Painting skills progression

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