

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Art & Design - Year: **KS1 - B**

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 Gustav Klimt liked to paint trees (Birch Forest, Beech Forest, Pear Tree)

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

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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.

Key Vocabulary to teach in each session written in bold.

Session 1: Artist study/Watercolour paint/Landscape/Japanese characters/ Primary and secondary colours/ palette/ wash/ wash brush/visual elements

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

Water-colour exploration.

Artist Study- Japanese landscape

Partner talk and feedback about the artwork shown.

Colour Mixing - Primaries to secondaries. Watercolour paints. Identify properties.

Create / experiment and paint watercolour washed ground for week 2 & 4.

Use a wash brush and a thin brush- note best effect.

Mix watercolour in lids or palette. - make sure there is a large enough supply. Do not use directly from the tin palette.

Practice brush strokes - Japanese characters. Teach how to hold a paint brush in an upright position. Teach how to wash a brush and pinch out water.

Use No 6- or 8-pointed brush.

Use a thin brush- practice brush strokes to achieve Japanese characters.

Session 2; Landscape/ inks/graphic style

Japanese Landscape-Using Inks-Practice painting Japanese shape trees and branches with thin brushes held correctly to use the point. Teacher to demo.

Working on a prepared watercolour experiment background from week 1. Add tree and branches in foreground and a Japanese inspired temple in the background. Use appropriate marks, dabs, of paint to represent cherry blossom. Note composition of Japanese art. Graphic style. Less cluttered.

Session 3; Impressionism/Van Gogh/Gustav Klimt/ Acrylic paint/Impasto/Composition/ Artist influence

Impressionist Artists Study

Van Gogh- Post Impressionist. 30.March.1853 -29. July.1890

Gustav Klimt-14 July 1862 - 6 February 1918 Sunflower

Japanese Artists.

Partner talk and feedback.

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How has the artist made his art? Has he used thick or thin paint? Does his work look like a photograph? How does it compare to the Japanese art? Has the artist created texture in his work? Are all the petals the same shape?

Using acrylic paint (no water) Experiment, to paint marks to represent the petals of the sunflower like Van Gogh. Experiment with the different brush types and spreaders. Use Impasto Technique.

Sunflower composition.

Use artist's examples to inform sunflower composition. Sketch out very briefly the basic composition. i.e where the main sunflower head and leaves is positioned ready for next session.

Session 4: **Shades/spreader/**

Sunflower composition - finish

Using Acrylic paint, paint in main parts of composition. (flower head and leaves) Achieve texture.

Add background- Consider background paper colour (black) Mix shades of colour by adding black and fill in the background with a textured effect but by using different marks and lines to flower itself. Use dots or broad marks made by spreader for example. Achieve shades by adding black to colours with brush strokes and textured marks and dabs of acrylic paint. Use thin brushes, spreader or pieces of card.

Session 5: **Acrylic/collage/**

Painting landscape - Acrylic

How does Gustav Klimt paint trees?

Artist Reference - Birch Trees. On large paper (consider using black) collage 3 tall trees and tree roots from torn brown paper. Shape, inspired by the artist's work.

Using techniques learned, use acrylic paint in warm colours to represent the leaves between the trees as in the artist's work. Add white paint to the collage trees to create a birch tree appearance. Use spreaders or brushes to suit effect required. This can be an unfinished piece. **DO NOT PAINT TO THE EDGE OF THE PAPER.**

Session 6:

Finish work.

Evaluate this units' work.

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.