Painting Progression – Morley Primary School

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Painting apparatus 	Enjoy using a variety of tools including different size/ size brushes and tools e.g., sponge brushes, fingers, twigs. Experiment with making different marks with a range of tools.	Experiment with a variety of painting tools; different brush sizes and tools. Begin to have some control over the marks made.	Begin to choose tools to perform particular jobs. Begin to control the types of marks made with a range of painting techniques e.g., layering and adding texture.	Competently choose from a range of tools according to their properties. Begin to use different brush sizes and confidently discuss what each brush is used for. Demonstrate increasing control over types of marks made when painting.	Confidently control the types of marks made with the range of media when painting. Use a brush to produce marks appropriate to work. E.g., small brush for small marks	Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Develop a painting from a drawing.	Choose appropriate tools, paint, brushes, paper, implements. Use a range of paints (acrylic, watercolours, oil) to create visually interesting pieces. Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.
Care of painting equipment 	Introduce care of brushes and tools – lay brushes flat to preserve bristles.	Develop care of brushes - don't splay bristles while using brushes.	Further develop care of brushes – wash with care.	Continue with care of brushes and resources as well as work station.	Continue with care of brushes and resources as well as work station. Encourage peers to do the same.	Continue with care of brushes and resources as well as work station. Encourage peers to do the same.	Continue with care of brushes and resources as well as work station. Encourage peers to do the same.
Colour 	Begin to develop language to describe colour e.g., red, dark green, blue like the sky. Discuss colours of objects around them.	Develop language to describe the colours e.g., yellowy orange, blueish. Mix primary and secondary colours to explore	Use colour wheel knowledge to accurately complete a colour wheel with colours in the correct order. Can experiment with tints and	Mix primary and secondary colours to create tertiary colours. Begin to explore complementary colours and where they are	Understand the language of hue, tint, tone and shades. Use increasingly specific colour language e.g., primary,	Identify primary, secondary, tertiary, complementary and contrasting colours. Introduce analogous colours and how	Mix colour, shades and tones with confidence to create specific moods and atmosphere. Introduce monochromatic colours learning

	Name primary and secondary colours. Recognise and name primary colours being used. Begin to mix primary colours to make secondary colours.	the colour wheel and spectrum.	shades and begin to explore complementary colours.	placed on the colour wheel. Demonstrate a background watercolour wash.	secondary, tertiary. Mix colours with increasing confidence building on previous knowledge. Identify warm and cool colours and compare colours to emotions and feelings.	they work together when painting. To use colour to convey feelings and select colour for specific reasons.	the amount of black/white paint we need to make a full range of shades.
Tone 		Explore how adding white or black changes the original colour.	Explore lightening and darkening paint using two shades of the same primary colour.	Experiment in lightening and darkening using black or white.	Begin to understand the terms shade, tone & tint. Mix colours, shades and tints.	Mix colour, shades, tints and tones with increasing confidence.	Mix tones with confidence to create specific moods and atmosphere. Create shades and tints using black and whites.
Shape 	Using painting apparatus, they can create basic shapes that represent objects from observation or imagination.	Apply lines that follow basic contours and outlines of shapes from observation (primary or secondary source).	Lines and contours are clearly identifiable as observed objects.	Lines and shapes can be applied with increasing accuracy, showing control using appropriate painting medium.	Follow the contours of shape using directional brush strokes to show its form.	Shapes and lines are refined independently using controlled strokes.	Experiment with other elements: line, colour and value to give a 2D shape the appearance of a 3D shape.
Texture	Use the correct vocabulary to discuss texture in painting, rough, smooth etc.	Learn to paint on different textures: paper, sandpaper, plastic, foil	Know that paint can be added to create a different texture.	Learn that texture can be manipulated through different techniques such as layering, different brush strokes or varying equipment such	Investigate textures and what materials could be used to create textures in their paintings.	Investigate that texture can be added to a surface before painting, flour, sand etc.	Use their own ideas for texture using a range of resources for purpose.

				as a sponge or paper towel.			
Perspective 			Composition is considered with regards to placement of the object.	Compose paintings with a foreground, middle ground and background.	Compose paintings with foreground, middle ground, background, vanishing lines, focal point, horizon line and vanishing point.	Look at how artists use perspective – foreground darker, brighter & bigger, background paler and smaller.	Compose paintings with perspective to give art work a sense of space and depth.
Sketchbooks 		Start to record simple explorations in a sketch book.	Start to record simple colour and paint explorations in sketch books.	Use a sketchbook to record explorations and experimentations as well as try out ideas and colours.	Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.	Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works Start to develop own style.	Use sketchbooks to collect and record & annotate visual information from different sources as well as planning and colleting source material.
Vocabulary 	Mark making, sponges, brushes, line, colour, shape, fine motor skills, primary colours, secondary colours, poster paint, watercolour.	All of previous vocabulary including: size, mixing, colour wheel, spectrum, texture, sketch book.	All previous vocabulary including: tints, shades, sand, tertiary colours	All previous vocabulary including: complementary colours, warm, cool, foreground, middle ground, background, tint, wash, perspective, acrylic paint.	All previous vocabulary including: tones, vanishing lines, vanishing point, horizon line, focal point.	All previous vocabulary including: techniques, atmosphere, light effects, analogous colours,	All previous vocabulary including: Monochromatic colours, space, depth, blocking.