

## Art Long Term Progression Plan: Painting

Concept	EYFS	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE	YEAR 6
Content Painting	<p>Name and enjoy, using a variety of tools including different sized brushes, sponge brushes, fingers and twigs.</p> <p>Recognise and name the primary colours being used.</p> <p>Mix and match colours to different artifacts and objects.</p> <p>Explore working with paint on different surfaces and in different ways. i.e coloured, sized and shaped paper</p>	<p>Name and recognise primary and secondary colours.</p> <p>Mix secondaries from primaries. (2 colours only).</p> <p>Experiment with paint using a range of tools and different paint consistencies (thickened and thinned).</p> <p>Confidence with handling paint and brushes. Work with different sized brushes.</p> <p>Use sketchbooks to record simple media explorations.</p>	<p>Mix secondaries from primaries adding white to make tints (lighten) adding black to make shades of a colour (darken). <i>(Put colours on a colour wheel- understand this spectrum)</i></p> <p>Also darkening paint without the use of black or white.</p> <p>Use a range of paints where appropriate eg. ready mixed and block.</p> <p>Select appropriate brushes.</p> <p>Work with a range of tools including found items. Create simple colour</p>	<p>Effective use / handling of tools to demonstrate increasing control. Use brushes, sticks, fingers, feathers to experiment with different effects and textures, including blocking I colour, washes, thickened paint and creating textural effects.</p> <p>Paint using a colour wash.</p> <p>Learn about stippling and sponging techniques.</p> <p>Make colour wheels (primary, secondary, and introduce tertiary and complimentary colours).</p>	<p>Development of techniques: Confidently control the types of marks made and experiment with different effects and textures e.g overpainting, resist work, layering and scraping.</p> <p>Development of composition: consider placement of different elements of the image.</p> <p>Addition of substances to thicken paint, e.g glue, sand, etc Work with tints and shades of colour.</p> <p>Mix tertiary colours –</p>	<p>Development of composition – preliminary sketches, building up in stages, linking a background, middle and foreground, use of viewfinder.</p> <p>Painting direct from observation.</p> <p>Work on different surfaces – card, newspaper, colours.</p> <p>Revise and practice colour mixing from primaries.</p> <p>Development of techniques: Confidently control the types of marks made and experiment</p>	<p>Apply paint to show textures.</p> <p>Use simple perspective in composition.</p> <p>Use limited palette work i.e. working in one colour (and tints / shades) –</p> <p>Continue to mix colour shades and tones building on previous knowledge Considering artists’ examples.</p> <p>Combine techniques e.g. painting and collage combined.</p> <p>Purposely control the types of marks made and experiment with</p>

			<p>circle with vocabulary.</p> <p>Recognise warm and cold colours.</p> <p>Begin to control the types of marks made in a range of painting techniques e.g layering, mixed media and adding texture.</p> <p>Use sketchbooks to plan and develop simple ideas and store information.</p>	<p>Revise colour wheel adding hues of colours.</p> <p>Use of dirty water or pale chalk to prepare an outline for painting.</p> <p>Apply colour using different techniques e.g. washes, stippling, blending, layering, scratching and splashing.</p> <p>Understand how to create a background using a wash.</p> <p>Introduce resist techniques – wax.</p> <p>Work on a picture over a period of time.</p>	<p>browns, neutrals, flesh. Activities to reinforce colour mixing / discrimination.</p> <p>Discuss meaning of colour.</p> <p>Start to develop a painting from a drawing. Begin to chose appropriate media to work with.</p> <p>Work in the style of a selected artist (Not copying). Chose colours and painting styles to reflect and create mood.</p> <p>Continue to use sketchbooks to record explorations and experimentations as well as planning ideas. Colours and collecting</p>	<p>with different effects and textures e.g overpainting, resist work, layering and scraping.</p> <p>Mix and match colours to create atmosphere and light effects.</p> <p>Start to develop their style using tonal contrasts and mixed media.</p> <p>Continue to use sketchbooks to record explorations and experimentations as well as planning ideas. Colours and collecting materials for future work.</p>	<p>different effects and textures building on previous learning.</p> <p>Work in a sustained and independent way to develop their own style of painting.</p> <p>This style should be developed through the use of colour, tone and shade.</p> <p>Begin to evaluate their work by saying what went well and why/ What they would do differently next time.</p> <p>Continue to use sketchbooks to record explorations and experimentations as well as planning ideas.</p> <p>Annotate work in sketchbooks.</p>
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					materials for future work.		
Why Here/Why now	<p>To allow children to develop their fine motor skills which will build upon their previous learning in preschool.</p> <p>Develop dexterity and allows children to paint with colours linked to a theme.</p> <p>Supports children to develop their observational skills.</p> <p>To introduce the children to a sketchbook.</p>	<p>Builds on previous knowledge and skills.</p> <p>To begin to understand the purpose of a sketchbook.</p>	<p>Builds confidence in mixing colour, shades, and tones.</p> <p>To build understanding that sketchbooks are places for personal experimentation and begin to understand that each person's sketchbook will look unique to them.</p>	<p>Continue to build understanding that sketchbooks are places for personal experimentation.</p> <p>Children will use their sketchbook as an aid to nurture their own creative responses.</p> <p>Children will begin to understand that artists use a variety of stimuli for inspiration.</p> <p>Children will begin to understand that others have different responses in terms of thoughts and what has been created, but all responses are valid.</p>	<p>Some artists work collaboratively together so children will have the opportunity to experience working collaboratively on projects, bringing different skills together.</p>	<p>Children will begin to find their own style of working, incorporating skills previously taught.</p>	<p>Children will find their own way of working.</p>
Key Vocabulary	<p>paint, brush, match, mix, primary colours</p>	<p>poster, powder, watercolour, natural, man-made, print, rubbings, pattern</p>	<p>shade, tone, artefact, object, layering, scraping, scale–small/large, secondary</p>	<p>colour scheme, colour spectrum, tertiary colours, blocking, colour wash, properties,</p>	<p>tint, tone, hue, marbling, neutral colours, mural, fresco, sweep, dab, bold brushstroke</p>	<p>warm colours, cool/cold colours, complementary colours, contrasting</p>	<p>harmony, composition, mood, abstract, refine</p>

			colours, geometric	application, water resistant		colours, relief, resist	
Possible artist to use.	Steven Brown Van Gogh	Friedensreich Hundertwasser	Seurat Paul Signac	Turner	Matisse	Ken Done	Van Gogh Edvard Munch
<b>Theoretical Knowledge. (Cultural and contextual content)</b>	<p>Theoretical knowledge needs to be the starting point for each unit of artwork. This will include,</p> <p>EYFS/Yr1- To have an image of the focus artist with examples of their work to chose from. Children are to select their favourite pieces to add to their sketchbooks as a montage.</p> <p>Yr2, Yr3, Yr4- As above, but to include discussion and written sentences to clarify the choice of work. The children begin to interpret pieces of work thinking about how and why questions in relation to the artist's work.</p> <p>Yr5, Yr6- As above, but to create a detailed fact file of the focused artist. The children to continue to improve their ability to interpret pieces of work thinking about how and why questions in relation to the artist's work.</p>						
<b>Practical Knowledge</b>	Your practical knowledge is the content lined out in the long-term plan. Practical knowledge will develop over the course of the term by ensuring your lessons are sequential and builds up to a final piece of work.						
<b>Disciplinary Knowledge</b>	Children explore concepts of quality, value, and purpose. This should link to your theoretical knowledge and should give a personal response to the art work they are focusing on.						