

**INSPIRE   NURTURE   BELIEVE   ACHIEVE**

*Working **together** to be the **best** that we can be.*

## **Enrichment Curriculum Art and Design:**

### **Example Progression of Skills for Colour and Painting**

Happiness

Perserverance

Resilience

Kindness

Friendship

Respect

## **Learning in EYFS:**

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which early years outcomes are prerequisite skills for art within the national curriculum. The table below outlines the most relevant early years outcomes from 30-50 months to ELG, brought together from different areas of the Early Years Foundation Stage, to match the programme of study for art.

The most relevant early years outcomes for art are taken from the following areas of learning:

- Expressive Arts and Design

Art			
30-50 Months	Expressive Arts and Design	Exploring and Using Media and Materials	<ul style="list-style-type: none"> <li>To explore colour and how colours can be changed.</li> <li>To understand that they can use lines to enclose a space and then begin to use these shapes to represent objects.</li> <li>To begin to be interested in and describe the texture of things.</li> </ul>
		Being Imaginative	<ul style="list-style-type: none"> <li>To develop a preference for forms of expression.</li> <li>To notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</li> <li>To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> </ul>
40-60 Months	Expressive Arts and Design	Exploring and Using Media and Materials	<ul style="list-style-type: none"> <li>To explore what happens when they mix colours.</li> <li>To experiment to create different textures.</li> <li>To understand that different media can be combined to create new effects.</li> <li>To manipulate materials to achieve a planned effect.</li> <li>To construct with a purpose in mind, using a variety of resources.</li> <li>To use simple tools and techniques competently and appropriately.</li> <li>To select the appropriate resources and adapt work where necessary.</li> <li>To select tools and techniques needed to shape, assemble and join materials they are using.</li> </ul>
		Being Imaginative	<ul style="list-style-type: none"> <li>To create simple representations of events, people and objects.</li> <li>To choose particular colours to use for a purpose.</li> </ul>
ELG	Expressive Arts and Design	Exploring and Using Media and Materials	<ul style="list-style-type: none"> <li>To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>
		Being Imaginative	<ul style="list-style-type: none"> <li>To use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</li> </ul>

## **NC Aims – Art and Design**

- Produce creative work, exploring their ideas and recording their experiences.
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using the language of art, craft and design.
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art form.

### **Key Stage 1**

Pupils should be taught:

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- About 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.

### **Key Stage 2**

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design

Pupils should be taught:

- To create sketchbooks to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)
- About great artists, architects and designers in history.





# Art Progression of Skills – Colour and Painting

Media – pigment (paint, inks, pastels and dyes) and tools to apply colour (brushes, sponges and straws)



# Foundation Stage

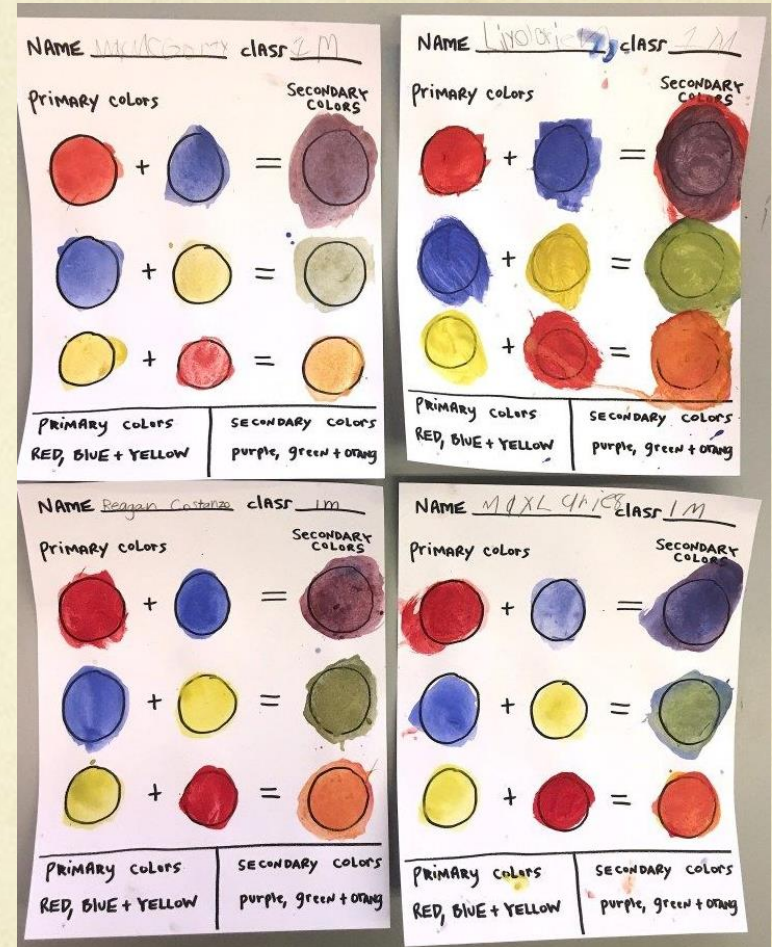
- Using and experiencing primary colours to ensure they know their names. Allow for the experimentation of mixing as this will begin their understanding of how to create new colours from primary colours.
- Learn the names of different tools that bring colour (glue, pastels, paint, felt tips), as well as tools that will create different marks for example brushes and sponges.





# Year 1

- Ensure the names of primary colours are known and begin to introduce the mixing of colours to form new colours.
- Find and show variations of colour – different shades of blue, green, purple and to evaluate this, use language such as light/dark. This language can also be used when using different tools.
- Continue to explore applying colour with a range of tools for enjoyment.





# Year 2

- Begin to describe colours by linking them to objects for example 'raspberry and pink', 'sunshine and yellow'.
- Show that several tones of a primary colour are possible by mixing the colour with different amounts of white, as well as darkening a colour without the use of black.
- Mix colours to match those of the natural world for example colours that aren't as defined.
- Begin to use colour on a larger scale than A4

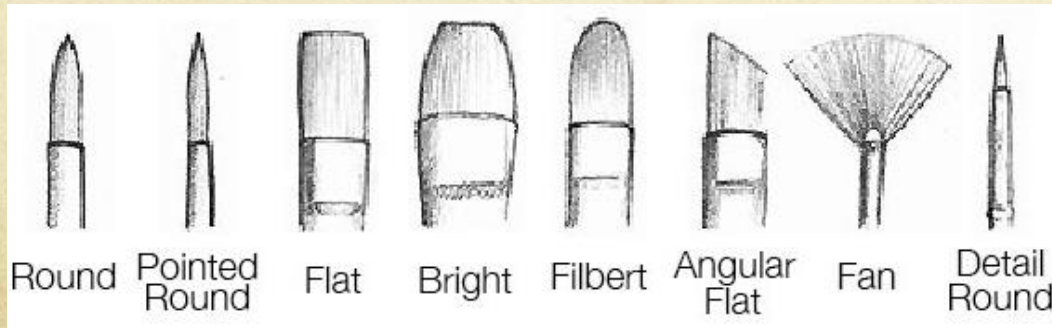




# Year 3

Build on KS1-

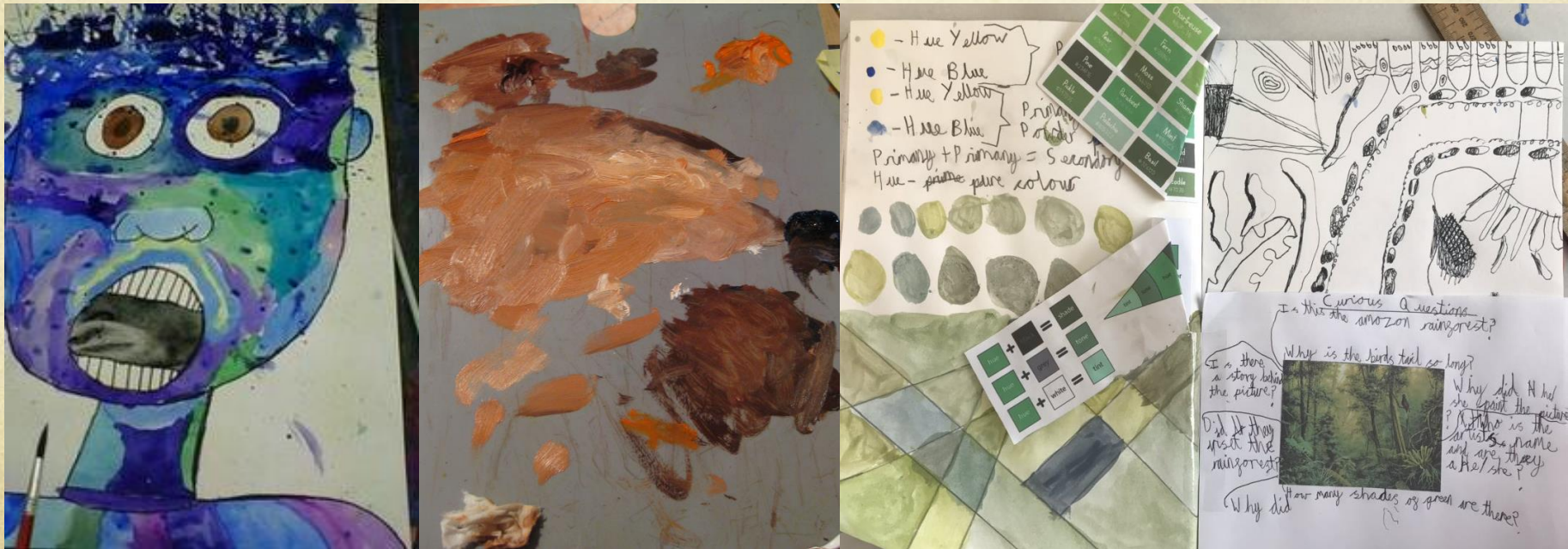
- Extend the exploration of colour mixing to applying colour mixing.
- Show the difference between primary and secondary colours through colour wheels.
- Introduce different types of brushes for specific purposes
- Begin to apply colour using dotting, scratching, splashing to imitate an artist. For example, the technique Pointillism which is the control over coloured dots to show evident toning and shade.





# Year 4

- Begin to compare colours to a commercial colour chart to extend knowledge of variation of colour.
- Mix and match colours to those in a piece of art and work with one colour against various backgrounds (link to using colour to reflect mood as shown by Matisse).
- Mix and match to form flesh colours by observing hands and skin.
- Advise and question suitable equipment for the task e.g size of paintbrush





# Year 5 and 6

- Consider colour for purpose for example choosing certain colours to express moods and feelings.
- Explore the use of texture in colour with sawdust, glue, shavings as well as on different surfaces.
- Consider using colour for purposes for example to express moods and feelings.
- Explore the texture of paint – very wet and thin or thick. Incorporate here what the effects of adding PVA are.
- Encourage the individual identification of suitable equipment for a particular purpose.
- Consider specific artists use of colour and their application of it (Pollock, Monet and Chagall)

