

Continuous Provision Progression Grid

Intention- To develop skills to enable children to look after and clean equipment independently, gain a knowledge of colour mixing and begin to paint with some precision.

Children will develop over the year skills needed in Year One. Supported by different adults to foster a love of painting.

Children will develop language and vocabulary to talk about the skills they are using and how they may improve these skills further.

Development Matters

Birth to Three

Expressive Arts

Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.

Three and Four Year Olds

Expressive Arts

Explore colour and colour-mixing

Children in Reception will

Expressive Arts

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Painting Area-

*'Painting is just another way of keeping a diary'
Pablo Picasso*

Development Matters

Children in Reception will

Physical Development

Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

Expressive Arts and Design- ELG

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Share their creations, explaining the process they have used.

Questioning Children

- *What could you call your painting?*
- *What are you going to make?*
- *What do the objects/posters/photographs show us?*
- *What colours can you see?*
- *Can you describe the texture?*
- *What did you use to make your painting?*
- *How did you...?*
- *What materials did you use?*
- *What do you think about your...?*
- *Spend a few moments looking at this painting. What do you see? What do you think the artist used to create this?*
- *How does this painting make you feel?*
- *What words could you use to describe your artwork?*
- *If you were going to paint this picture again, what could you change?*
- *Why did you use that colour for the...?*
- *How does the painting show speed/size/emotion?*
- *How did you make these lines?*
- *What is your favourite part of this painting?*

Adults will support our young artists by...

Key Vocab: Key vocabulary would also include the names and descriptions of any resources provided.

Essential Vocab:

Art, paint, painting

Colour names

Mix, add, make, hold, mark, light,

lighter, dark, darker, dry, wet

Line, pattern, dot, thick, thin, colourful

Circle, square, round, wavy

Splash, spray, press, print

Big, large, small, little, next to, middle, in front, behind

Extended Vocab:

Insert words liquid, ink, watercolour

Dab, strokes, splatter, drizzle, swirl, smudge,

sketch

Bold, vibrant, bright, matte, glossy, 2D,

straight, zig-zag, curvy, smooth

Experiment, control, effect, combine, blend, tone, shade, texture, movement, action, imagine, observation, technique, layer, detail, frame, compare

Primary colour, pastel shades, earth tones, warm/cool colours

Scene, portrait, landscape

Artist, artwork

Wide, broad, fine, narrow, near, far, foreground, background, perspective

Children's imagination when painting will be cultivated to allow them individuality allowing their personalities to shine through!

What adults will provide

Aprons

Tablecloths, protective covers

Paints - powder/liquid/block paints

Different-sized brushes

Water pots

Mixing palettes

Painting easel, large tray

Different coloured card/paper, roll of paper, tin foil, clingfilm, shower curtain

Jumbo clips, masking tape

Printing materials - sponges, rollers, mashers, stamps

Artist's paintings

Wax crayons for resist painting

Paint trays and round objects for rolling art

Colour charts, pipettes

Different surfaces for painting - foam, ice

Books about artists

Natural materials

Printing materials - bubble wrap, string, rubber bands

Mirrors

Collage materials to create layers

Different-shaped or sized paper

Natural materials to create their own paintbrushes and paints

Children will be encouraged use the painting area daily to build upon work from previous days. Children will learn to be independent when washing and cleaning equipment. Children will learn to mix colours and paint carefully when appropriate.

Planning in areas will take into consideration children's ability and past experiences over the year. This document is to be used as a benchmark and built upon for individuals and groups.

Term	Links to Development Matters	Intent	Possible Activities in Continuous Provision	Resources	Activities from MTP to support intent of half term.	Review of area/ Other activities used to follow children's interests.
<p>Autumn 1</p> <p>A Story to Remember</p> <ul style="list-style-type: none"> • What could you call your painting? • What are you going to make? • What do the objects/posters/ photographs show us? 	<p>Birth to Three- Expressive Arts- Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p> <p>Three and Four Year Olds- Expressive Arts- Explore colour and colour-mixing</p>	<p>Children will wash brushes appropriately. Children will wash equipment appropriately. Children will use appropriate colours.</p> 	 <p>Colour books for children to explore. Grouping objects by colour.</p>  <p>Using dabbers to explore Primary Colours. Washing different sized brushes in different containers. Washing equipment in the sink. Painting the Gruffalo/bears using appropriate colours; these maybe given to the children. Paint rainbows</p>	<p>Colour books. Colourful objects. Primary Colours Dabbers Different sized paint brushes. Gruffalo pictures. Bear pictures. Paint sticks.</p> 	<p>Paint a self portrait to introduce children to the skills they will be learning over the year- washing brushes, colour mixing, draw and then painting.</p> 	

				using paint sticks.			
<h2>Autumn 2</h2> <h3>Once Upon a Time</h3> <ul style="list-style-type: none"> • What colours can you see? • Can you describe the texture? • What did you use to make your painting? • How did you...? 	<p>Three and Four Year Olds</p> <p>Expressive Arts</p> <p>Explore colour and colour-mixing</p>	<p>Children will learn to mix different shades, both lighter and darker. Children will paint within an enclosed space. Children will draw and paint a simple outline.</p> 	<p>Painting 3 little pigs focusing on pigs being different shades.</p> <p>Painting 3 Billy Goats Gruff focusing on pigs being different shades.</p> <p>Draw a troll and paint it of green.</p> <p>Add white or black to Christmas wrapping</p>	 <p>using different shades of red and green to make paper.</p>	<p>Paints</p> <p>Paint brushes</p> <p>Pallets.</p> <p>Pictures of 3 little pigs.</p> <p>Pictures of 3 Billy Goats gruff</p> <p>Long paper</p>	<p>Making Christmas decorations. Using skills built so far.</p> 	
		<p>Children will understand that by putting 2 or more colours together a different colour will be made.</p>  	<p>Use spot trays with various colours on for children to explore mixing.</p> <p>Painting snow and ice (weather permitting!)</p> <p>Paint ice cubes to observe melting.</p> <p>*Challenge can you make green for Little Red Riding hoods apples?</p> <p>Can you make pink to paint a pig?</p> <p>Can you make brown to paint a goat?</p> <p>Christmas baubles, Christmas baubles symbols.</p>	 <p>colour mixing using addition</p>	<p>Spot trays</p> <p>Paints</p> <p>Paint ice cubes.</p> <p>Goats, pigs etc</p> <p>Apple outlines</p> <p>Pig and goat outlines</p> <p>Christmas bauble outlines</p> 	<p>Snowy landscape painting. In the style of Van Gough.</p> 	
<h2>Spring 1</h2> <h3>The Helpful Patrol</h3> <ul style="list-style-type: none"> • What materials did you use? 	<p>Children in Reception will</p> <p>Expressive Arts</p> <p>Explore, use and refine a variety of artistic effects to</p>	<p>Children will paint a picture using appropriate colours. Children will perfect the skill of washing a paint brush to change colour. Children will continue to explore colour mixing using resources</p>	<p>Paint emergency vehicles using appropriate colours.</p> <p>Paint people who help us using appropriate colours.</p> <p>Draw people who help use and paint colours. Mixing colours if needed.</p>		<p>Pictures of People who help us vehicles and uniforms for reference.</p> <p>Paints</p> <p>Paint brushes</p> <p>Outlines of vehicles/uniforms</p>	<p>Fingerprint painting for crime investigation.</p> <p>Fire works painting.</p> <p>Painting a Chinese Dragon as a class.</p>	

- What do you think about your...?
- Spend a few moments looking at this painting. What do you see? What do you think the artist used to create this?

express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.

to support colour choices made. Children will draw and then paint their own pictures.

Spring 2 Spring has Sprung

- What words could you use to describe your artwork?
- If you were going to paint this picture again, what could you change?
- Why did you use that colour for the...?

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Draw and paint a chick for feathers to be added too. Design and paint an Easter Egg; re-visiting printing skills.



Paint
Paint brushes
Dabbers to print.

Drawing and painting baby animals including our class chicks. Focusing on mixing correct colours needed.

Creating our own Easter decorations and designing cards

Summer 1 Amazing Adventures

- How does the painting show speed/size/emotion?
- How did you make these lines?

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Children will paint 3D models. Children will draw and paint their own pictures using their imaginations.



Use the skills and knowledge of colour mixing to mix colours to paint their 3D models made when junk modelling. Draw and paint their own dinosaurs using their knowledge of dinosaurs and imaginations.

Paints
Paint brushes
Pictures/non-fiction books of dinosaurs to



reference.

Children will paint 3D models. Children will draw and paint a scene from a story.



Use the skills and knowledge of colour mixing to mix colours to paint their 3D models made when junk modelling.

Paints
Paint brushes
3D models to paint

Draw and paint a picture of Baby Bear and the owl on the moon having a picnic.



Create a piece of artwork to celebrate St David's Day.



Summer 2- Magnificent Mini beasts.

- What is your favourite part of this painting?

Expressive Arts and Design- ELG Safely use and explore a variety of materials, tools and techniques, experimenting with colour,

Children will paint in the style of an artist. Children will paint using symmetry. Children will draw then paint, turning small subjects into larger pieces of work.

Children to mirror both sides of a butterfly's wings, firstly by pressing them together. Then by copying designs onto both sides. Paint ladybirds to show number bonds to 10.

Cut out paper of butterfly
Paints
Brushes

Design and make a bug habitat in a cardboard box.

design,
texture, form
and function.
Share their
creations,
explaining the
process they
have used.

To paint flowers in the style of Georgia O'keiff using
magnifying glass to observe flowers.



To learn about,
discuss and
experiment Georgia
O'keiffs 'flowers'.

