

Topic: Painting and mixed media – Light and dark

National Curriculum Objectives which are covered in this unit:

Art and design

Pupils should be taught to:

- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].
- About great artists, architects and designers in history.
- To create sketch books to record their observations and use them to review and revisit ideas.

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

WALT: understand how to darken or lighten a colour when mixing paint.

Analysing different painting techniques, comparing paintings by artists according to elements such as texture or colour and practising creating tints and shades when colour mixing.

Success criteria

- I can add white paint to one colour to create a tint.
- I can add black paint to one colour to create a shade.
- I can investigate creating a wide range of colours by mixing tints and shades.

Pupils with secure understanding indicated

by: being able to share their ideas about a painting; being able to describe the difference between a tint and a shade in painting; mixing tints and shades by adding black or white paint.

Pupils working at greater depth indicated

by: being able to use some key art vocabulary to describe similarities and differences between paintings; mixing tints and shades confidently by adding black or white paint gradually.

WALT: use tints and shades to give a three-dimensional effect when painting.

Children learn more about the effect of light on colour in everyday life and in art. Applying what they learned previously, they paint a simple object, mixing and using tints and shades to give the appearance of three dimensions.

Success criteria

- I can describe the way colours change in different lights.
- I can add black to make a colour darker and add white to make a colour lighter.
- I can use just one original colour in my painting and only change it by adding black, white or water.

Pupils with secure understanding indicated

by: being able to discuss their real-life experiences of the way colours can appear different; being able to mix tints and shades of their original colour and use these to make one side of their object appear dark and one side appear light.

Pupils working at greater depth indicated

by: being able to discuss the effect of light and shade on how a painted object looks; working in a considered way to mix tints and shades that give a gradual effect of light and shade.

WALT: explore how paint can create very different effects.

Exploring different painting techniques and recreating them when painting a simple 3D object.

Success criteria

- I can describe how I created a paint effect.
- I can use a painting tool in a new way.
- I can use tints and shades of colour to make my painted object appear 3D.

Pupils with secure understanding indicated

by: being mostly independent in their organisation of equipment; being able to discuss their choices and their work; being able to apply their experience with using tints and shades to paint their objects in 3D.

Pupils working at greater depth indicated

by: organising the equipment needed for a painting technique independently; being able to discuss how their choice of technique has challenged them; being able to apply their experience with using tints and shades to paint their objects successfully in 3D.

WALT: consider proportion and composition when planning a still life painting.

Exploring still life and comparing compositions, the children create their own plan for a finished still life painting.

Success criteria

- I can explain what composition means.
- I can choose and arrange objects to create my own still life composition.
- I can select important detail to include in my composition sketch.

Pupils with secure understanding indicated

by: being able to try out different arrangements of objects and explain why they chose their composition; producing a clear sketch that reflects the way their objects are arranged.

Pupils working at greater depth indicated

by: being able to justify their decisions about any changes to their compositions; producing a clear sketch that shows they have observed the relative size and shape of objects in the composition.

WALT: apply knowledge of colour mixing and painting techniques to create a finished piece.

Having experimented with painting techniques, the children paint a still life that showcases their own unique style.

Success criteria

- I can organise the equipment I will need to paint using my chosen technique.
- I can show light and dark by using tints and shades of colour.
- I can show what I have learned about techniques in the way I paint.

Pupils with secure understanding indicated

by: showing in their final painting that they have understood how colour can be used to show light and dark, and therefore show three dimensions; should paint with care and control to make a still life with recognisable objects.

Pupils working at greater depth indicated

by: demonstrating that they can paint using tints and shades to help show the form of objects; showing a consistent use of the painting techniques they chose for the task; being able to evaluate and improve their painting as they work.

<p><u>Prior learning</u></p> <p><i>List year groups and topics with connected learning</i></p>	<p>Year 1 Colour splash Year 2 Life in colour Year 3 Pre-historic paintings</p>			
<p><u>Future learning</u></p> <p><i>List year groups and topics with connected learning</i></p>	<p>Year 5 Portraits Year 6 Artis study</p>			
<p><u>Key vocabulary to be explicitly taught</u></p>	<p>abstract composition contrasting dabbing paint detailed figurative formal grid landscape mark-making muted paint wash patterned pointillism portrait shade shadow stippling paint technique texture three dimensional (3D) tint vivid</p>			
<p><u>Cross-curricular links</u></p>	<p>Science (Year 3) Light Pupils should be taught to:</p> <ul style="list-style-type: none"> • Recognise that they need light in order to see things and that dark is the absence of light. • Recognise that shadows are formed when the light from a light source is blocked by an opaque object. 			
<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>Lower KS2 Art Knowledge Organiser Painting & Mixed-Media Vocabulary display: Light and dark</p>			