

# ST HUGH'S CATHOLIC PRIMARY SCHOOL

## ART PROGRESSION OF KNOWLEDGE & SKILLS - Painting

By the end of <b>Key Stage 1</b> pupils will have had the opportunity to:	By the end of <b>Lower Key Stage 2</b> pupils will have had the opportunity to:	By the end of <b>Upper Key Stage 2</b> Pupils will have had the opportunity to:
<p>Develop understanding of colour mixing and a sound knowledge of the primary colours and how to mix them to create secondary colours.</p> <p>Create shades of a colour and choose and justify colours for purpose, mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections.</p> <p>Improve skill and control when painting. Paint with creativity and expression.</p> <p>Apply colour mixing and painting skills to work in the style of an artist.</p> <p>Understand that the properties of the paint used, and how it is used, will affect mark making.</p> <p>Identify and describe different textures. Use colour mixing, painting techniques and painting tools to create texture effects.</p> <p>Use painting techniques and painting tools to create collage materials to be used in artwork inspired by a known artist.</p>	<p>Understand that art has been created since prehistoric times.</p> <p>Identify key 2D shapes in an image and use these when creating artwork.</p> <p>Further increase skill and control when painting.</p> <p>Paint with expression.</p> <p>Analyse and describe colour and painting techniques in artists work.</p> <p>Develop an increased awareness and understanding of mixing and applying colour, including use of natural pigments.</p> <p>Create and use aspects of colour such as tints and shades to create different effects.</p> <p>Use a variety of natural materials to create texture.</p> <p>Explore painting over different surfaces.</p> <p>Manipulate colour for print.</p>	<p>Build on knowledge of history of art by learning about the history of watercolour painting.</p> <p>Analyse and describe colour, line and shape in paintings and describe painting techniques in artists work. Explain how these elements may influence the response of the viewer.</p> <p>Select, mix and apply more complex colours to depict thoughts and feelings and emotions.</p> <p>Paint still life objects from observation, mixing paint to produce realistic colour.</p> <p>Study colours used by Impressionist painters.</p> <p>Use a variety of techniques to create a watercolour wash and use paint to create different effects. Use a combination of different art media with watercolour to achieve effects and develop artwork.</p> <p>Use controlled brush strokes to paint with greater skill and control and expression, applying tonal techniques and more complex colour theory to own work.</p>

<p>Develop artwork in the style of a known artist using mixed media including paint.</p> <p>Use paint to print and mix colours by over printing. Apply skills to design and create a printing pattern</p> <p>Evaluate and improve artwork</p>	<p>Analyse and describe texture within artists' work. Use a range of materials to express complex textures.</p> <p>Apply learned painting skills when working collaboratively to create artwork.</p> <p>Understand that still life is a name given to the genre of painting (or making) a collection of objects/elements.</p> <p>Understand that still life is a genre which artists have practised for hundreds of years and which contemporary artists still explore today.</p> <p>To explore the formal elements of art and composition when creating a still life and to consider lighting, surface, foreground and background.</p> <p>Consider proportion and composition when planning a still-life painting.</p> <p>To make work as part of a community/class and understand how everyone can contribute towards a larger artwork.</p>	<p>Apply learned painting techniques to create a landscape painting.</p> <p>Understand that there is a tradition of artists working from land, sea or cityscapes. That artists use a variety of media to capture the energy of a place, and that artists often work outdoors to do this.</p> <p>Understand that artists are influenced by temporal, cultural and political motivations.</p> <p>Develop starting points for creative outcomes including for their own artwork and to create artwork inspired by known artists.</p> <p>Make independent decisions as to which materials are best to use, which kinds of marks and which methods will best help exploration of subject.</p>
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Sketchbooks		
Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p>Use sketchbooks with growing effect with the aid of teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials.</p> <p>Understand that the way each persons' sketchbook looks is unique to them.</p>	<p>Use sketchbooks to generate ideas and for planning and refining work, to record thoughts, observations and ideas and to develop skill and technique.</p> <p>Build on the understanding that the way each persons' sketchbook looks is unique to them and begin to develop their own style.</p>	<p>Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbooks.</p> <p>Continue to develop their own personal style when using their sketchbooks by note taking, experimenting developing research pages.</p>
Evaluating and reflecting		
Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p>Describe what they feel about their artwork and the art of others and describe choices and preferences using the language of art.</p>	<p>Reflect on their own work and use their own and others opinion of their work to identify areas of improvement.</p>	<p>Give reasoned evaluations of their own and others work which takes account of context and intention.</p>

Key Vocabulary		
Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p>colour mixing, primary colours, secondary colours, design, paint, concentric circles, pattern, silhouette, darker, lighter, impasto, texture, shades, hue, inspired, collage, overlap, compose, composition, overlap, mixed-media, abstract, literal, print making, over-print evaluate, improve</p>	<p>historic, prehistoric, sketch, proportion, scale, scaled up, tone, smudging, texture, Cave drawings, natural, pigment, colour palette, surface, rough, texture, handprint, negative image, positive image, collaborative, natural colours, hue tint, shade, 3Dimensional, 2Dimensional, grid, effects, , form, illusion, composition, still life, technique, substance</p>	<p>analyse, interpret, meaning, respond, narrative, pattern, shape, tone, inference, justify, composition, compose, convey, final piece, intention, style, colour wash, landscape, resist, line drawings, abstract, overdraw,</p>