

Topic: Painting and mixed media – Life in colour

National Curriculum Objectives which are covered in this unit:

Art and design

Key stage 1

Pupils should be taught:

- 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.
- To use a range of materials creatively to design and make products

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

<p>WALT: develop knowledge of colour mixing.</p> <p>Exploring colour mixing and creating a range of secondary colours in paint.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can name the primary and secondary colours. • I can describe what happens when I mix two secondary colours. • I can make choices about how to make colours lighter or darker. <p>Pupils with secure understanding indicated by: being able to name the primary and secondary colours. Children will be able to talk about the colour changes they notice and make predictions about what will happen when two colours mix.</p> <p>Pupils working at greater depth indicated by: naming primary and secondary colours. Children describe and compare the colours they mix using precise language, for example, 'The orange is lighter here because it has mixed with the yellow' and 'Wetter paper makes the colour lighter'.</p>	<p>WALT: know how texture can be created with paint.</p> <p>Identifying textured surfaces and reproducing them using a range of painting tools.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can describe colours and textures. • I can choose painting tools to recreate a texture. • I can mix a range of secondary colours. <p>Pupils with secure understanding indicated by: describing the colours and textures they see. Children try out different tools to recreate a texture and decide which tool works best.</p> <p>Pupils working at greater depth indicated by: being able to talk about how they are adapting colours as they mix paint. Explaining why they have chosen a particular tool to create a texture, comparing the effects of each.</p>	<p>WALT: use paint to explore texture and pattern.</p> <p>Learning about the collage work of artist Romare Bearden; re-creating colours and textures using paint and making patterned surfaces ready for use in a collage.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can explain the word 'collage'. • I can choose materials and tools to make textures with paint. • I can mix colours to match something I see. • <p>Pupils with secure understanding indicated by: showing they can identify different textures in a collaged artwork. Children can choose what paper to paint on and which tool to try to create a specific texture. They can apply their knowledge of colour mixing to match colours effectively.</p> <p>Pupils working at greater depth indicated by: being able to identify different textures in a collaged artwork. Children can make considered choices about the paper they work on and the painting tool they use, describing the effect they aim for as they work. Their</p>	<p>WALT: compose a collage, choosing and arranging materials for effect.</p> <p>Composing and arranging collage materials, making choices based on colour and texture.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can choose collage materials based on colour and texture. • I can describe how my choices match my ideas. • I can try out different arrangements of materials, including overlapping. • <p>Pupils with secure understanding indicated by: choosing collage materials based on colour and texture. Children can talk about their ideas for an overall collage. They can try out different arrangements of materials, including overlapping shapes.</p> <p>Pupils working at greater depth indicated by: choosing collage materials based on colour and texture and making choices about how to create the shapes they need, e.g. using scissors or tearing the paper. Children can confidently describe how their choices match their collage ideas. They try out different arrangements of</p>	<p>WALT: evaluate and improve artwork.</p> <p>Developing detail, pupils evaluate and improve artwork.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can say what I like or don't like about artwork. • I can talk about how I could improve my work. • I can choose which materials and tools to use. <p>Pupils with secure understanding indicated by: being able to give likes and dislikes about their work and others. Children can describe their ideas for developing their collages and can choose materials and tools once they have tried them out.</p> <p>Pupils working at greater depth indicated by: discussing their own work and comparing it to others, expressing opinions. Children can confidently describe how they could improve or develop their work and independently choose how to work on top of their collages.</p>
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		colour mixing is confident, and they can make changes to match colours more closely.	materials, including overlapping shapes, showing that they consider the overall effect.	
<u>Prior learning</u> <i>List year groups and topics with connected learning</i>	Reception – Paint my world Year 1 – Colour splash			
<u>Future learning</u> <i>List year groups and topics with connected learning</i>	Year 3 Pre-historic painting Year 4 Light and dark Year 5 Portraits Year 6 Photo opportunity			
<u>Key vocabulary to be explicitly taught</u>	collage detail mixing overlap primary colour secondary colour surface texture			
<u>Cross-curricular links</u>	○			
<u>Enrichment</u> <i>Give visit/visitor/first hand experience and focus</i>				
<u>Useful websites/resources</u>	KS1 Art Knowledge Organiser Painting & Mixed-Media Vocabulary display: Life in colour			