

Year Group	Painting	Examples
EYFS	Can select and use different brushes to explore and make marks of different thicknesses and using wet and dry paint techniques.	
Year 1	Explore a variety of tools and techniques including the use of different brush sizes and types Can investigate mark-making using thick brushes, sponge brushes for particular effects Can spread and apply paint to make a background using wide brushes and other tools to express backgrounds and context Mix secondary colours and shades using different types of paint. Create different textures e.g. use of sawdust.	
Year 2	Can investigate, experiment, mix and apply colour for purposes to represent real life, ideas and convey mood Can use colour and painting skills and apply surface techniques to create or suggest a place, time or season Can experiment with a variety of tools and techniques, including mixing a range of secondary colours, shades and tones. They work on a range of scales e.g. large brush on large paper etc.? Mix a range of secondary colours, shades and tones. Experiment with tools and techniques, including layering, mixing media, scraping through etc. Name different types of paint and their properties. Mix and match colours using artefacts and objects.	
Year 3	They can predict with accuracy the colours that they mix. They know where each of the primary and secondary colours sits on the colour wheel. They experiment with different effects and textures e.g. blocking in colour, colour washes, thickened paint etc.) They use a range of brushes to create different effects. Can explore the effect on paint of adding water, glue, sand, sawdust and use this in a painting Can mix and use primary and secondary colours with the addition of black and white and other hues Mix a variety of colours and know which primary colours make secondary colours. Use a developed colour vocabulary. Experiment with different effects and textures including blocking in colour, washes, thickened paint etc. Work confidently on a range of scales e.g. thin brush on small picture etc.	
Year 4	They can create all the colours they need. Make and match colours with increasing accuracy. Can use colour and painting skills and apply surface techniques to create or suggest a place, time or season Use more specific colour language e.g. tint, tone, shade, hue. They create mood in their paintings. They successfully use shading to create mood and feeling Can represent things observed, remembered or imagined, using colour selecting appropriate paint and brushes. Can create a painting from designs and research to communicate an idea or emotion Choose paints and implements appropriately. Plan and create different effects and textures with paint according to what they need for the task Show increasing independence and creativity with the painting process.	
Year 5	They successfully use shading to create mood and feeling They create a range of moods in their paintings. They express their emotions accurately through their painting and sketches. They include highlights and shadows when painting landscapes. Can create different effects by using a variety of tools and techniques such as dots, scratches and splashes, and applying paint in layers Can select from different methods to apply colour using a variety of tools and techniques to express mood or emotion Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. Work on preliminary studies to test media and materials. (Preliminary studies reveal where challenging areas may be in palette choices, color mixes, values, light source issues, composition, etc. 3. You'll generally have a more enjoyable painting experience since you'll already have an idea of where issues are likely to arise.) Create imaginative work from a variety of sources.	
Year 6	They can carry out preliminary studies, test media and materials and mix appropriate colours. They work from a variety of sources, including some researched independently. They choose appropriate paint, paper and implements to adapt and extend their work. They create shades and tints using black and white. They show an awareness of how paintings are created, composition. Can plan/paint symbols, forms, shapes, and composition when exploring the work of other artists/cultures informing their painting Can use studies gathered from observation to help plan and realise paintings, using thumbnail studies and paint techniques to represent action or interaction Can show the effect of light and colour, texture and tone on natural and manmade objects.	
Artists		