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| **A Year 1 Artist Will:** | **A Year 2 Artist will:** | **A Year 3 Artist will:** | **A Year 4 Artist will:** | **A Year 5 Artist will:** | **A Year 6 Artist will:** |
| Begin to explore and experiment with the primary colours.  Mix primary colours to create secondary colours.  Describe collections of colours.  Discuss and use warm and cold colours.  Describe favourite colours and why colours may be used for different purposes.  Explore a range of paint, brush sizes and tools.  Able to work in different consistencies.  Can use their brush to create a wide range of marks.  Able to look at and discuss own work and that of others.  **Yayoi Kusama**  **Georges Seurat** | Begin to describe a range of colours.  Mix a range of secondary colours and tertiary colours.  Be able to discuss the colour wheel.  Talk about why they have selected colours for their artwork.  Begin to use a range of paint and discuss why some are more suited to particular painting styles.  Able to work in different consistencies.  Can use their brush to create a wide range of marks.  Able to look at and discuss own work and that of others.  **Vasily Kandinsky**  **Piet Mondrian** | Make tints of colour by adding white.  Darken/lighten colours without using black/ white.  Mix/create colour for use on a large scale (wash).  Explore a variety of media to create colour (paint, crayon, coloured pencils, textiles, ink, pastels).  Demonstrate increasing control of the types of marks made to create certain effects.  Able to organise own area and clear away.  Use sketchbook to store information on colour mixing, brush marks etc.  Able to select and work from direct observation.  Can discuss own work and that of other Artists.  **Pablo Picasso**  **Vincent Van Gogh** | Make tints and shades using white, grey and black.  Observe colour and suggest why it has been used.  Independently choose the right paint and or equipment for the task.  Select colour to reflect the mood.  Explore different brush strokes and why/when they might be used.  Begin to discuss how they are influenced by the work of other artists.  Able to organise own area and clear away.  Use sketchbook to store information on colour mixing, brush marks etc.  Able to select and work from direct observation.  Can discuss own work and that of other Artists.  **Gustav Klimt**  **L.S. Lowry** | Make and discuss the hue, tint, tone, shade and mood.  Mix colours, shades, tones, tints with confidence, building on previous knowledge.  Select colour for purpose explaining choices. Discuss how colour can be used to express ideas, feelings and mood.  Confidently control the types of marks made and experiment with different effects and textures.  Use their sketchbooks to record and store information.  Begin to use perspective in their paintings/compositions.  Begin to develop their own styles.  Begin to study natural objects: a still life.  Involve and use mixed media experimentations in their work: working on different surfaces (cardboard, torn paper, drawing and painting over the top).  Starting to place key Artists in to movements, eg, Impressionists etc.  Discuss and evaluate their work and that of others.  **Robert and Sonia Delauney**  **Claude Monet**  **Jackson Pollock** | Select colour to express feelings.  Discuss harmonious and contrasting colours and their placement on the colour wheel.  Work in a sustained and independent way, developing own styles.  Purposefully controlling the types of marks, brushstrokes used to create desired effect.  Use colours and brushstrokes to create atmosphere and light effects.  Use perspective in their paintings/compositions. Develop their own styles.  Study natural objects: a still life.  Involve and use mixed media experimentations in their work: working on different surfaces (cardboard, torn paper, drawing and painting over the top).  Place key Artists in to movements, eg, Impressionists etc.  Discuss and evaluate their work and that of others.  **Georgia O ‘Keeffe**  **Joan Miro** |

PAINTING SKILLS