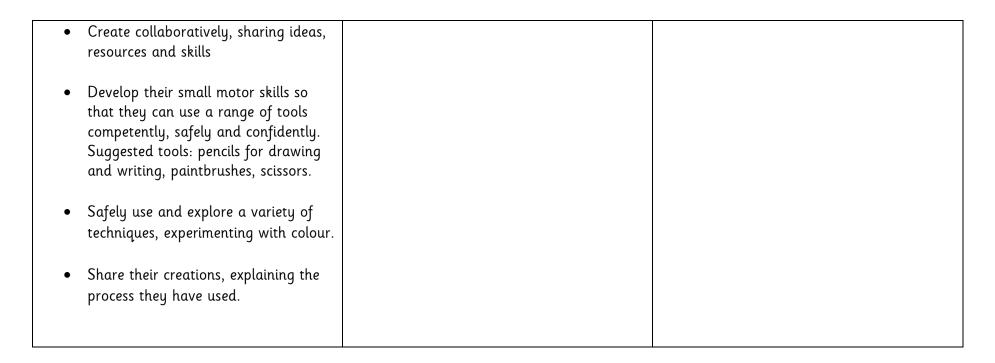
Progression in Art skills- Painting		
Foundation stage	Year 1	Year 2
<ul> <li>Nursery- Squirrels         <ul> <li>Start to make marks intentionally.</li> <li>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</li> <li>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</li> </ul> </li> <li>Nursery- Owls         <ul> <li>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> </ul> </li> <li>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> </ul>		<ul> <li>Year 2</li> <li>Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture.</li> <li>Continue to experiment in lightening and darkening paint with the use of black or white. Begin to mix colour shades and tones.</li> <li>Experiment with primary and secondary colours to create tertiary colours.</li> <li>Continue to investigate textures and produce an expanding range of patterns.</li> </ul>
<ul> <li>Use drawing to represent ideas like movement or loud noises.</li> <li>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> <li>Explore colour and colour mixing.</li> </ul>	<ul> <li>Experiment with space.</li> <li>Start to record simple media explorations in a sketch book.</li> </ul>	<ul> <li>Continue to experiment with colour, line, shapes, texture and space.</li> <li>Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums.</li> </ul>

- 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.

## Reception

- 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.

- 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.
- 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.



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.