

Colour Progression

Visual Element	Foundation (EYFS)	Stage 1 (Year 1)	Stage 2 (Year 2)	Stage 3 (Year 3)	Stage 4 (Year 4)	Stage 5 (Year 5)	Stage 6 (Year 6)
<p>Colour (of pigments)</p> <p>Knowing names and making! In your planning, refer to your colour focus regardless of what skills or starting points you will be using. Colour permeates all art and design.</p>	<p>Primaries - red, yellow, blue. Tones - black, white, grey. Secondaries - orange purple, green, brown.</p>	<p>Primaries - red, yellow, blue Tones - black, white, grey. Secondaries - orange purple, green, brown.</p> <p>Tertiaries - (primary + secondary i.e. blue + green = turquoise).</p>	<p>Primaries, Tones Secondaries, Tertiaries.</p> <p>The effect of adding black & white - darker: (shades) lighter (tints).</p> <p>What are the names of key tints and shades of primaries & secondaries? E.g. Lemon, pink, navy etc.</p>	<p>Primaries, Tones Secondaries, Tertiaries.</p> <p>Colours close on the colour wheel (complimentary).</p> <p>The effect of adding black & white - a shade/tint of primaries, secondaries and tertiaries: key names.</p> <p>Metallics - gold, silver, bronze, pewter.</p> <p>Colour games/quizzes: snap/name that colour/ is it a primary, secondary or tertiary?</p>	<p>Primaries, Tones, Secondaries, Tertiaries, Metallics.</p> <p>Colours opposite each other on the colour wheel (complementary).</p> <p>Naming shades/tints of Primaries, Secondaries and Tertiaries e.g. pink, maroon, light blue, navy, jade, peach etc.</p> <p>Harder colour games/quizzes: is it a shade or tint of a primary, secondary or tertiary?</p>	<p>Cool and Warm Primaries, Tones, Secondaries, Tertiaries, Metallics.</p> <p>Colours close or opposite each other on the colour wheel.</p> <p>Naming shades/tints of all colours. Uses own describing words, look at paint manufacturer's descriptions.</p> <p>*Cool=lemon yellow, ultramarine, crimson *Warm= cadmium yellow, cadmium red, cobalt blue</p>	<p>Colour wheel proximities, Cool and Warm Primaries, Tones, Secondaries, Tertiaries, Metallics, Earthy, Neutrals, those which evoke water, or a particular emotion, for example. Refer to artists who use colour for particular effect e.g. Kandinsky or Klee. Uses own describing words, look at manufacturer's descriptions.</p> <p>Refer to Science National Curriculum for Year 6 in England: comparing the primary colours of light when studying light.</p>

Colour progression related to year groups is advisory only and not meant to be a straightjacket. Start from where the children are at and work from there. *Differentiation*: work to the level of the majority of the class and add complexity or simplicity for individual pupils or groups of pupils depending on their level of ability.

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