

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Art & Design – Year: KS1 - Year 2 – **Painting – Colour**

Claude Monet - oils and pastels 14.11.1840 - 5.12.1926

Georgia O'Keefe - watercolour - pastels 15.11.1887 - 6.3.1986

Rosie Sanders - Illustrator/Artist - watercolours 1944 -

Robbie Honey - Photographer/Florist

NC/PoS:

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Subject content - Key stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Prior Learning (what pupils already know and can do)

Name & mix primary colours, secondary colours, have an understanding of line, colour, texture and shape. Impasto technique learned in Cycle A – Collage. Using drawing inks

End Points (what pupils MUST know and remember)

Know that Georgia O'Keefe is famous for her large-scale flower paintings and bold use of colour and how she painted close-ups and cropped images

Know that a cropped image is when the image breaks the edge of the paper

Know that Rosie Sanders is an artist and illustrator who draws accurate highly realistic images of flowers - her work looks like a photograph

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Know that modern artists like Robbie Honey use photographs as their art form
Know Claude Monet was a famous impressionist painter who used a textured effect in his paintings, called, 'Impasto'
Know acrylic paint is a water-based, fast-drying paint used by artists since the 1960s. It can be used thickly or thinly depending how much water is added to it.
Know that ready mixed paint is thinner and more transparent than acrylic paint, can be diluted with water and is applied with a brush.
Know that watercolour paint can be diluted with water and can be applied with different thickness brushes.
Know how moods or feelings such as happiness or sadness can be expressed in colours or shades of colours such as, blue for sadness and yellow for happy.
Know tints of colour are made by adding white to a colour to make lighter tints (pastel colours) .
Know shades of colour are made by adding black to a colour to make darker shades.
Know tones of colour are made by adding black and white (grey) to make darker or lighter.
Know a colour wheel is a chart of colours, which shows the relationships between the colours and how they are used in colour mixing.

Key Vocabulary to teach each session; written In bold at the beginning of each session

Session 1

Key Vocabulary: Media, schema, pastels, watercolours, photographer, illustrator, Rosie Sanders, Robbie Honey, Georgia O'Keefe, Claude Monet, botanical, impressionism

In this session, the children will learn about famous artists who paint flowers/botanicals. They will consider how the artists use different colour media and schema (the build-up process to the end product) to create their finished pieces. They will learn that artists have their own favourite colour media and style to paint flowers.

Claude Monet – Impressionist Artist

Claude Monet was a famous impressionist painter who used a textured effect in his paintings, called, 'Impasto'. This is where the oil paint or acrylic paint is applied with a painting tool, which gives depth and texture to the finish.

Georgia O'Keefe

Georgia O'Keefe is famous for her large-scale flower paintings and bold use of colour. She painted close-ups and cropped images, which is when the image breaks the edge of the paper.

Rosie Sanders – Illustrator/Artist Rosie Sanders – Botanical Artist

Robbie Honey – Photographer/Florist

Rosie Sanders (Illustrator/Artist – watercolours) and Robbie Honey (Photographer) create artwork that is realistic/photographic style.

Children to create an information page relating to the featured artists, naming and labelling pictures, to show media used and techniques.

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Session 2

Key Vocabulary: Wet on wet, dry on dry, dry on wet and wash, colour wheel, realistic style, photographic style, impressionism

Use sketchbooks to complete drawing exercises A & B (SEE OVERVIEW) at the beginning of **each session** to improve observational skills and recording accuracy. Use pens, graded pencils or graphite sticks. **Draw unfamiliar objects, so children do not draw from memory.**

Investigate watercolours

Challenge children to talk about/remember colour mixing techniques previously taught. Use a colour wheel to support this activity.

Demonstrate how to use techniques like, wet on wet, dry on dry, dry on wet and wash. Do they understand how to make the colours lighter and darker? Experiment with different techniques and brushes. Add labels to investigations.

Children complete an observational drawing of flowers and leaves. Using watercolours and the techniques learned previously, children add a background wash and detailed colour shading to the drawing. Encourage children to use a variety of brushes for purpose – thicker brush for background wash and finer brushes for detailed shading.
Talk about what worked well and share work with class.

Session 3

Key Vocabulary: ready mixed, acrylic, shades, tones, tints, pastel colours

Using medium thickness brushes and either ready-mixed or acrylic paint, practice mixing tints, shades and tones in sketchbooks.

Tints: Adding white to a colour to make lighter tints (pastel colours)

Shades: Adding black to a colour to make darker shades.

Tones: Adding black and white (grey) to make darker or lighter tones.

How can we vary tone and colour by mixing? Can you make tints by adding white? Can you make shades by adding black? Can they mix and match colours, predict outcomes? Do you understand that paint is used in different ways for different effects?

Looking at the colours mixed, can the tone/shade express a feeling or mood?

How can you show the mood or a feeling by using different colours?

Add labels and notes in sketchbooks to communicate this – e.g. sad or happy.

Session 4

Key Vocabulary: Georgia O'Keefe, inspiration, break the boundary

Remind the children of the work they looked at by Georgia O'Keefe in session 1 and how she broke the boundary of the page, when painting flowers.

Using techniques learned previously, children will complete a large-scale art piece. Georgia O'Keefe's style is to break the boundary of the page - can the children achieve this?
Using a variety of brushes, children mix ready-mixed colours to obtain tints, shades and tones, for use in their work.

Talk about what worked well and share work with class.

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Session 5

Key Vocabulary: Claude Monet, inspiration, impasto technique, impressionism, acrylic paint

Remind the children of the work of Claude Monet and his use of the 'impasto' technique.

Using acrylic paint, a glue spreader and impasto technique, can the children create a textured impressionist image using Monet's waterlilies as an example. Can the children use colour mixing to create tints and shades in their work?

Ask the children to compare all the painting techniques they have experienced in this project.

Which techniques are the children's favourite? Why?

Annotate sketchbooks - date, names of media used, techniques used.

Future learning this content supports:

Colour Mixing of shades and tones in ready mixed and acrylic. Further use of watercolour paint.

Impasto technique and wax resist.