

## Aspects of Art - Painting

### Progression of knowledge and skills from Reception to Year 6

| Year Group    | Implicit knowledge (skills)                                                                                                                                                                                                                                                                                                                                                       | Substantive Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                 | Materials/ Tools                                                                                                                                                        |
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| <b>Rec</b>    | <p>Names of colours</p> <p>How to hold a paint brush</p> <p>How to wash a paintbrush ready for a new colour</p> <p>How to attach paper to an easel</p> <p>How to lay a painting on a drying rack to dry</p> <p>How to add water to make block paint 'work'</p> <p>Explore making marks with water and brushes</p> <p>Explore making marks with paint and a variety of brushes</p> | <p>Understand that paint comes in different colours and can be used to make marks.</p> <p>Understand that paint colours can be mixed to make new colours.</p> <p>Understand that paint brushes can be used with paint to make marks</p>                                                                                                                                                                                                               | <p>Poster paint</p> <p>Block paint</p> <p>Paint brushes</p> <p>Water</p> <p>Paper of different sizes</p>                                                                |
| <b>Year 1</b> | <p>Explore paint in an intuitive way to build understanding of the properties of the medium.</p> <p>Work back into painted prints, trying to "imagine" an image within.</p> <p>Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery.</p> <p><b>[SIMPLE PRINTMAKING]</b></p>                                                         | <p>Understand paint is a fluid media which offers less control than drawing media i.e., unable to rub out.</p> <p>Understand we can use a variety of tools, manipulating them in a variety of ways to make different ways e.g., the body vs a brush.</p> <p><b>[SIMPLE PRINTMAKING]</b></p>                                                                                                                                                           | <p>Paints</p> <p>Paper</p> <p>Variety of brushes</p> <p>Pen</p> <p>Coloured pencils</p>                                                                                 |
| <b>Year 2</b> | <p>Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media. Experiment with using home made tools.</p> <p>Create an arrangement of objects or elements. Use as the focus for an abstract still life painting using gestural marks using skills learnt above.</p> <p><b>[EXPRESSIVE PAINTING]</b></p>         | <p>Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting.</p> <p>Understand that the properties of the paint that you use, and how you use it, will affect your mark making.</p> <p>Understand that primary colours can be mixed together to make secondary colours of different hues.</p> <p>Understand the concept of still life.</p> <p><b>[EXPRESSIVE PAINTING]</b></p> | <p>Poster paint</p> <p>Block paint</p> <p>Watercolour paint</p> <p>Variety of brushes</p> <p>Variety of paper size</p> <p>Mixing palettes</p> <p>Still life objects</p> |
| <b>Year 3</b> | <p>Use paint, mixing colours, to complete the sculpture inspired by literature (see Making Progression to explore how paint is combined with making and collage to create a cohesive artwork.)</p> <p>Continue to develop colour mixing skills.</p> <p>Explore painting over different surfaces, e.g. Modroc.</p> <p><b>[TELLING STORIES]</b></p>                                 | <p>Understand that we can create imagery using natural pigments and light.</p> <p>Understand that paint acts differently on different surfaces.</p> <p>Understand the concept of still life and landscape painting.</p> <p><b>[TELLING STORIES]</b></p>                                                                                                                                                                                               | <p>Poster paint</p> <p>Water colour</p> <p>Variety of brush size</p> <p>Mixing palettes</p> <p>Block paint</p> <p>Cloth</p> <p>Thread</p> <p>Natural materials</p>      |

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| <p><b>Year 4</b></p> | <p>To explore colour (and colour mixing), line, shape, pattern and composition in creating a still life. To consider lighting, surface, foreground and background.</p> <p>To use close observation and try different hues and tones to capture 3d form in 2 dimensions. (Option to use collage from painted sheets).</p> <p>Options to work in clay, making reliefs inspired by fruit still lives, or make 3d graphic still lives using ink and foamboard.</p> <p>[EXPLORING STILL LIFE]</p> | <p>Understand that still life name given to the genre of painting (or making) a collection of objects/elements.</p> <p>That still life is a genre which artists have enjoyed for hundreds of years, and which contemporary artists still explore today.</p> <p>[EXPLORING STILL LIFE]</p> | <p>Watercolour<br/>Poster paint<br/>Block paint<br/>Variety of brush size<br/>Collage<br/>Clay<br/>Ink<br/>Foamboard<br/>Fabric</p> |
| <p><b>Year 5</b></p> | <p>See Printmaking Progression to explore how print is combined with paint and collage to create a cohesive artwork.</p> <p>Explore how you can you paint (possibly combined with drawing) to capture your response to a place. Explore how the media you choose, combined with the marks you make and how you use your body will affect the end result. Think about colour, composition and mark making. Think about light and dark, movement and energy. [LANDSCAPES]</p>                  | <p>Understand that there is a tradition of artists working from land, sea or cityscapes. That artists use a variety of media to capture the energy of a place, and that artists often work outdoors to do this. [LANDSCAPES]</p>                                                          | <p>Watercolour<br/>Poster paint<br/>Block paint<br/>Acrylic paint<br/>Variety of brush size<br/>Collage</p>                         |
| <p><b>Year 6</b></p> | <p>No explicit painting pathway – see Drawing Progression and Printmaking Progression to explore how paint is combined with drawing, collage and printmaking to create a cohesive artwork.</p>                                                                                                                                                                                                                                                                                               | <p>No explicit painting pathway – see Drawing Progression and Printmaking Progression to explore how paint is combined with drawing, collage and printmaking to create a cohesive artwork.</p>                                                                                            |                                                                                                                                     |