

Painting Progression through the Primary School

<p>Nursery Children should explore a wide variety of paint using a range of applicators. They should try out a range of simple tools and be encouraged to use their hands, feet and fingers. They should experience painting flat and upright on a variety of coloured and shaped paper. Collecting and mixing colours will also help in building a colour vocabulary.</p>	<p>Reception Children can experiment with mixing different textures into paint to change the consistency. There should be repetition and consolidation of nursery skills so that no children 'miss out'. Children should start to name specific colours and may be introduced to colours through the computer.</p>
<p>Year 1 Continuing with the experimentation, children need to gain greater control over the range of applicators used. They need to explore how the consistency can be altered by the addition of water alone. Increasing the use of colour vocabulary may lead to exploration of hues for example, creating bright and dull primary colours.</p>	<p>Year 2 Children should know and name primary and secondary colours. They should experiment with combining secondary colours to form different browns, (tertiary colours). They should have looked at how artists have used colour and have experimented with some of their techniques. Children could be encouraged to include other media into their paintings.</p>
<p>Year 3 Children may need some revision of colour theory developed so far. They may then explore areas such as links between colour and feelings. If possible, different paints and applicators could be introduced or new ways with familiar materials demonstrated. Exploration of warm and cool colours will further enhance knowledge of colour theory.</p>	<p>Year 4 As many colours can now be achieved, switch focus to Tone and look at Monochrome. Make a particular focus on how painting is tackled in other cultures or from a particular period. Children need to be set challenges where they have to make informed choices and be encouraged to sustain a piece of work over a period of time.</p>
<p>Year 5 Children should develop a particular theme and work from sketching through modification to a final product. Consider exhibiting finished work. After considering established artists' work, look particularly at the use of fore, middle and backgrounds. Consider perspective and also deliberate distortion. Look at different portraits and consider creating skin tones.</p>	<p>Year 6 Children should study a particular artist or movement and make use of this knowledge in their own work. Children could explore how painting provides an insight into social and historical situations as well as conveying feelings. They should be encouraged, through selection and reflection, to build up a folio of work demonstrating progression of knowledge and understanding.</p>

Sketchbooks

What are sketchbooks?

Sketchbooks are better called an "Art Ideas Book". They are a place for ideas for art rather like an English draft book is a place for ideas for stories and other writing.

They form a visual record of the artists studied, techniques and media experienced as well as evidence of developing skills in observation and design.

They are the place where the 'arts' can come together with music, poetry and art complimenting each other.

How do I begin?

First you will need suitable materials for a sketchbook. This can range in quality and price from a spiral bound sketchbook to pieces of paper stapled together to form a book. Go for the best quality paper that you can afford, but don't let a tight budget put you off!

Blank pages, especially the first page of a new sketchbook, are always off putting. "What if I make a mess and ruin the whole thing?" This can be over come by breaking up the surface. Stick related text and pictures alongside roughly sketched boxes.e.g.

eyelashes *eyebrows* EYES
pupils **IRIS** tearduct

