



Topic driver – Art- painting

Taken from the art small steps document
To be able to:

- To identify primary and secondary colours by name.
- To explore mark making using a variety of tools, including different brush sizes and types.
- To represent things observed, remembered or imagined using colour/tools in two and three dimensions.
- Mix and match colours to artefacts and objects.
- To work on different scales.
- Name different types of paint and their properties.

Session	INTENT Learning Focus	IMPLEMENTATION Introduction/ Main Teaching Key Questions/ Key Vocabulary	HEAD (Knowledge), HAND (Skills), HEART (Personal development) Activities (including differentiation between year groups and ability groups)	Resources/ ICT	IMPACT Success Criteria Assessment
1	Primary and secondary colours.	<p>Play colour association game. Say a colour and children tell talk partner something that is that colour. Go through a range of colours and make a flipchart with these on in correct colours.</p> <p>Show children three pieces of paper, one in each of the primary colours. Explain that these are the primary colours and we use these to make other colours. Quick colour association with the primary colours.</p> <p>Model to the children colour mixing on paper. Using a small amount of paint and mixing it on a plastic tray as well as painting a small bit on the colour mixing record sheet. Emphasise the need for a small amount of paint. Can children guess what colour the colours will make? Repeat with the three secondary colours.</p>	<p>CP activity for the rest of the week – Colour association sheet with the primary colours. Challenge children to draw a picture only using the primary colours. Pointillism pictures – complete an example, chd use paint and cotton buds.</p> <p>Activity – Colour mixing primary colours to make secondary colours. Adults support children in small groups to complete during the afternoon and as part of provision over the next few mornings. Take time to do this with children and discuss the colours and ensure children can name and identify the colours correctly.</p>	Paint Colour mixing sheets Pens and pencil	Children can name and identify a range of colours. Children know how to mix primary colours.
2	Colour blocking. Primary and secondary colours.	<p>Use power point to recap the primary colours and colour mixing to make secondary colours. Slide 15 – Introduce this weeks artist and what is technique is. Creating colour fields. Show examples of his work and children discuss what they like or dislike and why. Scribe post its with children's comments for art board. Demonstrate to the children creating a colour field. Show them the different brushes and the types of lines they will produce. Make sure children know they are filling the page in straight blocks. Demonstrate how to cover the page well and create the blocks of colour. Discuss the range of tools available and which would be better for thicker or thinner lines.</p>	<p>Children can use colour mixing skills developed last week to create colours for their colour fields. Children work in small groups with adults to create their own colour fields. Ensure chd try to use a range of brushes to create their field. If they are trying to cover a large area support them in making decisions about what tools to use.</p>	Paint Range of brushes	Children can name and identify a range of colours. Children know how to mix primary colours.
3	Mixing tints and shades	<p>Begin by recapping what the primary colours are and what colours are mixed to create the secondary colours. Show children an example of both strips they are going to create of tints and shades. Chd discuss in talk partners what they can see. What has happened? How do you think I did this? Share ideas. Explain that when we add white to a colour we create different tints. What do you notice as the colour goes on along the strip?</p>	<p>Children to explore and create tints on sugar paper (into pre-prepared boxes). Children can choose the colour they begin with (primary colours). Discuss how the feeling of warm or cool might change as the tint changes. If time at the end or during provision in the week children create more tint sheets.</p> <p>Repeat with shades and adding black to a colour.</p>	Paint Sugar paper split into boxes.	<p>To know what a tint and shade is and how to experiment to create these.</p> <p>To explain how colours have been</p>



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		<p>Demonstrate how a little bit of white paint was added several times over. Explain this is called tinting. Discuss success criteria for tints of colour- what makes a good tint? Focus on the skills the children need to be demonstrating such as brush control.</p> <p>Children to explore and create tints on sugar paper (into pre-prepared boxes if possible). Start with blue (as children will need this for their final piece) and move onto using red or yellow if there is time. Discuss how the feeling of warm or cool might change as the tint changes.</p> <p>Have a similar discussion around the shading. Again demonstrate how to do this carefully using the spreader to add the black to the colour in each box. Emphasis the need to start with the pure colour and then add a tiny bit!</p>	<p>At the end of the session/ the next day.</p> <p>Show some of the tints and shades created and ask them which it is (tint or shade) and how it was created (adding black or white).</p>		altered to create tints and shades.
4	Kandinsky Creating a piece of art.	<p>What are the primary colours? What colours can be mixed to create other colours? How do we create tints and shades?</p> <p>Use powerpoint to recap colouring mixing, tints and shades.</p> <p>Introduce the artist and some of his paintings. Ask children what they like or dislike about them.</p> <p>Slide 19 – Look at the squares and concentric circles painting. Use questions on the slide to prompt discussion between the children. Repeat - Ask children what they like or dislike about them. Note ideas on post its and stick around a photo of the painting for the art board.</p> <p>Model how children are going to create their painting using some cardboard for mixing and a range of colours. Remind them to use just a little paint to create shades and tints and their paint brush to mix. Remind chd to wash mixing brush and keep same spreader in each paint.</p>	<p>Small groups work with adult to create their own squares with concentric circles.</p> <p>CP: Create pictures cutting out circles and using chalk.</p> <p>Children can also have a go at creating a tree in the style of Kandinsky.</p>	Paint	<p>Children will learn about an artist.</p> <p>They will be able to use a range of colour to create a piece of art.</p>
5	Watercolour paints and drip painting.	<p>Recap using power point primary colours, tints and shades.</p> <p>Introduce new artist Jason Pollock who invented drip painting.</p> <p>Discuss the difference between the paint we used last week and the water colour paints we are using today. Demonstrate painting with poster paint and then a water colour paint. What is different?</p> <p>Demonstrate to the children how they are going to create their drip painting. Emphasis that children don't need to fill all the space as it will make the page too wet.</p> <p>https://www.youtube.com/watch?v=EncR_T0faKM Use this video to demonstrate to the children how they will create their other drip painting. Discuss the range of brushes and tools they have to use to create these.</p>	<p>Children work in small groups with adults to create drip paintings using water colours.</p> <p>Adult also lead a group to create drip paintings using poster paint in trays. Give children A5 paper for these.</p> <p>CP: Water colours to create pictures and allow time to experiment with the paints.</p> <p>Other CP from the morning.</p>	Water colour paint Trays Water Pots	<p>Children will know there are different kinds of paint.</p> <p>Children will understand tints and shades.</p>
6	Water colours Paul Klee	<p>Recap what children have learnt so far in in art. What have we looked at? Have some print outs of the paintings we have looked at and the different artists we have looked at. Remind chd about the water colour paints chd used last week and explain that we are going to create some watercolour backgrounds using 2</p>	<p>Some groups work with adults to create 2 A5 pieces. One a watercolour wash and 1 a watercolour pattern.</p> <p>CP through the week: Children experiment with the watercolour paints to create their own pictures.</p>	Water colours Water Brushes Paper	Children will be able to be successful in their use of watercolours.



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		<p>different techniques that were used by an artist called Paul Klee.</p> <p>Slide 2 – Introduce Paul Klee</p> <p>Slide 4-6 looking at the different backgrounds we are going to have a go at creating.</p> <p>Slide 7 and 8 – Water colour portraits</p> <p>Demonstrate to children have to use the water colour paints and how to create a watercolour wash and a watercolour pattern. Demonstrate the need for enough water but not too much.</p>			<p>Chd will create a piece of watercolour art.</p>
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