

<b>Year Group: 1</b>	<b>Term: Summer</b>	<b>Topic: Painting</b>
<b>NC Links</b>		
<ul style="list-style-type: none"> <li>To use a range of resources creatively to design and make. To share ideas using prints, paints and shapes. To explore a variety of techniques. To learn about the work of a range of artists and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>		
<b>Links to Rights Respecting</b>		
Article 28 - Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights.		
<b>Additional links within art</b>		
Drawing		
<b>Links to North East Ambition</b>		
Link a lesson to the career of a Fashion Designer. What does the job entail? What skills are needed in the job? What route does a fashion designer take in their education and how does art help?		
Gatsby Benchmark 4 - Linking curriculum learning to careers		
Gatsby Benchmark 5 - Encounters with employers and employees		
Gatsby Benchmark 7 - Encounters with further and higher education		
<b>Caedmon Curriculum Drivers</b>		
Aspirations and Careers		
-embracing challenges that help us to grow		
-understanding that resourcefulness can help us to be the best version of ourselves		
-understanding how our learning links to the wider world		
Healthy minds and bodies		
-knowing that good mental health allows us to develop the resilience we need to help us with challenges we may face (linked to using art as a stress relief/mindfulness etc)		

### Topic Overview

Children will look at a range of colours in art, and how artists use primary and secondary colours. Children will explore the work of artists in depth and communicate their views on artwork. Children will learn about the range of artists and use their work and ideas as the inspiration for artwork. They will discuss their ideas.

### Possible Visits/Visitors

Visits to Baltic Art Gallery (Artist studio sessions). Children can contact artists via their websites or North East Collective

### Links to artists

Clarice Cliff

Kandinsky (link to drawing unit in Autumn)

Jasper Johns

### Resources needed:

- Crayons and coloured pencils
- Coloured tissues/cellophane (in primary colours)
- Paints (ready mixed)

### Essential Subject Skills to be covered

- To investigate colour mixing
- To mix and make secondary colours
- To use a range of tools to paint on different surfaces

### Overall Learning Outcomes

By the end of this unit, children will be able to identify primary and secondary colours and will be able to confidently mix colours. They will be confident discussing the work of artists and understand how to express their views on art.

### Learning Intentions (for use in self-assessment at end of topic)

- To investigate how primary colours are mixed to make secondary
- To apply knowledge of colour mixing when painting
- To experiment mixing colours
- To apply painting skills when working in the style of an artist

### Sequence of lessons

#### Ideas for Lesson format:

1. Starter activities
2. Look at work of artists
3. Practice skills/techniques/develop and reflect on work (linked to artists work)
4. Apply skills (link this to the work of artist)
5. Evaluate and analyse

#### Ideas for Lesson 1 Explore colour

##### 1. Starter activity ideas for lessons:

Draw, from memory, anything you can that is red/yellow/blue.

##### 2. Look at the work of artists

N/A

##### 3. Practice skills/techniques/develop and reflect on work

Children to be given a range of different items e.g. oil pastels, pencils, cellophane, tissue paper in red, yellow and blue.

Overlap them and discuss what they notice. Children can stick/colour in their sketchbooks.

Questions to explore:

- What happens when we mix primary colours together? (They make other colours)
- What are the colours made by primary colours called? (Secondary colours)
- What are the secondary colours? (Orange, purple and green)

- What primary colours mixed together make:
  - green (yellow and blue)
  - orange (red and yellow)
  - purple? (blue and red)

### Ideas for Lesson 2-3 Exploring artist's work and painting with colour

#### 1. Starter activities

Choose an object in the room that is blue, red, or yellow. Draw it with your non-dominant hand.

#### 2. Look at work of artists

Recap on the previous lesson and what was learned about primary and secondary colours.

Introduce children to the artist Jasper Johns. Give children a bit of background information and discuss his history.

Show children Jasper John's work *Number in Colours*.

#### *Ideas for exploring the artwork:*

- What colours has the artist used?
- How do colours make you feel?
- How could you make these lines?
- How many colours can you see? How many different shades of a colour can you see?
- Which colours has he mixed? How do you know?
- What I like about the picture/ what I dislike about the picture
- Describe the lines used in pictures
- Describe how the overall artwork makes you feel.

#### 3. Practice skills/techniques/develop and reflect on work (linked to artists work)

#### 4. Apply skills (link this to the work of artist)

Explicitly model how to hold paintbrush, how to apply paint and how to accurately clean the brush afterwards.

Give children the time to explore this in their sketchbooks - how to use thick and thin brushes and thick and thin applications of paint.

Children draw numbers 0-9 on paper. Paint the numbers using primary colours. Encourage them to use the paint in a thick way (impasto) so they're working like the artist, Johns, who actually used oil and acrylic paint. Bigger brushes are best for the primary colours.

Mix the paints to create secondary colours then, using thinner brushes, apply this in their work.

### 5. Evaluate and analyse

Allow children time to reflect on their work e.g.

- What is similar about your work and John's?
- What is different?

### Ideas for Lesson 4 -6

#### 1. Starter activities

Draw a room in your house, from memory, using only a continuous line.

#### 2. Look at work of artists

Recap on the previous lesson and what was learned about primary and secondary colours.

Recap on artist Jasper Johns. Focus on Clarice Cliff's *Circle Tree*. Focus on how Clarice Cliff uses the bright rainbow colours of the concentric circles in the background contrasted with the black silhouette of the tree

#### *Ideas for exploring the artwork:*

- What colours were chosen for the circles?
- Why do you think Clarice Cliff chose these?
- What colours will not stand out behind the black trees?
- How do colours make you feel?
- How many colours can you see? How many different shades of a colour can you see?

- Which colours has he mixed? How do you know?
- What I like about the picture/ what I dislike about the picture
- Describe the lines used in pictures
- Describe how the overall artwork makes you feel.

### 3. Practice skills/techniques/develop and reflect on work (linked to artists work)

Explicitly model how to hold paintbrush, how to apply paint and how to accurately clean the brush afterwards.

Give children the time to explore this in their sketchbooks - how to use thick and thin brushes and thick and thin applications of paint. Children to practise painting concentric circles in bright colours in their books on one page. On the other, practise drawing trees. Model how to do this in teacher sketchbook.

### 4. Apply skills (link this to the work of artist)

Children to create a circle painting after perfecting their skills earlier.

### 5. Evaluate and analyse

Allow children time to reflect on their work e.g.

- What is similar or different about your work and the artist's?
- What do you like about the plates
- What skill do you think you improved?

Allow children time to reflect on their work and comment in their books. They can be supported to do this.

### Suggested Strategies for Recording Learning

- Use sketchbooks to explore how primary colours can be mixed to make secondary
- Research key artists and how they use colour in their work
- Jot down comments about artists and their work
- Photograph work