

Art & Design Year 1 - Medium Term Planning – Painting Colour Splash

National Curriculum Objective

National Curriculum:

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- 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 1 (Adapted from lesson 1 Kapow) | Lesson 2 (Adapted from lesson 1 Kapow) | Lesson 3 (Adapted from lesson 3 Kapow) | Lesson 4 See additional GfoL resource lessons | Lesson 5 See additional GfoL resource lessons | Lesson 6 See additional GfoL resource lessons |
|--|--|---|---|--|--|--|
| Learning intention | To investigate how to mix secondary colours. | To apply knowledge of colour mixing when painting. | To experiment with paint mixing to make a range of secondary colours. | To identify and create warm and cool tones. | To use paint mixing skills to create a background to represent the Fire of London. | To apply their painting skills when working in the style of an artist. |
| Recall and Retrieval | Recall: <ul style="list-style-type: none"> • How to describe colours and textures as they paint. • How to explore what happens when paint colours mix. • What are the primary colours? • What does the word primary mean? • Can you point to an object in the room that is: red; yellow; blue? | Pairs Recall: Display slide 1 of the Presentation: Colours and ask the children to tell their partner if the colours are primary or secondary. Ask them to also explain how to make the colour if it is a secondary colour. | Agree or Disagree Questions: The colour orange can be made using the colour blue. | Quick Quiz: <ul style="list-style-type: none"> • What are the primary colours? • What are the secondary colours? • What do you know about shade? | 3,2,1 <ul style="list-style-type: none"> • 3 things you learned last lesson • 2 things you found interesting about colour • 1 question you might have about colour | Artists David Best Recall Quick Quiz Questions about the artist. |
| Key Substantive Knowledge <i>Sequence of knowledge throughout the lesson</i> | <ul style="list-style-type: none"> • Know that the primary colours are red, yellow and blue. (Colour) | <ul style="list-style-type: none"> • Know primary colours can be mixed to make secondary colours: (Colour) <ul style="list-style-type: none"> – Red + yellow = orange – Yellow + blue = green – Blue + red = purple | <ul style="list-style-type: none"> • Know that there are many different shades (or 'hues') of the same colour. (Tone) | <ul style="list-style-type: none"> • Know that changing the amount of the primary colours mixed affects the shade of the secondary colour produced. (Tone) • Know which colours are warm and which are cold colours. (Colour+) | <ul style="list-style-type: none"> • Know that 'tone' in art means 'light and dark'. (Tone+) • Know about the work of David Best. (Knowledge of Artists) | |

| | | | | | | |
|--|---|--|---|--|---|---|
| | | | | <ul style="list-style-type: none"> Know that 'tone' in art means 'light and dark'. (Tone+) | | |
| Key Skills | <ul style="list-style-type: none"> Know how to combine primary-coloured materials to make secondary colours. Make choices about which materials to use to create an effect. | <ul style="list-style-type: none"> Develop some control when using a wide range of tools to paint. (e.g. paint brushes, sponges, fingers) to apply paint in different ways. Develop observational skills to look closely and reflect surface texture. | <ul style="list-style-type: none"> Know how to apply paint using different brush strokes. Know how to mix secondary colours in paint. (5 shades of secondary colours). Know how to clean a paintbrush to change colours. | <ul style="list-style-type: none"> Explore their own ideas using a range of media. (Generating Ideas) Know how to make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding white/black colour. | <ul style="list-style-type: none"> Use thick and thin brushes. Know how to make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding white/black colour. Use some of the ideas of artists studied to create pieces. | <ul style="list-style-type: none"> Know how to choose suitable sized paint brushes. Draw lines of different sizes and thicknesses. Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work. (Knowledge of Artists) |
| Disciplinary Knowledge <i>Evaluate/Analyse</i> | | <ul style="list-style-type: none"> Know that art is made in different ways by all different kinds of people. | | | <ul style="list-style-type: none"> Evaluate art with an understanding of how art can be varied and made in different ways and by different people. (Evaluate/Analyse) | <ul style="list-style-type: none"> Describe and compare features of their own and others' artwork. (Evaluate/Analyse) |
| Main teaching activity: <i>Summary</i> | <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>Colour detectives and find out what other colours they can make</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>Study Numbers in colour – Jaspas Johns. Use of numbers and primary colours. Ask where he has</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. <p>Knowledge: Primary colours cannot be created by mixing other colours. Secondary colours are created by mixing two primary colours. These</p> | <p>Success Criteria</p> <ul style="list-style-type: none"> I can make a paint colour darker or lighter by adding white/black - tone I can identify which colours are warm and which are cold colours. <p>Look at a colour wheel and considering hot and cold colours. Make a colour wheel if time.</p> <p>By adding white, black or grey it is possible to change the</p> | <p>Success Criteria</p> <ul style="list-style-type: none"> I can mix secondary colours. I can paint using hues, tints, tones and shades. I can use some of the ideas of artists studied to create a piece of artwork. <p>Children will look at some images of the Great Fire. Talk about the colours. How do you think the artists were able to paint these pictures?</p> | <p>Success Criteria</p> <ul style="list-style-type: none"> I can use my skills of mixing shades and tints to create a painting I can draw a sky on London onto my painting. I can describe my painting and compare it to others <p>Use their skill of mixing shades and tints to create a painting representing the Great Fire.</p> |

| | | | | | | |
|--|--|--|--|---|---|---|
| | <p>using the three primary colours.</p> <p>Group the children so that they have access to a tray of primary coloured. Allow time for them to play with the materials and find out what happens when they mix them.</p> | <p>used primary and secondary colours.</p> <p>Disciplinary Knowledge here - <i>Know that art is made in different ways by all different kinds of people.</i></p> <p>Recreate the work of art by Jasper Johns. Draw 0 to 9 on their paper. Get them to draw big numbers. Using all three primary colour paints, ask the children to paint the numbers. Paint with secondary colours.</p> | <p>primary and secondary colours are also called 'hues'</p> <p>Teacher Model: making the colour orange using red and yellow paint.</p> <p>Vary the shade (or hue) of orange they make, using different quantities of red and yellow paint each time.</p> <p>Show the children how to draw around their hand on a piece of A4 paper (include short lines where the fingers and thumb meet the palm, to separate them). Demonstrate painting each finger using the colours they will mix.</p> | <p>strength (saturation) of a colour. Artists use tints, shades and tones to represent what they see.</p> <p>Knowledge: that 'tone' in art means 'light and dark'.</p> <p>Sometimes, Artists use one Hue (primary or secondary colour) of different tones, tints and shades to create mood, emotion or atmosphere. What do you feel when you see red/blue/yellow etc?</p> <p>They will spend time learning about tints, shades and tones and create an abstract painting using tints and shades.</p> | <p>Look at pictures that represent the Great Fire of London. They will consider if they are accurate representations.</p> <p>Ch will paint a background sky and then be guided by teacher to draw a skyline.</p> <p>Taking inspiration from the work of the artist, David Best, they will use thick and thin brushes to paint building details.</p> <p>Demo how to use brushes of different thickness.</p> <p>Paint background to represent the Fire of London Beginning painting – children will look at some images of the Great Fire. Talk about the colours. How do you think the artists were able to paint these pictures?</p> <p>A3 paper. Teacher will demonstrate painting a fiery sky using hues, tints, tones and shades.</p> <p>Encourage children to mix their paints before starting to paint, thinking about how much they will need.</p> <p>Talk to ch about always keeping a clean brush. The paints can be blended as the children paint.</p> <p>As children paint encourage children to think about shape of flames using Artist's representations as inspiration.</p> | <p>Drawing a skyline of London onto their fiery skies. Take step by step through the process of drawing a London skyline onto their fiery skies. (Backgrounds)</p> <p>Do this lightly in pencil and should not be encouraged to use rubbers or rulers.</p> <p>Trace over with black oil pastel when they are finished.</p> <p>Evaluate Activity: Describe and compare features of their own and others' artwork.</p> |
|--|--|--|--|---|---|---|

| | | | | | | |
|-----------------------------|---|---|---|---|---------------------------|--|
| Scaffolding | May need reminding of the primary colours needed to create the secondary colours. | May need help in drawing the large numbers and the children could be provided with templates or stencils to draw around or a broken line as a guide for them to follow; may need some visual aids to remind them of the colour theory – the painted sums from Lesson 1 would be ideal. | Could use the Activity: Hand outline template if the children are finding it very difficult to draw around their hand; could work in pairs so one child draws around the other's hand; could make a finger grip by wrapping a lump of sticky tack around a brush, which can make it easier to hold fine paint brushes for the pattern work. (Finger grips can also remind children where to hold the brush to make controlled brush strokes.) | HC to complete | HC to complete | HC to complete |
| Challenge | Could be challenged to suggest how they might adapt the secondary colours as they mix them in the Main event, e.g. how could you mix a lighter green? | Could be asked to describe the connection between their own work and the artist; should be confident in mixing and applying their colours to the painting; could try to copy the way the paint has been applied thickly to create texture; could be encouraged to try out their own ideas for adapting the painting to their own style. | Should keep developing their pattern with precision, working outside of the palm shape to fill the whole paper; could be challenged to use two other primary colours and explore the range of hues more independently. | HC to complete | HC to complete | HC to complete |
| Key vocabulary: | blend mix primary colours secondary colours | blend mix primary colours secondary colours | Colour Blend Mix Secondary colour Shade hue | hue shade tints darker lighter Warm/cool colours | Tone Darker Lighter | blend mix primary colours secondary colours Evaluate |
| End of Unit Outcomes | <ul style="list-style-type: none"> Name the primary colours. Explore coloured materials to mix secondary colours. | | | | | |

- Mix primary colours to make secondary colours.
- Apply paint consistently to their painting materials.
- Mix five different shades of a secondary colour.
- Mix secondary colours with confidence to paint.
- Explore hints, tints, shades and hues.
- Describe their finished painting.

HC – add in here when activities and resources completed.

Numbers in Color

1958-59 by Jasper Johns



in from David Best's

how to use thin and thick
at buildings under the
king at the picture.





Left Wood cut Image of the great fire – Artist unknown



Right Unknown artist, after Jan Griffier the Elder



There are many paintings and drawings of the Great Fire, often painted in the style of another painter. These images are by Ron Embleton (1930-1988) a British artist famous mostly for his historical illustrations and comic strips.

