







Progression in Painting

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| <p>Nursery</p> | <p>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. Know that by making marks on pages they can reference a given shape or concept.</p> <p>Express their ideas from a source e.g. a tree, and use marks freely to depict the tree. Know that paint can be moved on a surface. Use poster, water colour paints to see the difference in how it moves on different papers.</p> <p>Know that different sized paint brushes have different effects. Learn the terms: thick, thin, long, short, bristles.</p> <p>Select resources for purpose (ELG) E.g. paintbrush, sponge or palette knife. Identify different components of what they see such as leaves, branches, trunk. Know that they can reference them using painting.</p> <p>Know the names of all primary and secondary colours. Identify the colours to be used in their artwork. Hold painting (brush, sponge etc) with control using full grip. Move paint on a surface using brush strokes (multi-directional). Close lines, using some control, to create a shape.</p> <p>Represent natural forms and features using simple shapes e.g. shell, flower, apple. Know the term 'landscape' and how it is different to a portrait. Know how to paint hatching brush strokes. Know what happens when you paint over another colour while it is still wet.</p> |   |
| <p>Reception</p> | <p>Know that paintbrushes can make marks on a surface when combined with paint using brush strokes. Know that a brush stroke is a mark made by a paintbrush. Identify components of objects such as petal, stem, bud, leaf, branch, trunk and represent these using appropriate shapes.</p> <p>Know that some paints move differently to others. E.g. some may be thick and need more effort to move. Some may be drier etc.</p> <p>Know that when paint is mixed, it will change its colour. Know the names of all of the primary, secondary and tertiary colours.</p> |   |

Choose colours to be used in an artwork. Know how colour can change the effect on the object, the effect of the background. Know what the terms 'background' and 'landscape' mean.

Know that some colours can be "light" or "bright" or "dark".

Hold painting medium (paintbrush, sponge brush etc) with increasing control, using a consistent full grip or three-fingered grip.

Create lines and shapes that more clearly reference a given shape or concept.

Using painting apparatus, they can create basic shapes that represent objects from observation or imagination e.g. from a trip to the farm, from sitting in the park.

Represent textures of an object using different brush strokes. E.g. sharp strokes for tree bark. Know that sometimes it is good to have thicker paint.

Know what 'horizon' means.

Create lines that consist of differing weights (thick and thin) by changing the position of the paintbrush or selecting appropriate apparatus.

Experiment and create with different colours based on knowledge of mixing.

From music/song, keeping their paintbrush on the paper, depict the sounds that they hear.

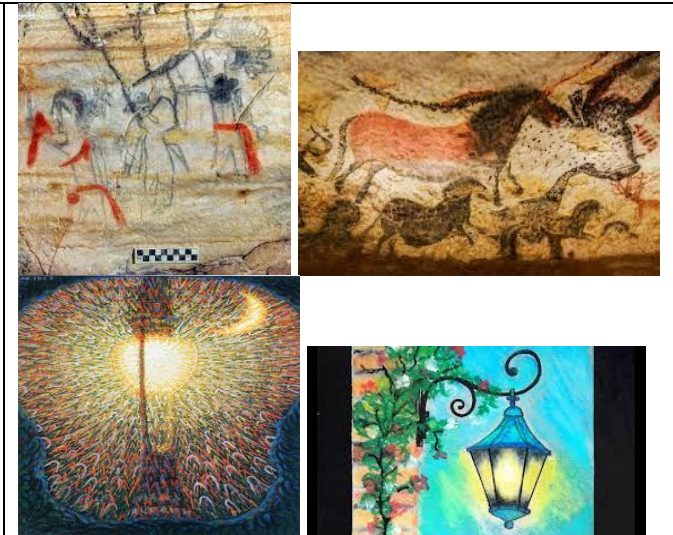
Know how different paper/surfaces react differently to paint.

Know that people in the past used to paint on walls to create stories or scenes.

Try to depict different animals e.g. dogs, horses, birds.

Know that the direction of brush strokes can create an effect such as when painting lights or fireworks.

Know that some artists combine media e.g. a painted background and a yellow chalk/pastel depicting the lights which is smudged in different directions to show light.



Year 1

Know that paintbrushes can differ in appearance. Know the name of: - Flat brush - Rounded brush - Angled brush. Know that a paintbrush grip can change how marks are applied on a surface.

Know that if the paintbrush is held more tightly, will improve control.

Hold the paintbrush close to the tip for control and detail. Hold the paintbrush further towards the end for loose mark making. Apply loose lines to record initial ideas when painting trees, flowers and the landscape.

Apply lines that follow basic contours and outlines of shapes from observation.

Know that simple shapes combine to create an overall picture.

Know that refining lines means to make them more accurate.

Know the names of different types of paint such as watercolour and acrylic paint based on its aesthetic qualities e.g. watercolours are "watery" and "thin". Acrylic paint is "thick".



Know that when adding white to a colour, its value becomes lighter (known as tint)
 Know that when adding black (or a darker colour such as purple) makes its colour or value darker. This is known as shade. Talk about light, mid and dark values of colour. Knows that red, blue and yellow are primary colours.
 Know what a still life is.
 Collect ideas from different paintings and portrayals of sunflowers: Van Gogh, Klimt, Monet, Gauguin, Japanese artists. Create a painting using different brush strokes that depict sunflowers in different ways.
 Know what composition means. Describe the composition in different artists' work about sunflowers.
 From a painting
 Use the Rijksmuseum website to collect information about still life paintings of flowers. From one painting, paint the other half. Look at how the ancient Egyptians and early cultures painted flowers and trees.

 Artist study:
 Georgia O'Keeffe; Vincent Van Gogh.
 Refine lines to make them more accurate by using controlled application. Know what the outline in black does to something on the picture.
 Mix and then apply different tones and values (dark, mid and light) by adding white or black to a colour.
 Paint something that is influenced by the strokes of the artist in study and bears a resemblance.



Year 2

Know that using different brushes will create a different aesthetic. E.g. a large flat brush will create wide sharp lines.
 Know that holding the paintbrush close to the point will help control and detail.
 Brush strokes are more fluid and expressive when creating sketched lines. Grip towards the end.
 Blend tones or gradients using appropriate pressure when using a paintbrush. (Light pressure blends paint). When lines are refined, they will appear sharper. Apply different tones (dark, mid and light).
 Know that directional strokes are created moving the paintbrush back and forth using contour lines or by rotating the paper. Know that they can follow basic



contours and outlines of shapes from observation using a guide with their hand or viewfinder.

Know that paints have different properties, for example: - Watercolour = translucent
- Acrylic = opaque;

Know that red, blue and yellow are primary colours and orange, green and purple are secondary colours. Knows that blue, green and purple belong to the cool colour family. Red, orange and yellow belong to the warm colour family.

Knows that when adding a darker colour such as purple makes its colour or value darker. This is known as shade. Colours can also be tinted with other colours (when red is added to white, it has a red tint creating pink).

Knows that a gradient is a gradual change from one element to another such as light to dark or from one colour to another.

When using colours (light, mid and dark) a gradient is created. Knows where colours are placed to create a gradient.

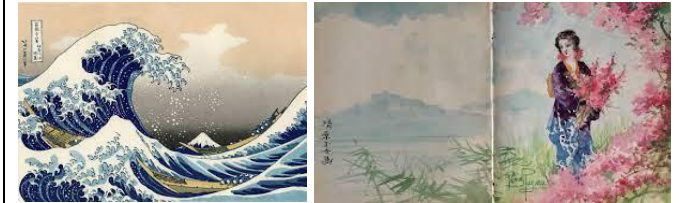
Know that tones can be blended together from light, mid to dark using a paintbrush.

Know how to paint trees in landscapes, flowers and water.

Know that sometimes artists plan out what they are going to paint with fine sketch lines

Know what a 'wash' is.

Artist study: Pieter Bruegel the Elder; Kanagawa; Tama Kiyohara;



Year 3

Know that paintbrushes can differ in appearance and purpose: - Flat brush – aren't as versatile as round brushes but they're useful for blending and creating washes.
- Rounded brush are the most versatile and widely used brushes. Their shape makes them suitable for small details and delicate lines. Know that when using a paintbrush at a shallow angle increases surface area used for colour washes.

Know that directional brushstrokes can influence a shape's 3D appearance.

Know that paint can be layered to add texture. Chooses correct paintbrush grip for purpose. E.g. holding the brush with three -finger grip close to the tip to add detail.

Lines and shapes can be applied with increasing accuracy, showing control.

Using directional brush strokes, their objects can begin to possess form.

The application of tone shows a clear contrast between dark, mid and light.

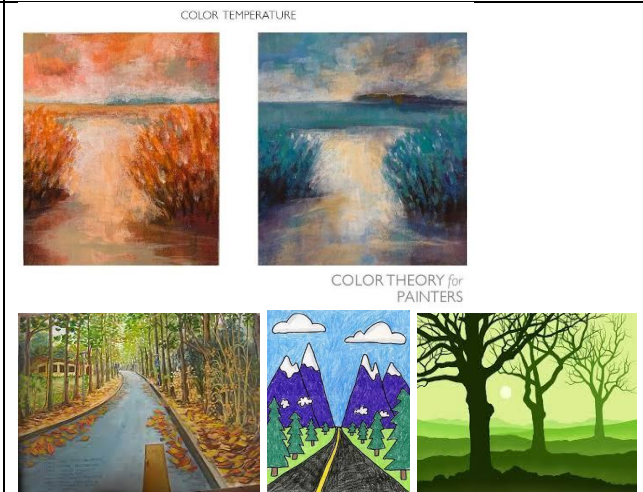
The blending of tones is attempted with some intervals of contrast. Colours are blended with some visual appearance of intervals.

Know how to consider composition placing the object/trees/buildings for a reason.

Know that artists paint hidden meanings and sometimes paint themselves in a landscape. Know that the artists in a landscape sometimes is telling a story.

Know that they can use the grid method of referencing to correctly scale an object.

Know that a horizon line runs horizontally.



Know that paints have different properties and can be more suited for certain projects, for example: - Watercolour = translucent, soft images. - Oil paint = thick and textured. Begin to suggest why certain paints are more appropriate for a project. E.g. Watercolour for still life as requires less equipment and can be utilised quickly. It also dries quickly.

Mix primary colours confidently to create secondary colours. Know that blue, green and purple belong to the cool colour family and create a sad, calming or cold feeling. Red, yellow and orange belong to the warm colour family and create a feeling of anger, warm or energy.

Using knowledge of shade and tint, know how to mix variations of dark, mid and light of a certain colour by adding the correct ratio of white or black.

Knows that colours can be blended using a gradient. Know that tone can create contrast in a painting

To know that perspective allows artists to portray form in their artwork. 1-point perspective - 2-point. When creating perspective in a painting, a horizon line and vanishing points are used.

Artist study:
Canaletto; Vermeer; Jessica Landseer



Year 4

Know that paintbrushes can differ in appearance and purpose and can reflect a certain style of painting: Paintings showing realism like Renaissance painters may have used: Detail round brushes with short hairs. They are a good choice for working on details and making short strokes to help create realism. Flat square end brushes are good for bold strokes, washes and filling wide spaces. They can also be used for fine lines, straight edges and stripes. Filbert flat and oval-shaped end brushes work well for blending and creating softness.

Knows how to choose the correct paintbrush grip for purpose and outcome.

Paint objects that are correctly sized in comparison to others within an artwork.

Create objects in the foreground that appear larger than those in the back and midground. When painting, elements of the same object are drawn using an accurate proportion e.g. the plants, sea, boats and trees. Identify areas of shadow and light and blend tones accurately to create soft gradients.

Follow the contours of a shape using directional brush strokes to show its form with consideration of light source and shape e.g. rounded edges like flower petals.

Directional brush strokes can be used to portray form.

Know that texture can be manipulated via different methods and techniques such as layering, differing brush strokes or varying equipment such as a sponge.

Know which marks are symbolic in their artwork and why based on their aesthetic.



Know that they can measure shapes from observation using a scaling method using their thumb and pencil.

Types of perspective: • 1-point perspective • 2-point perspective • 3-point perspective

Know that scale is a comparison of size between objects. Know that scale will change relative to distance and depth.

Capture form in an implied 3D space.

Use different techniques such as layering, differing brush strokes or varying equipment such as a sponge. Consider composition with regards to placement of the object with an understanding of how to highlight the focal point.

Blend colours using a soft and smooth gradient.

Create tertiary colours from primary and secondary colours. E.g. blue/purple

Know that complementary colours are opposite on the colour wheel.

Using knowledge of shade and tint, knows how to mix variations of dark, mid and light of a certain colour and know that to blend them softly, they must use minimal pressure back and forth using an appropriate brush.

Know that tone can be used to show implied form within a painting using dark, mid and light tones to portray a light source

Artist study: Constable; Turner. Gainsborough.



Year 5

Know that brushes differ in appearance and purpose and can reflect a certain style or movement: E.g. filbert brushes used in a Monet painting to block in foliage. - Round or pointed tip brushes are good for sketching, outlining, detailed work and filling in small areas. Flat square end brushes are good for bold strokes, washes and filling wide spaces. Know that shaped end brushes work well for blending and creating soft rounded edges like flower petals.

Know how to clearly mark areas of light and shadow in an observational painting.

Know how to capture light and shadow in the correct areas with knowledge of light source.

Know about the story of impressionism. Know how to use directional brush strokes to create form and movement in a painting.

Consider perspective when creating a painting (1 and 2 -point perspective).

Know how to paint so that lines diminish at the vanishing point.

Know how to use scaling and composition for a balanced artwork. E.g. the focal point may not be centred but is in the foreground to highlight its importance.

Know how artists encourage the viewer to roam across the painting with their eyes.

Know how to paint details by making short strokes. Know that sketched paint strokes are used to map concepts on a surface. A loose grip can also suggest movement in an artwork.

To know that 3D objects have a tactile texture and when this is captured in a painting it is called an implied texture.



Know that scaling is applied in art when something needs to be emphasised, or when through disproportionate size the importance is highlighted.

Paint with perspective: 3-point perspective; Multi-point perspective

Know that the horizon line is a horizontal line that runs across the paper 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.

Know how to stipple and know how pointillists painted.

Know that when complementary colours are mixed, they will become muted. This

Know that analogous colours are those colours next to each other on the colour wheel. Using knowledge of shade and tint, know how to mix variations of dark, mid and light of a certain colour to replicate those used in their artist study.

Artist study: Claude Monet; Vincent Van Gogh; Berthe Morrisot; Seurat; Sisley; Mary Cassatt; Renoir and Eva Gonzalès.

Know how to paint movement and emotion.



Year 6

Know that a more expressive range of painting apparatus can be chosen and applied based on their properties, purpose or outcome. E.g. painting round or pointed tip brushes are good for sketching, outlining, detailed work and filling in small areas. Conveys rhythm and flow in an artwork. Flat square end brushes are good for bold strokes, washes and filling wide spaces. They can also be used for fine lines, straight edges and stripes.

Know how to paint something from different viewpoints using knowledge of perspective.

Know what cubism was and how this tried to portray objects from different angles.

Know what abstract means in painting.

Know what surrealism is.

Know how to show areas of light and shadow in an observational painting based on one or several light sources.

Apply a range of techniques to create texture and meaning.

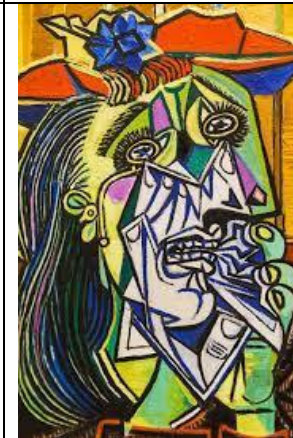
Know how to use composition is to highlight multiple foci within an artwork. E.g. The focus points may all be in the foreground yet in different locations within the artwork.

Create contrast within an artwork with clear control showing a smooth gradient.

Know that an artist's technique of applying paint directly affects the aesthetic of an artwork. Know an expressive method of applying paint will create a sense of movement or an abstract work.

Know that the paintbrush, colours, shapes and composition can be used in different ways to inform mood.

Know that depth in a painting affects the scale of an object and its clarity.



Know that the manner in which physical scale of an artwork is explored by the artist directly influences the viewing experience.
Know that perspective will affect the aesthetic of their artwork thus creating more or less depth.
Mix black using different variations of
Know that different viewpoints and perspectives affects a shape's appearance.
Knows that by mixing different variations of primary colours, different hues of black can be created.
Know that tone can affect the ability to create form. Know that tone can affect the mood of an artwork.
Artist study: Pablo Picasso; Salvador Dali; LS Lowry; Remedios Varo

