

Progression in Art skills- Painting		
Foundation stage	Year 1	Year 2
<p>Nursery- Squirrels</p> <ul style="list-style-type: none"> Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. <p>Nursery- Owls</p> <ul style="list-style-type: none"> Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing. 	<ul style="list-style-type: none"> Experiment with a variety of media; different brush sizes and tools e.g. different brush sizes, hands, feet, rollers and pads Explore lightening and darkening paint without the use of black or white. Begin to control the types of marks made with the range of media. Investigate primary and secondary colours Experiment with colour, shape and lines. Experiment with space. Start to record simple media explorations in a sketch book. 	<ul style="list-style-type: none"> Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture. Continue to experiment in lightening and darkening paint with the use of black or white. Begin to mix colour shades and tones. Experiment with primary and secondary colours to create tertiary colours. Continue to investigate textures and produce an expanding range of patterns. Continue to experiment with colour, line, shapes, texture and space. Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums.

<ul style="list-style-type: none"> • Show different emotions in their drawings – happiness, sadness, fear, etc. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. <p>Reception</p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Begin to explore colour mixing with primary colours to create secondary colours. 	<ul style="list-style-type: none"> • Start to mix a range of secondary colours, moving towards predicting resulting colours. • Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<ul style="list-style-type: none"> • Continue to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work. E.g. small brush for small marks. • Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. • Discuss own work and others work, expressing thoughts and feelings.
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<ul style="list-style-type: none"> • Create collaboratively, sharing ideas, resources and skills • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors. • Safely use and explore a variety of techniques, experimenting with colour. • Share their creations, explaining the process they have used. 		
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KS1: Use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, paints.