

Whole School Art Planning

Aspect: - Painting

(MTP's linked to specific year group objectives and skill development)

Autumn Term 2 – F1

Theme: - Magical Me!



Expectations by the end of birth – 3 years children will be able to: -

(Expressive Arts and Design)

- Start to make marks intentionally.
- Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.
- Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.

Expectations by the end of 3-4 years children will be able to: -



- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- Explore colour and colour mixing.

Session 1 - Adult Led Activity (Introduce and model technique / skill to the children)	Session 2 – Adult Led Activity (Introduce and model technique / skill to the children)	Session 3– Adult Led Activity (Introduce and model technique / skill to the children)	Session 4 – Adult Led Activity (Introduce and model technique / skill to the children)	Possible Final Piece of Work (Built upon skill development throughout the term)
<p><u>Exploration and Investigation</u> <u>Identifying and Exploring Colours</u></p> <p>Begin with a variety of premixed coloured paint. Children will be provided with large pieces of paper that will allow them to explore these colours in a range of ways. They will be expected to make marks and prints using fingers, hands, brushes, rollers or general classroom objects (duplo).</p> 	<p><u>Exploration and Investigation</u> <u>Using Colours for Purpose</u></p> <p>Children will use a range of premixed poster paints to create an enclosed object which they can identify as a specific object. The children will select the correct colour for that object (e.g., tree – green and brown). Then add own techniques e.g. fingerprints/ small dabs wit brushes to represent leaves – link to Autumn colours.</p>	<p><u>Exploration and Investigation</u> <u>Colour Mixing</u></p> <p>Children will explore the colours created when mixing 2 colours. They will acknowledge the name of the new colour and use it to create a representation on large paper.</p> <p>Adult can start to encourage children to mix specific colours and question them on the colour they are creating. - Look at work by Kandinsky to show colour mixing techniques and effects – the chn can practise the anticlockwise circular movement /enclosed shapes.</p>	<p><u>Exploring and Categorising Colours.</u> <u>Colour Mixing</u></p> <p>Children will recap any colours they have previously learned about so far and will mix together 2 or 3 set colours with the aim of creating a new colour.</p> <p>Briefly touch upon black and white for the children to explore.</p> <p>Recap and show the children the Kandinsky picture / art work.</p> <p>Explain that we are going to make our own.</p>	<p><u>Application of skills</u> <u>Create a scene</u></p> <p>Children to create their own version of Kandinsky’s picture to practise, explore and apply colour mixing techniques.</p> 

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		 <p>Begin to look at black and white if possible, to see what happens to the colours.</p>	<p>Allow the children to explore mixing the colours with the knowledge they have already and create their own large scale / A3 Kandinsky picture – mixing the colours together. The children will be able to practise creating closed circular and square shapes, filling in with various colours they can make,</p>	
<p>C.P Enhancements (for the children to explore and investigate independently)</p> <ul style="list-style-type: none"> • Various sized brushes/rollers • Mark making tools • Large pieces of paper • Premixed poster paint 	<p>C.P Enhancements (for the children to explore and investigate independently)</p> <ul style="list-style-type: none"> • Large rolled paper / bed sheets to mark make on • Various brushed – thick and thin • Pictures of objects to paint for inspiration. 	<p>C.P Enhancements (for the children to explore and investigate independently)</p> <ul style="list-style-type: none"> • Various artists work • Prime colours – Red, blue and yellow paints. • Large paper / cartridge paper to paint on • Pallets and containers to enable the children to explore colour mixing independently • Colour wheel 	<p>C.P Enhancements (for the children to explore and investigate independently)</p> <ul style="list-style-type: none"> • Prime colours – Red, blue and yellow paints – poster paint. • Prime colours – Red, blue and yellow paints – poster paint. • Large paper / cartridge paper to paint on • Pallets and containers to enable the children to explore colour mixing independently • Card / paper • Colour mixing posters displayed. 	

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Autumn Term 2 – F2

Theme: - Magical Me!

Previous Learning and Experiences from F1 –

Creating closed shapes and lines to represent objects e.g., people

Painting pictures of people / scenes that show emotion such as happy, sad, fear etc...



Explore colour and colour mixing

Expectations by the end of Reception children will be able to: -

(Expressive Arts and Design)

ELG: Creating with Materials



- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; -
- Share their creations, explaining the process they have used.

Session 1 - Adult Led Activity (Introduce and model technique / skill to the children)	Session 2 – Adult Led Activity (Introduce and model technique / skill to the children)	Session 3– Adult Led Activity (Introduce and model technique / skill to the children)	Session 4 – Adult Led Activity (Introduce and model technique / skill to the children)	Possible Final Piece of Work (Built upon skill development throughout the term)
<p><u>Returning to previous learning and refining own ideas</u></p> <p>As focussed upon already in F1 allow the children the opportunity to reflect upon what they already know about colours. Can they name the primary colours and some secondary colours explored previously? Recap and explore creating secondary colours together both indecently and with an adult</p>	<p><u>Explore a variety of materials, tools and techniques safely, experimenting with colour....</u></p> <p>Following on from last session, the children will be able to build upon their previous knowledge about colour and select colours for a particular purpose, mixing colours together to achieve a planned effect.</p> <p>Discuss and look at Bonfire Night / Diwali celebrations and look at</p>	<p><u>Explore a variety of materials, tools and techniques safely, experimenting with colour....</u></p> <p>The children will continue to explore using various techniques to mix and spread paint. Discuss safety aspects of holding tools carefully etc...</p> <p>Watch painting techniques for kids video with the children to look at how we can use different</p>	<p><u>Create collaboratively, sharing ideas, resources and skills</u></p> <p>Create own Christmas cards.</p> <p>The children will combine their printing, painting skills and growing understanding of pattern too to create their own Christmas cards to send home to their family. They can apply tools and techniques that they have learnt and used previously.</p>	<ul style="list-style-type: none"> • Create Christmas cards combining printing and painting skills developed during Autumn Term. <p>Examples only: -</p> <div style="display: flex; justify-content: space-around;">   </div>

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<p>discussing how the colours begin to change. What may happen if you add white / black to a colour?</p> <p>The children will then have opportunities throughout time in the provision to mix their own colours together, also exploring what happens if we add a drop of black / white. The children can create paintings of their choice, using various sized paintbrushes and different mark making tools.</p> <p>Later allow the children time to explain their colour choices and how they created their own paintings.</p>	<p>photographs displaying the various colours – yellows, orange, reds etc...Discuss with the children about the various colours mixing together in the sky as the fireworks are lit. Explain that they are going to create a similar picture.</p> <p>Why do we need to use colours for a particular reason?</p> <p>The children can apply various painting techniques to watch colours mix together to create secondary colours e.g.</p>  <p>Bonfire Pictures</p>	<p>painting tools to create different effects.</p> <p>Explain to the children how artists use tools to create their pictures/ work. The children will explore using tools such as their fingers, spatulas, bristle brushes and foam spongers to apply paint to paper. The children will explore the different effects each tool makes.</p> <p>Begin to create simple repeating patterns using the paints and tools used to begin to create their own Christmas card.</p>	<p>The children will be able to comment and talk about their own individual Christmas card and how they created it using the various tools and techniques.</p> 
<p>C.P Enhancements (for the children to explore and investigate independently)</p> <ul style="list-style-type: none"> • Prime colours – Powder and poster paint 	<p>C.P Enhancements (for the children to explore and investigate independently)</p> <ul style="list-style-type: none"> • Firework and bonfire pictures and photographs 	<p>C.P Enhancements (for the children to explore and investigate independently)</p> <ul style="list-style-type: none"> • Spatulas, sponges and other mark making tools for painting with 	<p>C.P Enhancements (for the children to explore and investigate independently)</p> <ul style="list-style-type: none"> • Spatulas, sponges and other mark making tools for painting with



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<ul style="list-style-type: none"> • Various sized paintbrushes • Mark making tools • Various paper and card • Pallets and containers to mix colours in • Colour wheels / colour card showing tones and shades 	<ul style="list-style-type: none"> • Various tools to create own prints • Mark making tools • Prime colours – Powder and poster paints • Pallets and mixing containers • Black Paper / card 	<ul style="list-style-type: none"> • Coloured card and various paper • Prime colours – Powder and poster paint • Candy canes to look at • Ribbon • Pallets and containers for colour mixing • Artist examples – e.g., Vincent Van Gough using various tools and painting techniques to create different effects. 	<ul style="list-style-type: none"> • Coloured card and various paper • Prime colours – Powder and poster paint • Candy canes • Ribbon • Pallets and containers for colour mixing • Artist examples – e.g., Vincent Van Gough using various tools and painting techniques to create different effects. 	
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Autumn Term – Year 2

Theme: - Let's Remember

Previous Learning and Experiences from Foundation Stage and Year One: -

Foundation Stage

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; -
Share their creations, explaining the process they have used.

Expectations by the end of Key stage 1 children will be able to: -

Select and use different brushes to explore and make marks of different thicknesses and using wet and dry paint techniques.

Spread and apply paint to make a background using wide brushes and other tools to express backgrounds and content.

Investigate mark making using thick brushes, sponge brushes for particular effects.

Investigate, experiment, mix and apply surface techniques to create or suggest a place, time or season



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- Identify, mix and uses primary and secondary colours, exploring how to create a range of colours.
- Begin to consider and discuss the qualities of different colours. E.g., mood
- Begin to use different brushes for specific purposes.

Resources needed:

Poster paints, soft bristle paint brushes (round, flat, fan, mop, bright, wash), water colours, watercolour paper

<p>Session 1 <u>Identify, mix and use primary and secondary colours.</u></p>	<p>Session 2 <u>I am beginning to use different brushes for specific purposes.</u></p>	<p>Session 3 <u>I am beginning to use different brushes for specific purposes.</u></p>	<p>Possible Final Piece of Work (Built upon skill development throughout the term)</p>
<p><u>Acknowledge the qualities of different colours (i.e. mood)</u></p> <p>Study around Vincent Van Gogh. Explore some of his most famous works of art and learn a little about his background.</p> <p>Focus on his paintings: Sunflowers Irises Roses Oleanders</p> <p>Appraise each of the works exploring colours, shape, mood.</p> <p>Recap primary colours (red, blue, yellow) and create a colour wheel using poster paints to mix the colours together (building upon colour mixing in EYFS). Children to know that: R+B = Purple</p>	<p>These videos can help with understanding the techniques and the types of brushes to use for this session to create different flowers. https://www.youtube.com/watch?v=icLs0A9ok4Y https://www.youtube.com/watch?v=l96XUkSv1h4 This website will help with brush types: Soft bristles make smooth paint strokes and are best for acrylic paint. Soft brushes are also used for watercolours. Stiff bristle brushes are good for creating rough effects of thick layers.</p> <p>Mark-make with each of the following shapes of paint brush (with a range of sizes) using acrylic/poster paint: Flat Round Bright Fan</p>	<p>Children to experiment with watercolours. Mark-make using the same brush shapes from the previous lesson and make direct comparisons to the brush strokes created.</p> <p>Children to use watercolours with the different sized and types of brushes to recreate the same flowers as last lesson. What do they notice about the flowers created? Have they had to alter their technique?</p> <p>Introduce: <u>Watercolour brush shapes:</u> <u>Wash brush</u> <u>Mop brush</u> Explain that these are best for creating a wash, which creates a background colour.</p>	<p>Children to use the knowledge from previous sessions to recreate a final piece. The final piece can be poppies in a vase (like Vincent Van Gogh's Oleanders, Roses or Sunflowers) or poppies in a field (like Irises).</p> <p>Children will create a wash using the watercolour brush shapes (soft bristles). Once dried, they will draw the outline of a vase (this can be supported as drawing isn't the objective), then paint the poppies inside. Or, they will paint the wash for the field/sky, and then paint the poppies over.</p>



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<p>R+Y = Orange B + Y = Green</p>	<p>Children to acknowledge the types of brush strokes created by each brush shape. Use this to justify which brush they think would be best for creating the different parts of the flowers (petals, stem, leaves and middle).</p> <p>Children to be given a range of different flowers (similar in shape to the poppy) and practise recreating each component of the flower (as above). Encourage children to create flowers of different sizes, using different sized brushes.</p>	<p>Children to investigate with creating a wash using these colours. Can children create a block-colour wash? Can some children create a gradient colour wash?</p>	
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Summer term Year 4 – The Land of Hope and Glory

Previous Learning and Experiences from Foundation Stage and Year One: -

Foundation Stage

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; -
Share their creations, explaining the process they have used.

Year 2

Primary and Secondary colours.

Moods of colours

Using tools to create effects, such as dots and splashes.

Selecting the correct brush for the effect they want to produce.

Expectations by the end of Key stage 2 children will be able to: -

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught to create sketch books to record their observations so they can revisit ideas.

Pupils should be taught to improve their mastery of art and design techniques, including drawing and painting.

Pupils should be taught about great artists, architects and designers in History.

- To use techniques, colours, tools and effects to represent things seen, remembered or observed.
- Begin to use my knowledge of colour tones to mix a wider variety of colours of different shades.
- To use different colours, texture, techniques and tools to express mood.
- Begin to consider composition when planning a piece of art.

Resources needed:

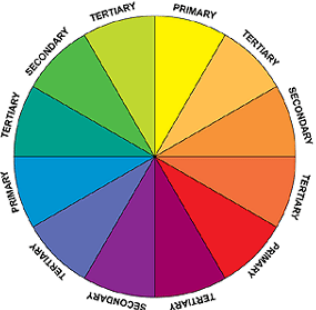
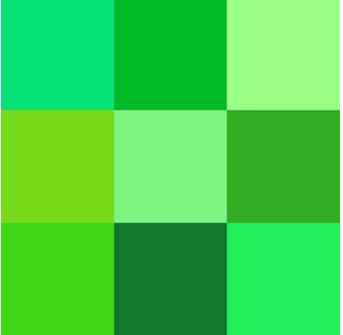
Poster paints, soft bristle paint brushes (round, flat) in different sizes, stipple brushes, thick painting paper.

<u>Session 1</u>	<u>Session 2</u>	<u>Session 3</u>	<u>Session 4</u>	Possible Final Piece of Work
<u>I am beginning to use my knowledge of colour tones to</u>	<u>I can identify, mix and use primary, secondary and tertiary</u>	<u>I am beginning to consider composition</u>	<u>I am beginning to consider composition when planning a piece of art.</u>	

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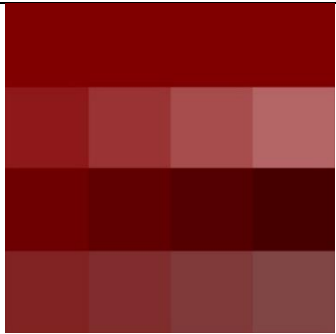

<p><u>mix a wider variety of colours of different shades.</u></p> <p>Recap primary and secondary colours from EYFS and Y2.</p> <p>Introduce tertiary colours and understand that these are additional mixes of the secondary and primary colours.</p>  <p>Recreate a colour wheel including the tertiary colours, starting only with primary colours to mix.</p> <p>Understand that two colours that are on opposite sides of the colour wheel provides a high contrast and high impact colour combination – together, these colours will appear brighter and more prominent.</p>	<p><u>colours with the addition of black and white to produce tints and tones.</u></p> <p><u>I am beginning to use my knowledge of colour tones to mix a wider variety of colours of different shades.</u></p> <p>Now that children have a good understanding of primary, secondary and tertiary colours, introduce the idea of creating tones by adding black and white to the colour. Children to practise creating a range of different tones for different colour mixes, and discussing the effect that this has on the overall mood of the piece.</p> 	<p><u>when planning a piece of art.</u></p> <p>Introduce children to the concept of Pop Art and know that this falls into the “Contemporary” art movement (1950s onwards). Explore why this became such a popular art movement at the time and appraise the work of pop art artists at the time, with a specific focus on Andy Warhol and Roy Lichtenstein.</p> <p>Understand the key features behind Pop Art work in that it is bold, contrasting and uses repeating patterns (Andy Warhol), and stippling (Roy Lichtenstein).</p>	<p><u>I am beginning to use my knowledge of colour tones to mix a wider variety of colours of different shades.</u></p> <p>Children to practise combining contrasting colours together to make each colour appear brighter and more prominent. Create mood/colour boards of contrasting and complimentary colours to group colours together for specific effects/moods.</p> <p>Provide children with outline images of simple objects (because drawing is not the objective) and children to paint them with contrasting colours, using thick outlines to make the colours stand out more. Use soft round/flat brushes to create a thick, smooth finish.</p> <p>https://www.youtube.com/watch?v=F2PLwrzJf5I</p> <p>Children to practise the stippling technique to fill a given space like in Roy Lichtenstein’s art work. Use large stippling brushes to cover a wider area more easily, use round brushes for smaller areas requiring more details.</p>	<p>(Built upon skill development throughout the term)</p> <p>Create their own pop art in the style of Andy Warhol/Roy Lichtenstein using every day items. Children will only be given primary colours and black and white so that they are to mix the colours they need for the piece. The focus of the final piece should be use of colour mixing, tones and colour contrast in the style of Pop Art.</p>
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