

Topic: Painting and mixed media – Colour splash

National Curriculum Objectives which are covered in this unit:

Art and craft

Pupils should be taught to:

- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- 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.

Lesson sequence - include the key concept, L.O. and brief description of lesson

<p>WALT: investigate how to mix secondary colours.</p> <p>Identifying primary colours and exploring how secondary colours can be mixed.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can name the primary colours: red, yellow and blue. • I can mix primary colours to make secondary colours. • I can say which two primary colours are needed to mix each of the secondary colours. <p>Assessing progress and understanding Pupils with secure understanding indicated by: naming the primary colours; exploring coloured materials to mix secondary colours. Pupils working at greater depth indicated by: knowing how the secondary colours are made; making secondary colours using different materials.</p>	<p>WALT: apply knowledge of colour mixing when painting.</p> <p>Children put their understanding of colour mixing into practice to recreate their own versions of the artwork '0-9' by artist Jasper Johns.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can use primary colours to paint. • I can mix primary colours to make secondary colours. • I can choose a suitable brush for the marks I want to make. <p>Pupils with secure understanding indicated by: remembering the primary/secondary colours; mixing primary colours to make secondary colours. Pupils working at greater depth indicated by: applying paint thickly to create texture; achieving a balance of colour in their paintings.</p>	<p>WALT: explore colour when printing.</p> <p>Using building blocks and other everyday objects to create prints; painting and stamping their blocks to create patterns, pictures and letters and combining colours on the page, explaining the choices they make.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can use a variety of colours in my printing. • I can create new colours by overlapping prints. • I can work carefully and accurately when making my patterns. • <p>Pupils with secure understanding indicated by: using a range of colours when printing; being able to apply paint consistently to achieve a print. Pupils working at greater depth indicated by: creating designs that indicate deliberate pattern and/or colour choices.</p>	<p>WALT: experiment with paint mixing to make a range of secondary colours.</p> <p>Mixing two primary colours to create different shades of a secondary colour and using these in a decorative painting.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can mix two primary colours to make shades of a secondary colour. • I can mix at least five different shades of my chosen secondary colour. • I can use my five mixed colours to create patterns. <p>Pupils with secure understanding indicated by: being able to mix five different shades of a secondary colour; using a variety of patterns to decorate their hands. Pupils working at greater depth indicated by: being able to reflect on their work and talk about how they might mix a lighter or darker shade of a secondary colour; painting patterns with some control.</p>	<p>WALT: apply their painting skills when working in the style of an artist.</p> <p>Using a paper plate, children recreate their own designs of Clarice Cliffs 'Circle Tree' plate, using bright colours to paint circles and finishing by using black paint and a straw to blow a tree design.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can mix secondary colours. • I can choose to paint with colours that look good next to each other. • I can describe my plate and compare it to others. <p>Pupils with secure understanding indicated by: mixing secondary colours with confidence and describing these; comparing their finished plates. Pupils working at greater depth indicated by: being able to make considered decisions about their choice of colours; mixing secondary colours confidently; showing some independence in their organisation and choice of painting equipment.</p>
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<p><u>Prior learning</u></p> <p><i>List year groups and topics with connected learning</i></p>	<p>Reception Paint my world</p>
<p><u>Future learning</u></p> <p><i>List year groups and topics with connected learning</i></p>	<p>Year 2 Life in colour Year 3 Pre-historic painting Year 4 Light and dark Year 5 Portraits Year 6 Photo opportunity</p>
<p><u>Key vocabulary to be explicitly taught</u></p>	<p>blend hue kaleidoscope secondary colour shade shape pattern mix primary colour print space texture thick</p>
<p><u>Cross-curricular links</u></p>	<p>Mathematics Number – number and place value Pupils should be taught to:</p> <ul style="list-style-type: none"> • Read and write numbers from 1 to 20 in numerals and words.
<p><u>Enrichment</u></p> <p><i>Give visit/visitor/first hand experience and focus</i></p>	
<p><u>Useful websites/resources</u></p>	<p>Knowledge organiser: Art & design - Y1 Painting and mixed-media Vocabulary display: Colour splash</p>