

Painting Progression of skills in Art at Harefield Primary School

Key concepts and components		Key skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
History and culture	Components: - Artists/Artisans and historical context - Influences - Contribution to culture	Take inspiration from the greats (both classic and modern).	-Observe and discuss work of different artists through senses.	-Show awareness the artist and some of their work -Talk about the historical context of the artist (social and political). -Talk about the artists and their work	-Show awareness the artist and some of their work -Explore differences and similarities within the work of artists, craftspeople and designers in different times and cultures. -Talk about the historical context of the artist (social and political). -Talk about the artists and their work	- Demonstrate awareness of the artist and their work -Discuss the roles and purposes of artists, craftspeople and designers working in different times and cultures. -Understand how the social and political context has influenced the work of artists and craftsmen. -Talk about the artists and their contribution to culture	- Demonstrate awareness of the artist and their work -Discuss the roles and purposes of artists, craftspeople and designers working in different times and cultures. -Understand how the social and political context has influenced the work of artists and craftsmen. -Confidently talk about the artists and their contribution to culture	-Make links and analyse artwork in different times of history. -Explore and discuss the roles and purposes of artists, crafts people and designers working in different times and cultures, confidently using visual language to analyse and justify ideas. -Show how their work made an impact to their culture	-Make links and analyse artwork in different times of history. -Explore and discuss the roles and purposes of artists, crafts people and designers working in different times and cultures, with a fluent grasp of visual language. -Show how their work was influential in both society and to other artists

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Thinking critically	<p>Develop the use of sketchbooks throughout the school to make observations, explore ideas and develop techniques, discuss artwork and artists, collect ideas for colours and materials, etc.</p> <p>Annotate sketch book: use visual language do critically describe and evaluate own work and others</p> <p>Look for similarities and differences.</p>	<p>-Work purposefully, responding to colours, shapes, materials, etc.</p> <p>-Describe using simple language created through feel, size, look, smell etc.</p> <p>-Describe a picture created by an artist.</p> <p>-Talk about the stories and ideas in their art work, sharing with others how and why</p> <p>-Think about what art is and share ideas with others</p> <p>-Review what they have done and say what they think and feel about it.</p> <p>-Review their own work and make improvement explaining why changes are better.</p>	<p>-Record and explore ideas from first hand observation.</p> <p>-Observe and discuss work of artists.</p> <p>-Talk about the materials used</p> <p>-Ask and answer questions about the starting points for their work</p> <p>-Annotate work in sketchbook to identify materials, skills and techniques</p> <p>-Describe the work of notable artists, designers and artisans.</p> <p>-Use some of the ideas of artists studied to create pieces.</p> <p>-Review what they and others have done and say what they think and feel about it.</p> <p>-Identify what they might change in their current work or develop in their future work.</p>	<p>-Record and explore ideas from first hand observation.</p> <p>-Observe and discuss work of artists.</p> <p>-Identify and talk about the materials used describing their qualities.</p> <p>-Ask and answer questions about the starting points for their work.</p> <p>-Annotate work in sketchbook to identify materials, skills and techniques</p> <p>-Describe the work of notable artists, designers and artisans.</p> <p>-Use some of the ideas of artists studied to create pieces.</p> <p>-Review what they and others have done and say what they think and feel about it.</p> <p>-Identify what they might change in their current work or develop in their future work.</p>	<p>-Select and record ideas from first hand observation, experience and imagination</p> <p>-Question and make observations about starting points throughout the curriculum.</p> <p>-Describe the materials used and explain choices</p> <p>-Discuss artwork using visual language.</p> <p>-Comment on their own work using visual language.</p> <p>-Annotate work in sketch books to explain ideas.</p> <p>-Discuss own work and compare work of other artists (i.e. aesthetics/size).</p> <p>-Talk about techniques used to create pieces.</p> <p>-Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>-Adapt their work according to their views and describe how they might develop it further.</p> <p>-Plan, refine and alter sketches as necessary.</p>	<p>-Select and record ideas from first hand observation, experience and imagination</p> <p>-Question and make observations about starting points throughout the curriculum.</p> <p>-Describe the materials used and explain choices</p> <p>-Discuss artwork and give an opinion using visual language.</p> <p>-Confidently comment on their own work using visual language.</p> <p>-Annotate work in sketch books to explain and elaborate ideas.</p> <p>-Discuss own work and compare work of other artists (i.e. aesthetics/size).</p> <p>-Talk about techniques used to produce different effect.</p> <p>-Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>-Adapt their work according to their views and describe how they might develop it further.</p> <p>-Plan, refine and alter sketches as necessary.</p>	<p>-Observe and critically question techniques and materials</p> <p>- Confidently comment on art work using visual language.</p> <p>-Use visual language to express and describe</p> <p>-Give details (including own sketches) about the style of some notable artists, designers and artisans.</p> <p>-Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>-Use critical vocabulary to: analyse, synthesise, compare, contrast</p> <p>-Evaluate own work and that of other artists in detail.</p> <p>-Adapt their work according to their views and describe how they might develop it further according to the purpose.</p>	<p>-Observe and critically question techniques and materials</p> <p>- Comment on art work with a fluent grasp of visual language.</p> <p>-Use visual language to describe and justify opinions</p> <p>-Give details (including own sketches) about the style of some notable artists, designers and artisans.</p> <p>-Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>-Use critical vocabulary to adapt, extend and justify their work: analyse, synthesise, compare, contrast</p> <p>-Evaluate own work and that of other artists in detail.</p> <p>-Adapt their work according to their views and describe how they might develop it further according to the purpose and personal taste.</p>	
			<p>Components:</p> <p>-Make observations</p> <p>-Analyse creative work</p> <p>-Evaluate</p>						

Key concepts and components		Key skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explore ideas - Painting	<p>Take inspiration from the greats (both classic and modern).</p> <p>Include a variety of colour techniques, including: painting, ink, pencils, crayons, pastels.</p> <p>Apply colour in different ways (i.e. thin and thick brushes, sponges, straws, etc).</p>	<p>-Learn the names of different tools that bring colour (e.g. pastels, paint, felt tips, crayons, glue).</p> <p>-Experiment with a technique that an artist uses.</p> <p>-Experiment with primary colours.</p> <p>-Use a range of tools to make coloured marks on paper (sponges, brushes, fingers, etc)</p> <p>-Experiment with mixing colours independently.</p> <p>-Paint from observation and from imagination.</p> <p>-Choose colours for a purpose.</p> <p>-Recognise and name colours.</p> <p>-Name primary colours</p> <p>-Create simple representations of people and other things.</p>	<p>Gather ideas about how artists have used different colour and created texture</p> <p>-Take inspiration from the artists/artisans to create own pieces</p> <p>-Use a variety of tools, including thick and thin brushes.</p> <p>-Create colour wheels</p> <p>-Mix and match colours to pictures and objects</p> <p>-Explore different methods and materials.</p> <p>-Experiment with using primary colours to create secondary colours</p> <p>- Develop directional brush stroke to create shapes</p> <p>-Experiment by adding white to colours and black to colours</p> <p>-Name colours accurately.</p> <p>-Use well-known artwork as a stimulus to create own pieces</p>	<p>Gather ideas about how artists have used different colour and created texture</p> <p>-Take inspiration from the artists/artisans to create own pieces</p> <p>-Create colour wheels</p> <p>-Mix primary colours and secondary colours to make tertiary (Y2)</p> <p>- Create texture and pattern.</p> <p>-Add white to colours to make tints and black to colours to make shade (create colour charts).</p> <p>-Mix colours effectively, knowing which primary colours make secondary.</p> <p>-Use well-known artwork as a stimulus to create own pieces.</p>	<p>-Record and explore ideas in a variety of ways, using sketch books</p> <p>Gather ideas about how artists have used different colours to create mood</p> <p>-Replicate some of the techniques used by notable artists, designers and artisans.</p> <p>-Colour mixing and matching, tint, tone, shade (match using colour charts).</p> <p>-Experiment with paints and pastels.</p> <p>-Sketch (lightly) before painting to combine line and colour</p> <p>-Experiment with different value (e.g. washes)</p> <p>-Experiment with creating mood with colour</p> <p>-Explore ideas for different purposes</p> <p>-Mix colours effectively, knowing which primary colours and secondary colours make tertiary.</p> <p>-Create original pieces that are influenced by studies of others</p>	<p>-Record and explore ideas in a variety of ways, using sketch books</p> <p>Gather ideas about how artists have used different colours to create mood</p> <p>-Compare watercolour and acrylic tints, tones and shades.</p> <p>-Experiment with paints and chalk pastels.</p> <p>-Use different types of brushes for specific purposes</p> <p>-Use watercolour paint to produce washes for backgrounds, then to add detail</p> <p>-Create different textures (e.g. using glue, sand, sawdust, flour)</p> <p>-Experiment with different effects and textures (e.g. blocking in colour, thickened paint)</p> <p>-Create original pieces that are influenced by studies of others</p>	<p>-Collect ideas, information and sketches from first hand observation and experience; present ideas imaginatively in a sketch book for different purposes</p> <p>-Identify complementary and contrasting colours; colour as tone, warm and cold colours, monochromatic, analogues colours</p> <p>-Techniques -apply colour, using dotting, scratching, splashing to imitate an artist</p> <p>-Use acrylic paint to create landscapes.</p> <p>-Apply textural techniques.</p> <p>-Experiment with paints and pastels.</p> <p>-Develop and imaginatively extend ideas from starting points</p> <p>-Sketch (lightly) before painting to combine line and colour</p> <p>-Sketch (lightly) before painting to combine line and colour</p> <p>-Use observational skills to draw proportions</p> <p>- I can experiment with sizing to represent foreground and background detail</p> <p>-Use brush techniques and the quality of paint to create texture</p> <p>-Control and experiment with qualities of colours (tones, tints, cool/warm colours, contrasting colours) to create texture</p> <p>-Carefully select materials based on qualities to enhance work</p> <p>-Use the qualities of watercolour and acrylic paints to create visually interesting pieces</p>	<p>-Collect ideas, information and sketches from first hand observation and experience; present ideas imaginatively in a sketch book for different purposes</p> <p>-Create a colour palette based upon colours observed in the natural or built world</p> <p>-Identify key aspects such as complementary colours, colour as tone, warm and cold colours, monochromatic, analogues colours</p> <p>-Build on personal skills and knowledge to develop personal style</p> <p>- Choose a medium/techniques to depict mood/atmosphere and light effect.</p> <p>-Sketch (lightly) before painting to combine line and colour</p> <p>-Explore the use of texture in colour (sawdust, glue, shavings, sand/on different surfaces)</p> <p>-Controlling and experimenting with qualities of colours, tones and tints to create mood and express feelings; manipulate paint and painting techniques to suit a purpose, making informed choices.</p> <p>-Develop a painting from a drawing.</p> <p>-Make informed decisions when selecting materials, based on qualities to enhance work</p> <p>-Create imaginative work from a variety of sources.</p>	
									<p>Components:</p> <p>-Research and gather ideas</p> <p>-Take inspiration</p> <p>-Try</p> <p>-Apply</p>

Planning and books:

- Plan a **sequence of learning** into each unit of work.
- The sequence of learning should be evident when looking in sketchbooks.
- Try to record and stick in as much evidence as possible in sketchbooks (scrap book style), including research on artists/art movement, practice to improve techniques and show detail, experimenting with different media and colours, scraps of materials used - thread/fabric/texture elements used.
- Add the final piece of work (outcome) in the sketchbook. **It must include evaluations**, as evidence. Images/videos could also be saved on SEESAW - an opportunity for children to voice record their own evaluation and ideas for the next steps/improved work. Collaborative work, including work on a larger scale, should be included when appropriate.

Sequence of learning

1. **Research and develop ideas:** Take inspiration from artists, observe their style, and then develop ideas in sketchbooks. Look at a range of artwork, artefacts, etc. by specific artists, linked to the unit. Children should find out about great artists, researching their life and work, as well as how they inspired other artists.
2. **Sketchbook experimenting:** Children to observe and imitate a piece of work by the artist studied/alternatively, focus on a particular aspect of the work and draw/represent a close up. For support, you may stick mini photos of artists' work into sketchbooks.
3. **Explore and develop skills and techniques:** Experiment with chosen media, colour, materials, etc. and imitate the style of specific artists.
4. **Master techniques and develop ideas:** Apply and use technical skills to plan from observation or imagination (in sketchbook) and then produce a final piece for display.
5. **Evaluating:** Evaluate own and others' work; annotating in sketchbook - stick photographs of final piece in sketchbooks, to go with the evaluation and to support judgements or record evidence on SEESAW.