



Medium Term Planning

Art



Year: 1		Term:		Topic: Painting – Landscape
<u>Practical knowledge:</u> • Developing brush control • Colour mixing to create secondary colours	<u>Theoretical knowledge:</u> • Know that landscape is a common painting genre •Talk about features of the work of Clarice Cliff, Paul Klee and/or Damien Hurst	<u>Disciplinary Knowledge</u> • Discuss personal responses to the artists studied. How have others thought about their art?	<u>Prior Learning:</u> Understanding primary colours	<u>Future learning:</u> Mixing natural colours for a specific purpose: tonal shades of secondary colours Use warm and cool colours to represent atmosphere and feelings in art.
<u>Composite Knowledge (end points)</u> * To learn to mix and paint <u>effectively</u> with secondary colours * to discuss the different style of landscape studied: Cliff, Klee and Hurst				
<u>Components:</u> * Beginning to generate ideas from a wider range of stimuli, exploring different media and techniques. * Creating a range of secondary colours by using different amounts of each starting colour. * Develop skills in measuring and mixing paint. Blend colours in palettes and on paper. * Beginning to develop some control when painting, applying knowledge of colour and how different media behave, e.g. adding water to thin paint or alter the colour.			* Further developing mark-making within a greater range of media, demonstrating increased control. * Developing observational skills to look closely and reflect surface texture through mark-making. * Talking about art they have seen using some appropriate subject vocabulary and making links between pieces of art. * Explaining their ideas and opinions about their own and other’s art work, giving reasons. * Beginning to talk about how they could improve their own work.	
Key vocabulary: Blend, hue, pattern, mix, primary colour, secondary colour, shade, shape, space, texture, thick Key Questions: * What is the special name for the colours red, yellow and blue? (Primary colours.) * What is the special name for the colours green, orange and purple? (Secondary colours.) * Which two colours make orange? (yellow and red), green? (blue and yellow), purple? (red and blue) * (Pointing to a range of colours) – Is this a primary or a secondary colour? * Why do you think the artist has used the colours they have chosen and how do you feel about the colours?			Links to other subjects Geography - use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Convergent elements: Mixing primary colours Applying paint and holding the paint brush Divergent (potential) Using colour mixing technique to create an individual piece of work	
Artists				
Clarice Cliff		Paul Klee		Damien Hurst
				

	Learning objective	Steps to get there (components)	Disciplinary Skills	Lesson plan	Resources
1	To investigate how to mix secondary colours.	* Beginning to generate ideas from a wider range of stimuli, exploring different media and techniques.	* Using some subject vocabulary to discuss colour theory.	Give children access to a tray of primary coloured materials; possibilities could include play dough, crayons/pencils and paper, coloured tissue or cellophane. Allow time for them to play with the materials and find out what happens when they mix them. Share what the children have discovered. Can they identify the three secondary colours and how you mix them?	Primary coloured playdough, cellophane, tissue paper, pencils, A4 paper, scissors
2	To apply knowledge of colour mixing when painting.	* Creating a range of secondary colours by using different amounts of each starting colour. * Develop skills in measuring and mixing paint. Blend colours in palettes and on paper.	* Using some subject vocabulary to discuss colour theory.	Recall what we found out last lesson about primary colours, what were they. Which secondary colours did they find and which two primary colours did they combine to make a new secondary colour. Using primary colours, model how to place an amount of primary colour into the palette and mix with the secondary colour. Paint a block of this colour onto the paper. Is this the colour you want should I use more red/yellow/blue to get the colour I want?	Primary ready mixed paint, paint brushes, water pots, mixing palette for each child, paper/sketch books
3	To adjust and create secondary colours for a purpose	* Beginning to develop some control when painting, applying knowledge of colour and how different media behave, e.g. adding water to thin paint or alter the colour.	* Using some subject vocabulary to discuss colour theory. * Using some subject vocabulary to discuss art	Examining the work of Paul Klee, look at the different tones of secondary colours he has used in his work, especially in St Germain near Tunis (middle picture above). Focus on the mixing of green, give each child a tone of green to match. Does the mix need to be lighter/darker. What will be the influence of the colour if more water were added.	Primary ready mixed paint, paint brushes, water pots, mixing palette for each child, paper/sketch books
4	To examine the creativity and work of an artist.	* Developing observational skills to look closely and reflect surface texture through mark-making. * Talking about art they have seen using some appropriate subject vocabulary and making links between pieces of art. * Beginning to talk about how they could improve their own work.	* Using some subject vocabulary to discuss colour theory. * Using some subject vocabulary to discuss art	Examine the work of Clarice Cliff ceramic plates. Ask the children: What can you see? Focus on how Clarice Cliff uses the bright rainbow colours and strong bold shapes on her plates. Some are of abstract shapes others are simple landscapes. Ask children to consider: has all the space been filled? Why have some areas been left white? What colours were chosen for different parts of the plates? Why do you think Clarice Cliff chose these colours? Use the circular templates to think of designs and ideas for their own plates. Do they prefer the abstract shapes or the landscapes. Remind them of the strong shapes that Clarice Cliff used. Which colours are they going to use to decorate the shapes/plates. Colour their plates initially with crayons and pastels, testing if the colours work well together. Practise mixing and applying the secondary paint colours that they have chosen from their sketch book exploration.	Coloured pencil, Primary ready mixed paint, paint brushes, water pots, mixing palette for each child, circle template.
5	To apply their painting skills when working in the style of an artist.	* Apply component skills	Colour mixing, painting	Give each child a paper plate and ask them to transfer their design from their sketch books to the plate. Mix the individual colours from primary colours to apply to their designs.	Primary ready mixed paint, paint brushes, water pots, mixing palette for each child, paper plates.

Assessment:

End points should be assessed:

Pupils with secure understanding indicated by: Remembering the primary/secondary colours and how to mix primary colours to make secondary colours. Use a range of colours when painting. Mix secondary colours with confidence.

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.