Learn fundamental colour mixing using primary colours and play with the colours and experiment to discover new colours.</li> </ul> <p><b>Tone and Form:</b></p> <ul style="list-style-type: none"> <li>• Pupils learn that colours can be made darker or lighter by adding black or white, or by adding water/pigment.</li> <li>• To mix colours to match images from paintings or books.</li> </ul>
---	---

	<p><b>Patterns and Texture:</b></p> <ul style="list-style-type: none"> <li>To paint patterns and add things to the paint to make textures such as sand, grit and salt.</li> </ul> <p><b>Line and Shape:</b></p> <ul style="list-style-type: none"> <li>To concentrate hard to paint shapes, lines and edges neatly.</li> </ul> <p><b>Artists – Andy Goldsworthy and Vincent Van Gogh</b></p>
<p><b>Year 1 &amp; Year 2</b></p> <p>Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.</p> <p><b>KS1 Art and Design National Curriculum</b> To become proficient in painting techniques.</p> <p>To use painting to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>name the primary and secondary colours;</li> <li>experiment with different brushes (including brushstrokes) and other painting tools;</li> <li>mix primary colours to make secondary colours;</li> <li>add white and black to alter tints and shades;</li> </ul> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</p>	<p><b>Year 1: (Cycle B)</b></p> <p><b>Skills and Control:</b></p> <ul style="list-style-type: none"> <li>To know different types of paint and their properties including, poster, block and powdered paint.</li> <li>Develop skills in measuring and mixing paint, blending colours in palettes and on the paper and develop the ability in applying paint skilfully.</li> <li>To continue to develop brush skills and control and produce dots and other marks</li> </ul> <p><b>Technique:</b> To use different types of paint surfaces such as cartridge paper, card, brown and coloured paper, fabrics and textured surfaces and say which is suitable for a given task.</p> <p><b>Formal elements:</b></p> <p><b>Colour:</b></p> <ul style="list-style-type: none"> <li>Pupils use colours imaginatively learning that colours can be used to express their thoughts and feelings.</li> </ul> <p><b>Tone and Form:</b></p> <ul style="list-style-type: none"> <li>Pupils learn that colours can be made darker or lighter by adding lighter and darker colours.</li> <li>To mix colours to match images from paintings.</li> </ul> <p><b>Patterns and Texture:</b></p> <ul style="list-style-type: none"> <li>Create original patterns and make textures</li> </ul> <p><b>Line and Shape:</b></p> <ul style="list-style-type: none"> <li>To paint thick and thin lines using different brushes, big and small shapes in a range of pure and mixed colours.</li> </ul> <p><b>Artists - Rousseau jungle paintings (Tiger Attacking a Buffalo or Virgin Forest), Sunflowers by Van Gogh, Paesaggio D, Inverno by Klee and/or Gli Agapanti by Monet and discuss the purples. To share 'Ripple' show the children, 'Farbstudie, Quadrate' by Kandinsky and/or 'Study for Homage to the Square' by Albers. Elmer the Patchwork Elephant and Adire Cloth and Die Flora Der Heide by Klee.</b></p>

## Year 2: (Cycle A)

### Skills and Control:

- To develop brush control and learn to use different types of paints and paint surfaces.
- To identify different paintbrushes and painting equipment.
- Pupils learn to paint neatly and carefully, without leaving gaps and messy edges.  
Learn to measure and mix the paint needed and apply paint sensitively with control.

### Technique:

- Experiment with painting on a range of 2D surfaces such as cartridge paper, card, brown paper, coloured paper, fabrics and textured surfaces.  
Learn to use different techniques to create effects such as spattering, stippling, dripping and pouring to paint expressively.

### Formal elements:

#### Colour:

- Develop colour mixing to make finer variations in secondary colours. Introduce harmonious and contrasting colours on a colour wheel.

#### Tone and Form:

- Pupils further develop their ability to make colours darker and lighter and an understanding how this can affect form.

#### Patterns and Texture:

- Explore different consistencies of paint and the impact on paper when creating patterns and lines.

#### Line and Shape:

Understand the importance of outlines and paint more sophisticated shapes.

### Artists - Chimneys and Pottery by Patrick Caulfield

## Year 3

Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood.

### KS2 Art and Design National Curriculum

To become proficient in painting techniques.

To improve their mastery of art and design techniques, including painting with a range of materials.

Children can:

- use varied brush techniques to create shapes, textures, patterns and lines;

### Skills and Control:

- Pupils are developing their painting skills increasing control and precision when painting details, lines and edges of shapes.
- They know and have used different types of paint and paint surfaces.
- They can identify different brushes and painting equipment and understand the various purposes they have.  
Pupils study how other artists' paint and applying elements of this to their work.

### Technique:

- Learn to paint with expression by combining traditional painting methods with unorthodox and unusual tools and techniques such as rags, sticks, fabrics and sponges.  
Learn to use different techniques to create effects such as spattering, stippling, dripping and pouring to paint expressively.

<ul style="list-style-type: none"> <li>• mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;</li> <li>• create different textures and effects with paint;</li> </ul> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p>	<p><b>Formal elements:</b></p> <p><b>Colour:</b></p> <ul style="list-style-type: none"> <li>• Pupils mix secondary and tertiary colours to paint with and use colours, textures, lines and shapes imaginatively and appropriately to express ideas.</li> </ul> <p><b>Tone and Form:</b></p> <ul style="list-style-type: none"> <li>• Learn how depth is created by varying the tones or colours such as in skies and landscapes and how much more interesting this makes the painting.</li> </ul> <p><b>Patterns and Texture:</b></p> <ul style="list-style-type: none"> <li>• Create more complex patterns and textures.</li> </ul> <p><b>Line and Shape:</b></p> <p>Painting in line for expression and to refine detail.</p> <p><b>Andy Warhol's Campbell's soup label or the Brillo pack.</b>  <b>Jackson Pollock - Autumn Rhythm (Number 30)</b></p>
<p><b>Year 4</b></p> <p>Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood.</p> <p><b>KS2 Art and Design National Curriculum</b>  To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• use varied brush techniques to create shapes, textures, patterns and lines;</li> <li>• mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;</li> <li>• create different textures and effects with paint;</li> </ul> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p>	<p><b>Skills and Control:</b></p> <ul style="list-style-type: none"> <li>• Accurately apply appropriate amounts of paint to the surface.  To use different types of paint including, poster, water colour and acrylic paint.</li> </ul> <p><b>Technique:</b></p> <ul style="list-style-type: none"> <li>• Experiment with colour, texture, line, shape and composition to create.  Express purpose, mood and feelings when painting.</li> </ul> <p><b>Formal elements:</b></p> <p><b>Colour:</b></p> <ul style="list-style-type: none"> <li>• To learn that colours have light and dark values.</li> <li>• That colours can be used to make colours lighter or darker, creating more vibrant paintings such as those produced by the Impressionists.</li> </ul> <p><b>Tone and Form:</b></p> <ul style="list-style-type: none"> <li>• To have an awareness of tone making paints more realistic or more expressive light and shade for dramatic effect.</li> <li>• Pupils learn that colours can be made darker or lighter by adding black or white, or by adding water/pigment.</li> <li>• To mix colours to match images from paintings or books.</li> </ul> <p><b>Patterns and Texture:</b></p> <ul style="list-style-type: none"> <li>• To use pattern and texture for desired effects and decoration or to be more expressive.</li> <li>• Learning to manipulate light and shade for dramatic effect.</li> </ul> <p><b>Line and Shape:</b></p> <ul style="list-style-type: none"> <li>• To use line with greater confidence to highlight form and shape.</li> </ul>

	<p><b>Artists - Show the children a range of impressionist paintings including, Il Giardino, Gli Agapanti and Campo di Papaveri 1890 all by Monet.</b></p> <p><b>Artists - Van Gogh's Sunflower paintings – Sunflowers and Sunflowers No2.</b></p> <p><b>Picasso - The Tragedy and The Blue Boy.</b></p>
<p><b>Year 5</b></p> <p>Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods.</p> <p><b>KS2 Art and Design National Curriculum</b> To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• create a colour palette, demonstrating mixing techniques;</li> <li>• use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;</li> </ul> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.</p>	<p><b>Skills and Control:</b></p> <ul style="list-style-type: none"> <li>• Pupils know and care for painting equipment.</li> <li>• Develop skills to paint neatly and carefully without leaving gaps or messy edges.</li> <li>• They paint in a more creative style when the paint demands. To learn how to control the amount of paint they need to use and/or use water to preserve finer detail.</li> </ul> <p><b>Technique:</b></p> <ul style="list-style-type: none"> <li>• They know different types of paints and when to use them, such as what paint to use to paint models and what paint to use to paint landscapes. Experiment with expressive painting techniques such as brush, applying and combining media and adding things to paint.</li> </ul> <p><b>Formal elements:</b></p> <p><b>Colour:</b></p> <ul style="list-style-type: none"> <li>• To develop the ability to control colour when painting; for blending, reducing hue and improving translucency of colour.</li> <li>• To mix secondary and tertiary colours controlling the amounts for purpose.</li> </ul> <p><b>Tone and Form:</b></p> <ul style="list-style-type: none"> <li>• Pupils learn to represent form with increasing sophistication learning that lighter and darker colours can be added to create tints and shades instead of black and white.</li> </ul> <p><b>Patterns and Texture:</b></p> <ul style="list-style-type: none"> <li>• To use pattern and texture for purposeful effect.</li> </ul> <p><b>Line and Shape:</b></p> <ul style="list-style-type: none"> <li>• Uses line or shape to create original compositions.</li> </ul> <p><b>Artists – Expressionist artists, Georgia O’Keeffe and Henri Rousseau</b></p>
<p><b>Year 6</b></p> <p>Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods.</p> <p><b>KS2 Art and Design National Curriculum</b></p>	<p><b>Skills and Control:</b></p> <ul style="list-style-type: none"> <li>• Pupils know and care for painting equipment.</li> <li>• Develop skills to paint neatly and carefully without leaving gaps or messy edges.</li> <li>• They paint in a more creative style when the paint demands. To learn how to control the amount of paint they need to use and/or use water to preserve finer detail.</li> </ul> <p><b>Technique:</b></p> <ul style="list-style-type: none"> <li>• They know different types of paints and when to use them, such as what paint to use to paint models and what paint to use to paint landscapes.</li> </ul>

To become proficient in painting techniques.

To improve their mastery of art and design techniques, including painting with a range of materials.

Children can:

- create a colour palette, demonstrating mixing techniques;
- use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;

Use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.

- Experiment with expressive painting techniques such as brush, applying and combining media and adding things to paint.

**Formal elements:**

**Colour:**

- To develop the ability to control colour when painting; for blending, reducing hue and improving translucency of colour.
- Know colour relationships such as complimentary colours, harmonious colours, (colours next to each other on a colour wheel).
- To mix secondary and tertiary colours controlling the amounts for purpose.

**Tone and Form:**

- Pupils learn to represent form with increasing sophistication learning that lighter and darker colours can be added to create tints and shades instead of black and white.

**Patterns and Texture:**

- To use pattern and texture for purposeful effect.

**Line and Shape:**

- Uses line or shape to create original compositions.

**Artists – Georges Seurat and Paul Signac**

(reference - [Twinkl.co.uk](https://www.twinkl.co.uk) for Curriculum Statements/Expectations)