



'Let your light shine' – Matthew 5:16

Curriculum Planning ART- Painting

<p>Overview</p>	<p>Key Stage 1: Pupils should be taught:</p> <ul style="list-style-type: none">• 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 <p>Key Stage 2: 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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none">• to create sketch books to record their observations and use them to review and revisit ideas• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]• about great artists, architects and designers in history	
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Year Group	Y1	Y2	Y3	Y4	Y5	Y6
<p>Key Progressive Skills/ Knowledge: National Curriculum skills covered</p>	<p>Use a variety of tools and techniques including the use of different brush sizes and types.</p> <p>Mix and match colours to artefacts and objects.</p> <p>Work on different scales.</p> <p>Mix secondary colours and shades using different types of paint.</p> <p>Create different textures e.g. use of sawdust.</p>	<p>Mix a range of secondary colours, shades and tones.</p> <p>Experiment with tools and techniques, inc. layering, mixing media, scraping through etc.</p> <p>Name different types of paint and their properties.</p> <p>Work on a range of scales e.g. large brush on large paper etc.</p> <p>Mix and match colours using artefacts and objects.</p>	<p>Mix a variety of colours and know which primary colours make secondary colours.</p> <p>Use a developed colour vocabulary.</p> <p>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.</p> <p>Work confidently on a range of scales e.g. thin brush on small picture etc.</p>	<p>Make and match colours with increasing accuracy.</p> <p>Use more specific colour language e.g. tint, tone, shade, hue.</p> <p>Choose paints and implements appropriately.</p> <p>Plan and create different effects and textures with paint according to what they need for the task.</p> <p>Show increasing independence and creativity with the painting process.</p>	<p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</p> <p>Use sketchbook to test media and materials.</p> <p>Create imaginative work from a variety of sources.</p>	<p>Create shades and tints using black and white.</p> <p>Choose appropriate paint, paper and implements to adapt and extend their work.</p> <p>Carry out preliminary studies, test media and materials and mix appropriate colours.</p> <p>Work from a variety of sources, inc. those researched independently.</p> <p>Show an awareness of how paintings are created (composition).</p>
<p>Key Vocabulary National Curriculum and other</p>	<p>Print, printing, pattern, rubbing, monoprint, block relief and resist printing</p>	<p>Colour, primary colour, secondary colour, shades, tone mix, layer, blend, watercolours, poster paint, paintbrush, build, darker, lighter, tone</p>	<p>Primary colours, secondary colours, effects, blending, blocking, washing.</p>			
<p>Building Aspirations/ Responding to Art Inspirational</p>	<p>Lorenzo M Duran, Spanish artist (1969- _____) Bryan Nash Gill American artist (1961-2013)</p>	<p>Lynette Amelie - Artist specialising in English Seaside scenes using watercolours. Famous for her 'Beach Hut' paintings.</p>	<p>Henri Rousseau 1844-1910 (post-impressionist) John Dyer-1968- (Contemporary)</p>	<p>Elizabeth Zunon (illustrator of 'The Boy Who Harnessed the Wind.')</p> <p>Study the nature</p>		

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people studied.		Linda Lang - Canadian expedition and climate change artist who travels to the polar regions to create paintings of what she sees there.		pictures by Marie Therese King.		
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