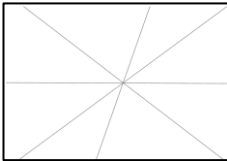


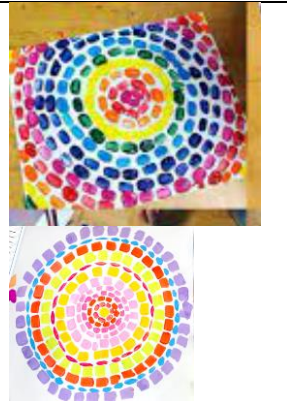


# Art and Design Year 1 – Term 6

Learning Theme: Colour!

Art & Design discipline: Painting

Term 2	Learning Question & NC Link	Substantive Knowledge To know that...	Disciplinary Knowledge I can...	Vocabulary	Sketchbook evidence & Assessment opportunity	Equipment & resources	Lesson ideas
Enrichment Opportunities							
Session 1  Drawing	<i>What different lines can you create with pencils and are there different pencils?</i>  NC - become proficient in drawing	To know that soft pencils create darker lines and are marked with a B for black. Hard pencils create lighter lines and are marked with an H for hard.  To know that different types of line include zigzag, wavy, curved, thick and thin.  -To know that detail can be added by using different types of pencil and through shading.	-Designs and makes art to express ideas.	Pencil Hard Soft Broad Narrow	Children create drawings in their sketchbooks.	Sketchbooks Sketching pencils Man-made and natural objects.	Give the children a range of objects to explore sketching. Encourage adding more detail and shading.
Session 2*  Learn about art	<i>What are the primary colours and what happens when they are mixed together?</i>  NC- to develop a wide range of art and design techniques using colour	To know the primary colours are red, yellow and blue and these can be mixed to make secondary colours.	-Identify and use paints in the primary colours. -Explores mixing primary colours to create secondary colours.	Paintbrush Colour Primary Secondary Mixing	Children share the colours they have mixed together in their books and record how they have made them.  Stick children's pictures into their sketchbooks.	Paint Paintbrushes Mixing trays or palettes Water pots Printed sheet (right) 2D shapes	Complete colour wheels with the children.  The children could then go on to complete their own shape picture. Give each child a page as shown below.  Then ask the children to draw around different 2D shapes on the page (4 maximum). This will then create lots of enclosed spaces/shapes the children can then paint using the colours they have mixed.  Please note: a shape will be broken up into smaller parts to paint where it has been drawn over the lines already on the page.

<p>Session 3*</p> <p><b>Learn about artists, designers and crafts people</b></p> <p><b>Explore the Artists Style</b></p>	<p><i>Who is Alma Thomas and what is she famous for?</i></p> <p>NC - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p> <p>NC - evaluate and analyse creative works using the language of art, craft and design</p>	<p>To know that Alma Thomas was an American artist who created colourful paintings.</p> <p>To be aware that Alma Thomas inspired and still inspires many artists, particularly women and older artists.</p> <p>To know that words relating to colour, shape, materials and subject matter can be used to explore works by significant artists.</p>	<p>Continues to explore applying colour using a range of tools and techniques.</p> <p>Can say what they like about their own or others' work using simple artistic vocabulary.</p>	<p>Paintbrush</p> <p>Colour</p> <p>Primary</p> <p>Secondary</p> <p>Mixing</p>	<p>Children add a picture of Alma Thomas to their sketchbooks and record information they have learnt.</p> <p>Children add images of her work and add description, their likes and dislikes.</p>	<p>Alma Thomas information</p> <p>Pictures of her and some examples of her work.</p> <p>Paint</p> <p>Paintbrushes</p> <p>Water pots</p> <p>Mixing palettes</p>	 <p>There are many options to create work like Alma Thomas.</p>
<p>Session 4-5</p> <p><b>Compose, create and evaluate</b></p>	<p><i>Final Piece in response to learning</i></p> <p><i>Why do we use of sketchbooks to sketch and explore?</i></p> <p>NC - to use a range of materials creatively to design and make products</p>	<p>-To know that discussion, initial sketches and exploration of materials can be used to communicate ideas and are part of the artistic process.</p> <p>-To know that they can review their own and others work by discussing aspects including subject matter, colour and shape, the techniques used and feeling.</p>	<p>-Communicates their ideas simply before creating artwork.</p> <p>-Says what they like about their own or others' work using simple artistic vocabulary.</p> <p>-Identifies what they might want to change or do differently.</p> <p>-Communicates their ideas simply before creating artwork.</p>	<p>Artist, artwork, colour, shape, subject matter, observation, imagination, memory</p> <p>Compare, same, different, similarities, differences,</p>	<p>Children record their initial idea through sketching.</p> <p>Children evaluate their own work upon completing their piece of work.</p>	<p>Paint</p> <p>Paintbrushes</p> <p>Mixing trays or palettes</p> <p>Water pots</p>	<p><i>Alma Thomas creates a range of work including landscapes. The children could paint a landscape of image linked to other subjects (i.e science or geography – trees/minibeast or a sea/geographical feature)). Please choose and support the children in making their choices.</i></p>
<p>Additional</p> <p><b>Revisiting</b></p>	<p><i>What can you use to make art outside?</i></p>	<p>-Transient art is moveable, non-permanent and usually made of a variety of objects and materials.</p> <p>-Natural materials, such as grass, pebbles, sand, leaves, pine cones, seeds and flowers, can be used to make transient art.</p>	<p>Makes transient art and pattern work using a range or combination of man-made and natural materials.</p>	<p>Logs, pebbles, sand, mud, clay, loose parts, grass, leaves, pine cones, seeds, flowers</p>	<p>Children create their own pictures using a range of natural objects collected from the garden or elsewhere.</p> <p>Take a picture of the children's work to add to their sketchbook.</p> <p>Children label the parts their have used.</p>	<p>Leaves</p> <p>Stones</p> <p>Sticks</p> <p>Flowers</p> <p>Pinecones</p> <p>Acorns</p> <p>Natural objects</p>	<p><i>See sketchbook evidence.</i></p>
Notes	<p>*both of these sessions may be done across two lessons and there are multiple opportunities for the children to create work that uses the new skills.</p>						