

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Art & Design –

Year: Phase 1– Year A- Unit 2/4

Painting

Visual Elements – Colour – Texture

NC/Pos:

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences.
- become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- evaluate and analyse creative works using the language of art, craft and design.
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Subject content - Key stage 1

Pupils should be taught:

- 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.

Prior Learning (what pupils already know and can do)

Mix individual colours in paint to make new colours.

Name all the primary, secondary and tertiary colours.

Describe a colour as hot or cold, light or dark.

Identify a background in a landscape.

Make different thickness marks with brushes and paint. Use sponges.

End Points (what pupils MUST know and remember)

Know that Japanese and Flemish Renaissance artists painted landscapes & flowers.

Know that Georgia O'Keefe mostly used watercolour and pastels

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Know that Georgia O'Keeffe is famous for her large-scale flower paintings and bold use of colour
Know that landscapes can include perspective to show distance and be created in layers with a fore/mid and background.
Know that there are different types of brushes: flat brush, rounded brush or angled brush to create smooth and textured effects
Know that there are different types of medium to paint with: watercolour, inks, ready mixed and acrylic paint.
Know how to draw loose lines to record initial ideas when planning to paint trees, flowers and a landscape.
Know that primary colours, red, yellow & blue mix to make the secondary colours, orange, purple and green and that blue, green and purple belong to the cool colour family and red, orange and yellow belong to the warm colour family.
Knows how to mix a shade and a tint of a colour and how to blend tones or gradients of colour.
Know how to appreciate and appraise Flemish Renaissance artists and Georgia O'Keeffe

Key Vocabulary

Colour, texture, flat brush, rounded brush, angled brush shade, tint, tone, gradient, perspective, silhouette, impasto, stippling, foreground, background, composition, crop/cropped image, light, dark, warm, cool, Georgia O'Keeffe, acrylic paint, ready mixed paint, tints, gradients, artist study, visual elements, Primary colours/secondary colours, shades, Landscape, Pieter Bruegel the Elder, Silhouette, perspective, Watercolours, ink washes, brush strokes, dabs, stippling, Picasso, Claude Monet, Hokusai- Wave of Kanagawa

Recommended Resources

- Acrylic paints, watercolours, inks
- Flat, round, and angled brushes
- Sponges, glue spreaders, black and white paper
- Visual references of Georgia O'Keeffe, Pieter Bruegel, Claude Monet, Hokusai, Picasso
- Sketchbooks and A4 paper
- Digital devices for artist research

Curriculum Connections:

Computing – Phase 1 - Year A - Using Technology to Create Paintings and Texts inspired by studied artists.
Children will use their knowledge of Picasso and painting fish to create an online version using paint in computing.
Children to use their knowledge of blending colours.
Geography – EYFS – Same and Different – Seasonal changes
Warm and cool months that can be represented through warm and cool colours.
History: Exploring the historical context of Renaissance, Impressionist, and Japanese artists.
English: Descriptive writing based on visual art and personal response.

Career Opportunities

- Painter
- Illustrator
- Set Designer
- Art Critic
- Fine Artist
- Graphic Designer

Session 1: Georgia O'Keeffe/ flat brush – rounded brush –angled brush/acrylic paint/ ready mixed paint/ tints/gradients/cropped image/artist study/visual elements

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Artist Study- Georgia O'Keeffe – (style)

Who is Georgia O'Keeffe? | Tate Kids

Georgia O'Keeffe, mostly used watercolour and pastels 15.11.1887 – 6.3.1986

Know that Georgia O'Keeffe is famous for her large-scale flower paintings and bold use of colour and how she painted close ups and cropped images.

A cropped image is when the image breaks the edge of the paper.

Learn that artists draw and add colour in different ways with different paint.

Know the name of different brushes and how to use them to create effects – flat brush – rounded brush –angled brush. A paintbrush grip can change how marks are applied on a surface.

If the paintbrush is held more upright and more tightly that will improve control.

Hold the paintbrush close to the tip for control and detail. Hold the paintbrush further towards the end for loose mark making.

Learn how to mix tints of colour by adding white. Using acrylic paint/ready mixed

Tints: Adding white to a colour to make lighter tints (pastel colours) - shade and colour

Know how to blend tones or gradients using appropriate pressure to give a smooth transition and no hard lines.

This work will be added to later. A4 size required.

A gradient is a gradual change from one element to another such as light to dark or from one colour to another.

Knows where colours are placed to create a gradient.

Practice blending pairs of colours to achieve smooth gradients. Make background for W4

Choose a warm or cold colour- Discuss the differences.

Session 2: Primary colours/secondary colours/shades/composition

Mixing Primaries to make secondary colours with acrylic paint.

Mix shades of colours by adding a dark colour.

Focus artist- Georgia O'Keeffe. Style

Use this colour mixing skill and mixing tints to create a close-up flower image cropped as the artist's example.

Choose preference of secondary colours. Use sketchy lines to draw basic guideline of composition. Paint using a mid-thickness brush.

Finish by adding dark tone detail. - light

Colour, competition – crop

Session 3: Landscape/ Pieter Bruegel the Elder/ Silhouette/ perspective/ foreground/background

Landscape – Artist Study- Pieter Bruegel the Elder - born 1525–1530 – died 9 September 1569 – style

Discuss the artwork. Are all the people, buildings and trees the same size? Perspective

Learn the terms Fore/mid and background.

He was the most significant artist of Dutch and Flemish Renaissance painting, a painter and printmaker, known for his landscapes and peasant scenes; he was a pioneer in making both types of subjects the focus in large paintings.

Ready Mixed- watered down-

Practice painting trees with loose lines to create realistic form. Do not draw first.

Silhouette of Trees. Paint a tree over the graduated tint background from last week. Use a thin brush and a dark colour to create the silhouette of the tree. – light and shade

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Do not draw first- free paint. Paint a tree in the Foreground and the background. They will be different sizes. – computational choice

Session 4: Watercolours/ ink washes/texture/brush strokes/ dabs/stippling/ Picasso

Creative Composition

Painting movement & texture

Painting Fish

Watercolours/ ink washes

1 -Experiment with watercolours on white ground.

Paint a fish. Show movement and shape of fish body moving in water. – form

Use sketchy lines to plan work – minimal drawing first.

Paint background. – perspective

Consider brush strokes to show moving water.

Visual Ref. [Drawing Fish with Pen, Pencil and Watercolour](#)

Artist Ref. Picasso fish on a plate. Acrylic Paint- Work on black ground.

Paint a fish – capture the scales with variation of brushstrokes – use dabs, dots and stippling.

Compare the 2 techniques. – shade, colour

Session 5: Claude Monet/ Hokusai- Wave of Kanagawa

Painting water-

Artist Study- Claude Monet preferred oils and pastels 14.11.1840 – 5.12.1926- Waterlilies

Hokusai- Wave of Kanagawa. – style impressionist and Japanese

Describe the differences of style in the artwork. Talk about the kind of paint that could have been used to create the effects.

Sometimes artists plan out what they are going to paint with fine sketch lines.

Monet Inspiration. <https://www.tate.org.uk/art/artists/claude-monet-1652>

Using acrylic paint, a glue spreader and impasto technique, can the children create a textured impressionist image of water using Monet's waterlilies as an example. Can the children use colour mixing to create tints and shades in their work? – form with texture, shade – shadow of the waterlilies – light inspired by monet work.

Session 6: Impasto

Finish Monet Work. perspective

Working from close ups of the waterlilies in Monet's water garden, add them to the water background painted last time. Create the texture observed in the artist's work. Use impasto techniques with acrylic paint. Competition where to put them

Reflection shade for the water

Future learning this content supports:

Mixing Tertiary colours. Painting landscape with simple perspective. Mix shades & tones of drawing inks.

Development of Still Life painting and composition.