Art

Painting Year 1

National curriculum

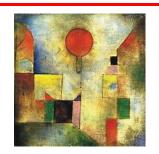
- -To use a range of materials creatively to design and make products
- -To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- -To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- -To learn 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

Key skills Year 1	Vocabulary
Sticky Knowledge	Colours Patterns
. Paul Klee uses shapes and colours in his artwork	Pailerns Paint Stroke
Art Skills	Brush Shading
Exploring and Developing Ideas	Collage
 Answer questions about starting points for their work and begin to ask questions Identify simple features in an artist's work 	Shiny Printing
<u>Drawing</u>	(Name all
. Use a range of drawing tools e.g. pencils, pastels, pens	common
. Begin to explore the use of line, shape and colour	colours)
. Describe shapes, line, textures and patterns	Abstract
. Make decisions about what to draw and paint and where to position on the page	
<u>Painting</u>	
. Use a variety of tools and techniques including different brush sizes and types	
. Mix primary colours to make secondary colours	
Experiment with different types of paint e.g. water colour, powder and ready mix	
. Make decisions about what to draw and paint and where to position on the page	
Evaluating and Deepening Work	
. Review what they have done and say what they think and feel about it	

Paul Klee









Lesson outline

Lesson 1: Investigate

Children to learn about Paul Klee and create class mind map.

- **LO**: To know who Paul Klee is and the features of his work
- Early workCubisim
- Shapes
- Colours.

Sticky Knowledge: Paul Klee uses shapes and colours in his artwork

Look at different pieces of Paul Klee's work and label and identify this techniques.

- shapes
- paint
- colours
- hard/light tones

Art Skills: Answer questions about starting points for their work and begin to ask questions

Identify simple features in an artist's work Suggestion: What questions do I have? What can I see? Stick class mind map into books. **Lesson 2: Focus practical tasks** Warm up – fold a piece of paper into 4 and get the children to complete each box within 30 seconds. Eg. Circles, rectangles, free lines. LO: To be able to draw shapes Wrap up techniques with shapes. Art Skills: Use a range of drawing tools e.g. pencils, pastels, pens Begin to explore the use of line, shape Children use different tools, pencil, crayon, oil pastels etc. to draw shapes. and colour Describe shapes, line, textures and Children use a pencil and think about the pressure applied, hard and light/big patterns and small to create shapes on a page of their book. Children use a crayon and oil pastels and create shapes. Thinking again about hard and light/big and small also, thinking about filling technique. Ensure to remind children that to colour a bigger surface area that their pencil crayon should be tilted or flat. Explain that pencil, pencil crayons and oil pastels have different thickness to create different lines. GD: Create a pattern thinking about shapes and colours. Lesson 3: Focus practical tasks Colour wheel with different types of paint, water colours, powder paint and readv mix. **LO:** To know how to make secondary colours by mixing primary colours. Stick in a stickered colour week. Children to complete a colour week. Art Skills: Mix primary colours to make secondary colours Experiment with different types of paint Allow children to experiment and create patches of colour on the next e.g. water colour, powder and ready page. mix Use a variety of tools and techniques including different brush sizes and Ensuring children know what primary colours to mix together to create types different colours. Explain to children that if you want to make a colour lighter you add white and to make something darker you add black. Allow children to use different sized brushes when mixing and creating. Talk about different sizes that they create. Sticker – different techniques. **Lesson 4: Planning** Look at Paul Klee's work-How has he arranged the shapes? LO: To know how to compose a What shapes can you see? picture What colours can you see? Are the colours warm or cold colours?

Pupils to use paper shapes or objects to draw around to plan out their

picture. Reinforce that Klee work sometimes reflects a picture (face) or

Art Skills: Make decisions about what

to draw and paint and where to

position on the page

	that it is more abstract. Decide on the drawing and painting materials they want to use, pencil, oil pastel, paint.	
Lesson 5: Final piece LO: To compose a painting using shapes and colour	Children to decide on their own type of media drawing them in different drawing materials and filling them with paint, as well as other mediums. Paint must be used.	
Art Skills: Review the skills taught in pervious lessons	Children to use their plan to create a piece of artwork in the style of Paul Klee.	
	Shapes and paint – brush techniques. Crayons – tilted, upright for lines, shading.	
Lesson 6: Final Piece and Evaluation LO: To evaluate artwork	Children to use their plan to create a piece of artwork in the style of Paul Klee. Shapes and paint – brush techniques.	
Art Skills: Review what they have done and say what they think and feel about it	Children to evaluate their own work What went well What they would improve next time How is it similar to Paul Klee.	
Working towards	End of unit assessment Working at Age related expectations	Working at a greater depth