Paint

Painting

STAGES OF DEVELOPMENT IN COLOUR MIXING (1)

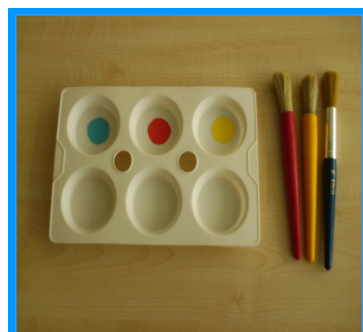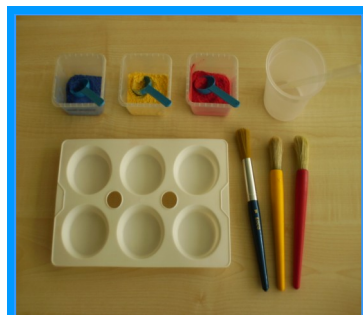| DESCRIPTION OF STAGE	ADULT SUPPORT AND RESOURCES	
Experiences mixing primary colours (red, blue, yellow), black and white.	**Adult** - Provides opportunities for child to explore the effect of paint mixing. When appropriate discuss the colour changes. **Resources** - Red, yellow, blue, black and white paint, white paper on tables and easels, brushes.	
Experiences mixing two colours selected from primary colours, black and white.	**Adult** - Encourages child to explore. Draws attention to the outcome. **Resources** - To explore this stage of development, see 'paint activity ideas'.	
Explores how a colour is affected by background colour.	**Adult** - Provides opportunities for child to explore the effect different coloured backgrounds have on the colour of paint. When appropriate discuss the colour changes. **Resources** - Red, yellow, blue, black and white paint, coloured paper on tables, easels, brushes.	
Child prepares their own palette using ready mixed paint and mixes colours.	**Adult** - Models how to colour mix using ready mixed paint in a palette. Discusses outcome. **Resources** - Paint palette, ready mix paint, brushes.	
Child prepares their own palette using powder paint and mixes colours.	**Adult** - Models how to mix powder paint in a palette. Discusses outcome. **Resources** - Palette, powder paint in small pots, scoops, water, pipettes, brushes.	

Painting

STAGES OF DEVELOPMENT IN COLOUR MIXING (2)

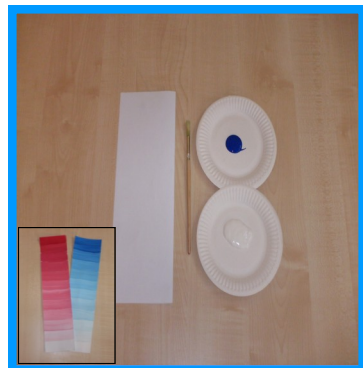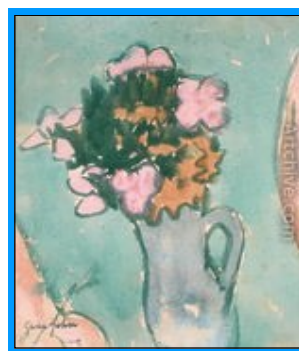| DESCRIPTION OF STAGE	ADULT SUPPORT AND RESOURCES	
Knows which primary colours make secondary colours.	**Adult**—Models how to make a colour wheel of primary and secondary colours. **Resources** - Paint, brushes, plate, water.	
Knows how to make colours lighter and darker.	**Adult** - Models mixing tonal colours starting with the lighter colour and adding small amounts of the darker colour. **Resources** - Tonal cards, paint in primary colours and add either black or white, paper, brushes. N.B. Tone = lighter 　　　 Shade = darker	
Discusses the application of paint by other artists. (Curriculum Cymreig)	**Adult** - Encourages **discussion** focusing on application of paint in the work of other artists. **Resources** - Examples of artists' work (include Welsh artists) sourced from Schools Library Service, images from internet, art books etc.	Image by Gwen John

STAGES OF DEVELOPMENT IN THE USE OF PAINT AND BRUSHES (1)

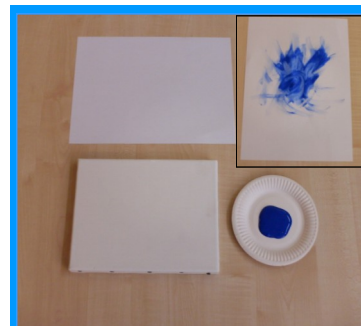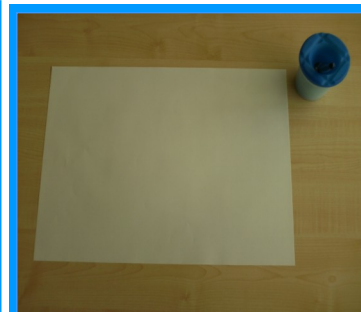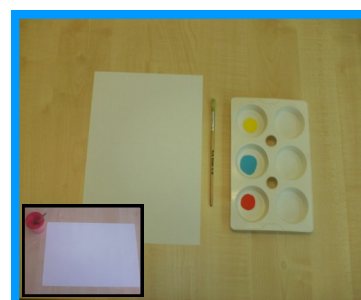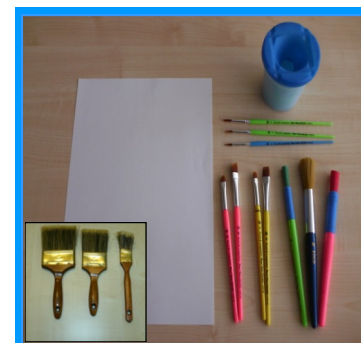| DESCRIPTION OF STAGE	ADULT SUPPORT AND RESOURCES	
Explores paint using hands and fingers.	**Adult -** Encourages child to explore paint. When appropriate discusses how it feels, looks and smells (the sensory nature of the paint). **Resources** - Thick paint, laminated sheets, wipeable table tops, trays, large plain plastic plates etc.	
Applies paint using hands and fingers.	**Adult -** Encourages child to apply paint to create an original piece of work. **Resources** - Thick paint, thick paper, card, canvas etc.	
Explores making marks with a brush.	**Adult** - Encourages child to make marks. Models if necessary. **Resources** - Thick paint, short handled broad bristled brushes, large pieces of paper, easel/table.	
Loads paint onto a brush and transfers to surface.	**Adult -** Models how to wipe excess on palette/pot. Sensitively intervenes when appropriate. **Resources** - Paint, brush, pot/ palette.	
Explores using a variety of brushes.	**Adult** - Encourages child to make marks using different brushes. **Resources** - A variety of conventional brushes e.g. different thicknesses and textures.	

Painting

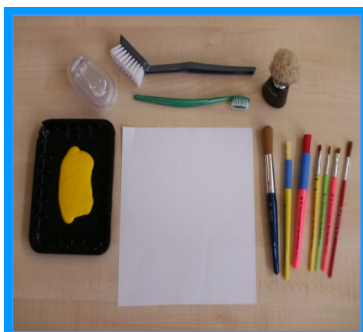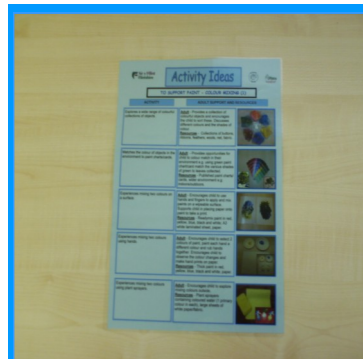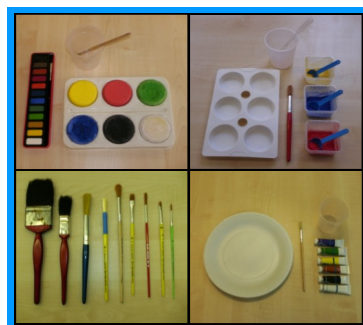| DESCRIPTION OF STAGE	ADULT SUPPORT AND RESOURCES	
Washes and replaces the brush.	**Adult** - Models how to wash, reshape and replace brushes. **Resources** - Clean water (change regularly).	
Uses a variety of brushes with increasing control.	**Adult** - Encourages child to use one colour of paint and different brushes to experiment with mark making. **Resources** - A variety of brushes (both conventional and non conventional) one colour of paint, paper. See 'paint activity ideas'.	
Explores an increasing variety of paint.	**Adult -** Models in turn how to use a variety of paint. **Resources** - ready mix paint ➔ block paint ➔ water colours ➔ acrylics. Brushes, water, paper See 'paint activity ideas'.	
Uses a variety of paint and brushes with increasing control.	**Adult** - Encourages the child to make their own choices. **Resources** - Child selects from the range of brushes and paints previously introduced.	
Discusses the application of paint by other artists. (Curriculum Cymreig)	**Adult** - Encourages **discussion** focusing on application of paint in the work of other artists. **Resources** - Examples of artists' work (include Welsh artists) sourced from Schools Library Service, images from internet, art books etc.	
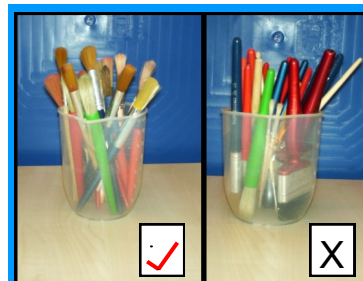
Image by Kyffin Williams

Painting

DEVELOPING INDEPENDENCE (1)

Becoming independent has several stages that may not necessarily be in sequential order.
The statements below are interchangeable.

DESCRIPTION OF STAGE	ADULT SUPPORT AND RESOURCES	
Selects an apron and puts it on with assistance, if required. Takes off apron and returns to designated area.	**Adult -** Reminds child to use apron and to put away after use. Encourages increasing independence. **Resources** - Aprons hanging at child's height close to paint provision area (use different aprons to water play etc.)	
Washes and dries hands.	**Adult -** Models and supports child to clean hands thoroughly. **Resources -** Water, soap, hand dryer/paper towels.	
Selects paper prior to painting. Places finished work in drying area.	**Adult** - Models selecting and carrying paper, placing onto work surface and then moving to drying area. Encourages increasing independence. **Resources** - Accessible paper storage area, designated drying area.	
Replaces brush in correct colour pot after use. (This stage is for very early development when paint is provided in pots with colour matched lids.)	**Adult** - Models and reminds. Draws child's attention to the different colours. **Resources** - Paint in pots with colour matched lids and brush for each pot.	

Painting

DEVELOPING INDEPENDENCE (2)

Becoming independent has several stages that may not necessarily be in sequential order.
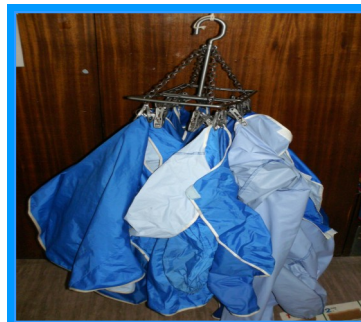The statements below are interchangeable.

DESCRIPTION OF STAGE	ADULT SUPPORT AND RESOURCES	
Washes brush between colour changes and at the end of painting. Replaces brush correctly.	**Adult** - Models how to wash brush and remove excess water on edge of water pot/paper towel. Models how to reform bristles and store brush with bristles upwards. **Resources** - Different colours and types of paint, water pot, brushes, storage container.	
Leaves area clean after activity.	**Adult -** Models wiping, sweeping and mopping to prepare area ready for the next user. **Resources -** Water, cloths, storage container, short handled mops and brushes, mop bucket, paper towels, dustpan and brush set.	
Prepares palette of ready mix paint.	**Adult** - Models squeezing paint to cover the marked area. **Resources -** Palette marked with permanent 2 pence sized circles, ready mix paint.	
Prepares palette of powder paint.	**Adult** - Models scooping paint into palette and slowly adding small amounts of water to achieve the correct consistency. **Resources -** Palette, powder paint, scoop, brush, water, pipette.	

Printing

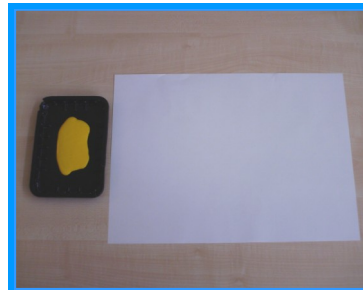## STAGES OF DEVELOPMENT IN PRINTING (1)

DESCRIPTION OF STAGE	ADULT SUPPORT AND RESOURCES	
Makes print with hands.	**Adult -** Models how to make a print with hand. **Resources** - One colour of thick paint, shallow container (with or without sponge pad), paper.	
Makes prints with little attention to outcome.	**Adult** - Encourages child to explore printing with a limited choice of objects which provide an adequate print. **Resources** - Objects for printing (natural and manufactured), one colour of thick paint, sponge pad, shallow container, paper.	
Makes clearly defined prints.	**Adult** - Draws attention to the most effective way of printing. Models application of paint and placing of printing object if necessary. **Resources -** Objects for printing (natural and manufactured), one colour of thick paint, sponge pad, shallow container, paper.	
Makes repeated patterns.	**Adult** - Observes and discusses **if** any patterns occur naturally. Makes reference to patterns in the environment e.g. wrapping paper, soft furnishing, clothes, wallpaper. **Resources** - Objects for printing (natural and manufactured), one colour of thick paint, sponge pad, shallow container, paper.	
Makes patterns using an increasing range of colours and prints.	**Adult** - Encourages child to explore printing using two colours. **Resources -** Objects for printing (natural and manufactured), two colours of thick paint, sponge pad, shallow container, paper.	

Printing

STAGES OF DEVELOPMENT IN PRINTING (2)

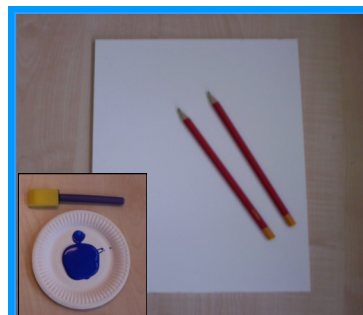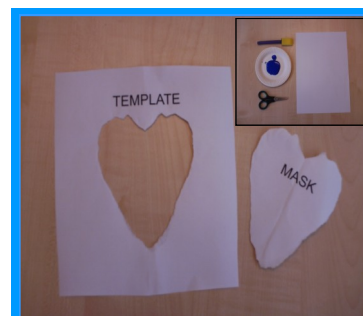| DESCRIPTION OF STAGE	ADULT SUPPORT AND RESOURCES	
Makes own block for printing using string.	**Adult -** Models how to make block print using string fixed to a block. Supports child to make own block and print. **Resources** - String, block/card, glue.	
Selects from a wide range of materials to make own printing block.	**Adult** - Encourages child to make own printing block by choosing from a wide range of materials. **Resources** - Workshop resources.	
Incised printing Make grooves into a 'printing block' to produce own block print.	**Adult** - Models how to make grooves into a block print. **Resources** - Pressprint, sharp pencils.	
Stencil making Produces a mask and stencil from paper. **N.B. NO PRE-PRODUCED TEMPLATES/STENCILS**	**Adult** - Models how to make **own** stencil by cutting or tearing. Supports child to make and use own stencil by dabbing paint within the stencil or around the mask. **Resources** - Paper/card, scissors, paint, sponge.	
Discusses printing techniques used by other artists. (Curriculum Cymreig)	**Adult** - Encourages **discussion** focusing on application of paint in the work of other artists. **Resources** - Examples of artists' work (include Welsh artists) sourced from Schools Library Service, images from internet, art books etc. e.g. Laura Ashley	

Images by Laura Ashley.

Activity Ideas

Sir y Fflint / Flintshire

TO SUPPORT PAINT - COLOUR MIXING (1)

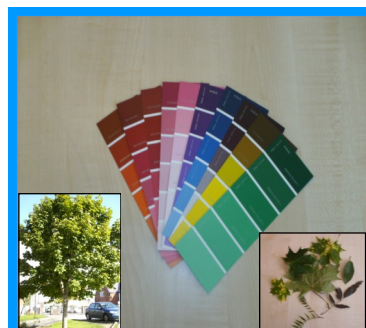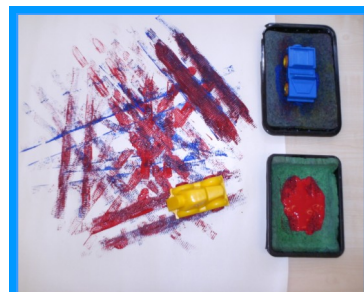| ACTIVITY	ADULT SUPPORT AND RESOURCES	
Explores a wide range of colourful collections of objects.	**Adult** - Provides a collection of colourful objects and encourages the child to sort these. Discusses different colours and the shades of colour. **Resources** - Collections of buttons, ribbons, feathers, wools, net, fabric.	
Matches the colour of objects in the environment to paint charts/cards.	**Adult** - Provides opportunities for child to colour match in their environment e.g. using green paint chart/card match the various shades of green to leaves collected. **Resources** - Published paint charts/ cards, wider environment e.g. indoors/outdoors.	
Experiences mixing two colours on a surface.	**Adult** - Encourages child to use hands and fingers to apply and mix paints on a wipeable surface. Supports child in placing paper onto paint to take a print. **Resources** - Readymix paint in red, yellow, blue, black and white; A3 white laminated sheet, paper.	
Experiences mixing two colours using hands.	**Adult** - Encourages child to select 2 colours of paint, paint each hand a different colour and rub hands together. Encourages child to observe the colour changes and make hand prints on paper. **Resources** - Thick paint in red, yellow, blue, black and white; paper.	
Experiences mixing two colours using plant sprayers.	**Adult** - Encourages child to explore mixing colours outside. **Resources** - Plant sprayers containing coloured water (1 primary colour in each), large sheets of white paper/fabric.	

Activity Ideas

TO SUPPORT PAINT - COLOUR MIXING (2)

ACTIVITY	ADULT SUPPORT AND RESOURCES	
Experiences mixing two colours using wheeled vehicles.	**Adult** - Encourages child to observe the changes in colour when tyre tracks intersect on the paper. **Resources** - Paint in two primary colours, sponge pad in shallow container, long piece of wall paper, appropriate wheeled vehicles.	
Experiences mixing two colours using other media.	**Adult** - Encourages child to explore colour mixing in other provision areas. **Resources** - Coloured water play, play dough, coloured cellophane, food technology (jelly, icing sugar).	
Experiences colour mixing with paint rollers.	**Adult** - Encourages child to explore. **Resources** - Paint in two primary colours, paper, paint rollers.	

ACTIVITY IDEAS - OTHER TECHNIQUES

|		
Experiences using a variety of conventional and non conventional brushes.	**Adult** - Encourages child to use one colour of paint and different brushes. Asks questions such as "Can you make a thin/thick line?" "Can you make a dot/dab?" "Can you make a straight/wavy line?" **Resources** - A variety of brushes one colour of paint, paper.	
Experiences using the technique of rubbing to make a print.	**Adult** - Provides objects for rubbing and appropriate media e.g. wax crayons. Encourages child to place paper over and create rubbing. Progress to incorporating rubbings into mixed media work. **Resources** - object for rubbing from indoor/outdoor environment, paper, wax crayons, inks, other art resources.	
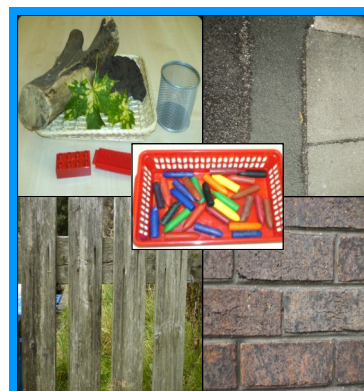
Activity Ideas

TO SUPPORT PAINT - USING STIMULI (1)

The stimulus is an object, artefact or idea that is the focus for art work.
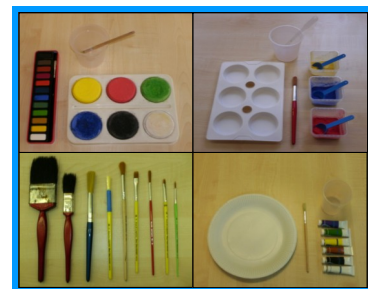(Ensure child has had adequate colour mixing exploration prior to the following activities.)

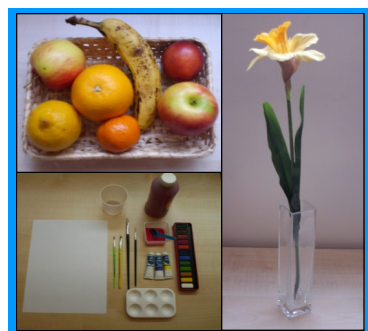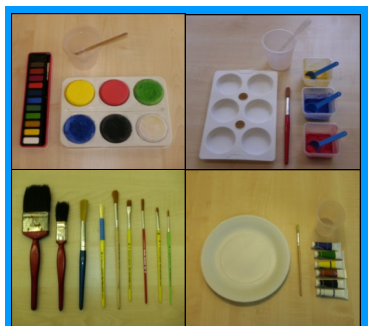| ACTIVITY	ADULT SUPPORT AND RESOURCES	
Paints from imagination.	**Adult** - Provides opportunity for the child to paint from imagination. Encourages, praises and values originality. **Resources -** Art resources.	
Draws/paints from observation. (still life)	**Adult** - Encourages child to observe stimulus then select and mix paint to match the stimulus. Provides stimuli of increasing complexity. **Resources** - Stimuli e.g. a <u>single</u> daffodil, bowl of fruit, blue, yellow, red and white paint, palette/plate.	
Draws/paints from observation. (life)	**Adult** - Encourages child to closely observe and represents what they see. **Resources** - Stimuli e.g. friend, adult etc.	
Paints from memory e.g. family, familiar places, special events.	**Adult** - Provides opportunity for the child to paint from memory. Supports child to recall. Encourages, praises and values originality. **Resources** - Art resources.	

TO SUPPORT PAINT - USING STIMULI (2)

The stimulus is an object, artefact or idea that is the focus for art work.
(Ensure child has had adequate colour mixing exploration prior to the following activities.)

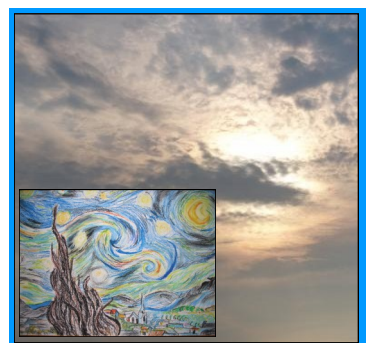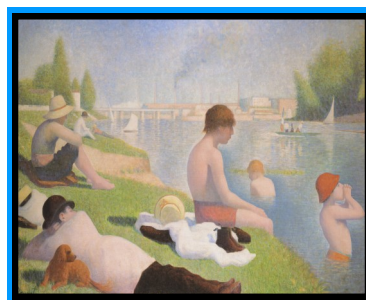| ACTIVITY	ADULT SUPPORT AND RESOURCES	
Paints from imagination - responding to a given stimulus.	**Adult** - Provides a stimulus e.g. poem, piece of music, experience or question. "Paint how happiness makes you feel."/ "Paint how this music makes you feel."/ "Paint the wind" (after experiencing it!) **Resources** - Art resources, poetry books, music, other stimuli.	
Discusses how other artists respond to different stimuli.	**Adult** - Encourages **discussion** focusing on how other artists respond to stimuli. **Resources** - works of art including portraits, landscapes, still life (see enclosed hand out)	Image by Turner Inset by Van Gogh
Discusses, explores and paints in the style of an artist. **N.B. Copy the technique not the picture.**	**Adult** - Discusses the painting and gives child the opportunity to explore the different techniques e.g. Seurat pointillism - (dots of paint). Selects an original stimuli and encourages the child to create own painting in that style. **Resources** - Print of original work of art, stimuli, art resources (media to suit the style)	Image by Seurat.
Experiences a range of children's story books linked to works of art.	**Adult** - Shares and enjoys the book with the child. Helps the child to explore internet search engine images. Creates classroom displays. **Resources -** A wide range of story books e.g. Katie's Picture Show, Camille and the Sunflowers, Picasso and the Girl with a Ponytail, ABC of Art.	