

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Art & Design – Year: KS1 - Year 2 – **Painting - Colour**

**Claude Monet** - oils and pastels 14.11.1840 - 5.12.1926

**Georgia O'Keefe** - watercolour - pastels 15.11.1887 - 6.3.1986

**Rosie Sanders** - illustrator/Artist - watercolours 1944 -

**Robbie Honey** - Photographer

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)

Name & mix primary colours, secondary colours, have an understanding of line, colour, texture and shape. Impasto technique learned in Cycle A – Collage. Using drawing inks

End Points (what pupils MUST know and remember)

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

Know that a cropped image is when the image breaks the edge of the paper.

Know that Rosie Sanders is an artist and illustrator who draws accurate highly realistic images of flowers - her work looks like a photograph.

Know that modern artists like Robbie Honey used photographs as their art form.

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Know Claude Monet was a famous impressionist painter who used a textured effect in their painting called, 'Impasto'

Know acrylic paint is water-based fast-drying paint used by artists since the 1960s. It can be used thickly or thinly depending how much water is added to it.

Know that ready mixed paint is thinner and more transparent than acrylic paint and can be diluted with water and is applied with a brush.

Know that watercolour paint can be diluted with water and can be applied with different thickness brushes.

Know how moods or feelings such as happiness or sadness can be expressed in colours or shades of colours such as, blue for sadness and yellow for happy.

Know tints of colour are made by adding white to a colour to make lighter tints (pastel colours)

Know shades of colour are made by adding black to a colour to make darker shades.

Know tones of colour are made by adding black and white (grey) to make darker or lighter.

Know a colour wheel is a chart of colours to show their relationship to each other used in colour mixing.

Key Vocabulary to teach each session; Written In bold at the beginning of each session

**Session 1: Media, pastels, watercolours, photographer, illustrator, Rosie Sanders, Ronnie Honey, wet on wet, dry on dry, dry on wet and wash, colour wheel**

Children learn about famous artists who paint and their different colour media and Schema.

Artists have their favourite colour media to paint flowers.

Claude Monet - oils and pastels

Georgia O'Keefe – watercolour - pastels

Rosie Sanders – illustrator/Artist - watercolours

Robbie Honey – Photographer - [About | ROBBIE HONEY](#)

Use sketchbooks for drawing exercise A & B (SEE OVERVIEW) at the beginning of **each session** to improve observational skills and recording accuracy. Use pens, graded pencils or graphite sticks.

**Draw unfamiliar objects so children do not draw from memory.**

Investigate watercolour

[Introduction to Watercolour \(accessart.org.uk\)](#) Experiment with different techniques and brushes.

Add labels to investigations.

Challenge children to talk about/remember colour mixing techniques. Use a colour wheel to support activity.

**Session 2: realistic style, photographic style,**

Rosie Sanders (illustrator/Artist – watercolours) and Robbie Honey (photographer) create artwork that is realistic/ photographic style. [Rosie Sanders – Botanical Artist](#)

Children complete an observational drawing of flowers and leaves. Use techniques learned from last week to add a background wash and detailed colour in shades to the drawing with watercolours and variety of brushes for purpose.

Use techniques like, wet on wet, dry on dry, dry on wet and wash. Do they understand how to make the colours lighter and darker?

Talk about what worked well and share work with class.

**Session 3: ready mix, acrylic, shades, tones and tints, pastel shades,**

Using Ready mixed or acrylic paint, practice mixing, tints, shades and tones in sketchbooks

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

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Shades: Adding black to a colour to make darker shades.

Tones: Adding black and white (grey) to make darker or lighter. Use a medium thickness brush.

Looking at the colours mixed; Can the tone/shade express a feeling or mood? How can you show the mood or a feeling by using different colours? Add labels and notes in sketchbooks to communicate this. EX sad or happy.

Evaluate at the end of the lesson.

How can we vary tone and colour by mixing? Can you make tints by adding white? Can you make tones by adding black? Can they mix and match colours, predict outcomes? Do you understand that paint is used in different ways for different effects?

Session 4: **Georgia O'Keefe inspiration. break the boundary,**  
[Who is Georgia O'Keefe? | Tate Kids](#)

Georgia O'Keefe inspiration.

Using techniques learned in last session to complete a large-scale art piece. Use a thin brush.

Georgia O'Keefe style is to break the boundary of the page. Can children do this?

Mix ready mixed colours to obtain tints, shades and tones.

Talk about what worked well and share work with class.

Session 5:

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 using Monet's waterlilies as an example. Can the children use colour mixing to create tints and shades in their work?

Compare all painting techniques experienced in this project. Which techniques are the children's favourite?

Annotate sketchbooks- date, names of media used.

Future learning this content supports:

Colour Mixing of shades and tones in ready mixed and acrylic. Further use of watercolour paint.

Impasto technique and wax resist.