

Art EYFS/Key Stage 1 Overview

Substantive Knowledge		Disciplinary Knowledge		
		Develop Ideas	Master Practical Skills	Take Inspiration
	Vocabulary	EYFS	Year One	Year Two
PAINTING Colour Value	Primary colours; red, yellow, blue Secondary colours: orange, purple, green Colour wheel, colour palette, mix, brush, water colour, ready mix, tint, tone, shade, wash, brush strokes	- Match colour to something in real life, colour mix for a purpose. - Name colours of paints being used. - Learn to choose an appropriate colour for the object/picture/item being painted. - Refine the colours in the provision to provide opportunities to mix with limited colours (red, yellow, blue, black, white). - Explore painting using different paints and techniques (layering, mixing, adding textures/glue) and tools (sticks, sponges, hands, brushes). - Develop awareness of the effects of different sized brushes. - Identify what they are painting and make a recognisable attempt.	- Know and name primary colours (red, blue, yellow). - Explore mixing primary colours, predict/discuss what colours they could make. - Use colours they have mixed to create paintings. - Explore using different brush sizes for different purposes and develop control. - Explore the use of different 'tools' to paint with (brush, sponge, fingers, cotton buds, straws). - Learn how to use watercolour paint and compare to ready mixed paint. - Explore what adding different amounts of white/black does to colours. Begin to use and understand the terms 'tints' and 'shades'. - Identify what they are painting and create a recognisable picture. - Explore the work of a range of artists and designers, describing similarities and differences, and making links to their own work.	- Know and name primary and secondary colours. - Mix primary colours to create secondary colours (green, orange, purple). - Create colour wheels and begin to understand which are warm and cool colours. - Know that adding white to a colour creates a tint and that the amount of white added defines how light the colour gets. - Know that adding black to a colour creates a shade and that the amount of black added defines how dark the colour gets. - Begin to explore adding grey to a colour to create a tone of that colour. - Explore adding water to paint to make it lighter and darker (called a 'wash'). - Choose brushes (or another tool) that is appropriate to the task (thin, thicker, thickest, textured). - To identify watercolour and ready mixed paints. - Choose the appropriate type of brush to use with different types of paint. - Identify what they are going to paint and create a recognisable picture with detail. - Explore the work of a range of artists and designers, describing similarities and differences, and making links to their own work.

DRAWING -Line -Shape	Pencil, charcoal, sketch, shade, cross hatch,	• Create drawings on a large scale using different tools (thick chalk, water with large paintbrushes etc) • Build strength in fingers in order to manipulate tools effectively • Use drawing to tell a story • Learn to draw a simple person • Observe and draw parts of the anatomy of people and animals: faces and limbs.	• Use drawing to create an outline (ready to add colour) or a finished piece of work. • Draw lines of different thicknesses/pressures to create light and dark lines. • Create pattern and texture by using ,scribbling, stippling and blending. • Learn that drawings of people/animals can be constructed from basic 2D shapes. • Observe and draw basic anatomy; faces and limbs. • Colour inside their own line drawing neatly following the lines. • Draw from their imagination • Start to record explorations in a sketchbook. • Explore the work of a range of artists and designers, describing similarities and differences, and making links to their own work.	• Know that the purpose of drawing can be to create outlines or complete pictures/images. • Continue to investigate tone in drawing • Discuss the use of shadows and the use of light and dark using light/dark lines, patterns, textures, shapes using a pencil • To create marks using different materials to create different effects (pattern/texture) e.g. cross hatching, stippling, zig zags, blending, thick and thin lines. • Colour inside their own line drawing neatly following the lines. • Represent people/basic animals with enough detail to be recognisable/realistic in an age appropriate way. • Use sketching as a way of making a quick record. • Use a sketchbook to plan and develop simple ideas. • Explore the work of a range of artists and designers, describing similarities and differences, and making links to their own work.
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SCULPTURE -Form -Texture -Space	<i>Definition: a work of art that is three dimensional and made out of hardy materials such as clay, stone, bone or wood.</i> Model, sculpture, sculptor, clay, papier mache, ModRoc, tool, carve, texture, pattern, imprint, relief	• Explore using a variety of malleable media (clay, papier mâché, salt dough) and manipulate it in different ways; rolling, pinching, kneading. • Use objects/fingers to impress and apply decoration to malleable materials. • Cut shapes using scissors and other modelling tools. • Create a sculpture using a variety of objects (recycled, natural, man-made) • Talk about their sculpture describing techniques and materials used in a simple way.	• Explore using a variety of malleable media (clay, papier mâché, ModRoc) and manipulate it in different ways; flatten, create an indent, pierce, twist, roll a cylinder. • Shape and model materials for a purpose e.g. a finger pot, a simple tile (from observation or imagination). • Impress or add elements to create decoration, use paint to decorate a created item. • Use modelling tools in the correct way safely. • Observe and talk about their own work and that of other sculptors, talking about techniques they have used. • Explore the work of a range of artists and designers, describing similarities and differences, and making links to their own work.	• Understand what sculpture is and develop awareness of the four basic techniques: carving, modelling, casting and constructing. • Use tools and different modelling media with increasing confidence and control. • Shape, form construct and model from both observation and imagination. • Use a sketchbook to plan and develop simple ideas, making more informed choices about the materials to be used. • Explore surface texture and pattern and use appropriately on their own sculptures. • Explore carving as a form of sculpture. • Discuss with increasing articulation their own work and the work of others expressing their thoughts and feelings. (Using a 'plinth' idea?) • Identify changes they might make to develop further. • Explore the work of a range of artists and designers, describing similarities and differences, and making links to their own work.
THE GREATS Explore the work of a range of artists and designers, describing similarities and differences, and making links to their own work.	<i>Ensure that by the time children leave us they have been exposed to a range of artists, craft makers and designers, male and female, contemporary and classical, realistic and abstract.</i>	Painters/printers: -Gillian Heaton-Fine Artist -landscapes -Franco Clun Art-Drawings of people -John Constable -British woodland/landscape -Jack Kirby-Comic book Artist -Albrecht Durer-animals Sculptors: Paul Smith-Clay Sculptures Crafts people:	Painters/printers: -L S Lowry (towns, factories) -Albrecht Durer-animals Sculptors: -Jeff Koons Crafts people:	Painters/printers: - JMW Turner (weather/seascapes) - Georgia O'Keeffe-landscapes Artist to explore-Moody Skies John James Audubon. Eric Carle. Winston Churchill. Edgar Degas. Roy Lichtenstein. Michelangelo. Claude Monet. Sculptors: Mark Quinn Crafts people:

EYFS	Autumn Term 1	Autumn Term 2
Colour Line Shape Form Texture Vocabulary: Pattern Thin Thick Landscape Roll Impress Pinch Sculpture Drawing Painting	Painting Match colour to something in real life, use colour for a purpose. - Using ready mix paints of ALL colours to gauge where children are at with their representations of painting a picture. Can they explain what they have painted? Does it represent what they have said? Are the colours reflective to real objects/scenes? - Show children images of varied landscapes and discuss the colours that represent the sea, sky, sand, roads, houses, people etc... match colours to real life images-see folder for images-1. Children to create simple landscape paintings using correct colours-blue/grey sky, green grass, golden sand. Discuss what season they think it is in each image? Name colours of paints being used + Learn to choose an appropriate colour for the object/picture/item being painted. - Have a colour of the week and relate objects to this colour. Children could bring in things of that colour and add to a collection. Practice observational painting of selected items throughout the term of these colours. Example: GREEN-apple, broccoli, plant, lime, bottle, kiwi, tennis ball, cucumber, trees-see folder for images-2 - Focus on colours BLUE, RED, YELLOW, ORANGE, PURPLE, GREEN, PINK, BROWN over the whole Term. - Link colour to emotions-Colour Monster. How do colours make you feel? Drawing Create drawings on a large scale using different tools - Using water and large paintbrushes to draw simple shapes on the decking/windows - Using chalks/Berol pens to outline shapes/images on large pieces of paper-encourage telling a story	Painting Develop awareness of the effects of different sized brushes + Identify what they are painting and make a recognisable attempt - Use the knowledge of matching colour to something in real life by now considering the SIZE of the brush being used. Is it appropriate? Which brush would you use for a background? Which brush would you use for detail? - Have THICK and THIN brushes in the art area available and labelled - Introduce the Artist 'Gillian Heaton' Original Paintings - www.salsafixart.com - Paint a background using correct colour and adding water-show technique of a wash. Leave to dry and add detail with a smaller, thinner brush-see folder for images-5 - Link to watercolours beach with Bon https://youtu.be/VfuKFQxRf1Y Name colours of paints being used + Learn to choose an appropriate colour for the object/picture/item being painted. - Have a colour of the week and relate objects to this colour. Children could bring in things of that colour and add to a collection. Practice observational painting of selected items throughout the term of these colours. Example: GREEN-apple, broccoli, plant, lime, bottle, kiwi, tennis ball, cucumber, trees-see folder for images-2 - Focus on colours BLUE, RED, YELLOW, ORANGE, PURPLE, GREEN, PINK, BROWN over the whole Term. Drawing Create drawings on a large scale using different tools - Using chalks/Berol pens to outline shapes/images on large pieces of paper-encourage telling a story Build strength in fingers in order to manipulate tools effectively

	Build strength in fingers in order to manipulate tools effectively - Funky fingers to build strength to be able to use tools, ready for drawing Sculpture Cut shapes using scissors and other modelling tools. - What is sculpture? Watch Kindergarten: Introduction to Sculpture (youtube.com) make paper sculptures to enforce the idea that sculpture is 3D-see folder for images-3 Make a Paper Sculpture Tate Kids Explore using a variety of malleable media (clay, papier mâché, salt dough) and manipulate it in different ways; rolling, pinching, kneading. - Harvest-make salt dough wheat sculptures/bread plaits for harvest display-see folder for images-4	- Funky fingers to build strength to be able to use tools, ready for drawing Sculpture Explore using a variety of malleable media (clay, papier mâché, salt dough) and manipulate it in different ways; rolling, pinching, kneading Use objects/fingers to impress and apply decoration to malleable materials. - Explore the work of Paul Smith-Clay Sculpture Home - Paul Smith Sculptures - Diwali- make diva pots using clay and manipulate the designs by modelling how to roll into a ball, impress with their thumbs to make and create the hole and using pinching techniques to create decoration. Children can use tools to create pattern and texture to their lamps. See folder for images 6
EYFS	Spring Term 1	Spring Term 2
Colour Line Shape Value Form Texture Collage Vocabulary: Pattern Thin Thick Landscape	Painting Explore painting using different paints and techniques (layering, mixing, adding textures/glue) and tools (sticks, sponges, hands, brushes). - Collage picture-Woodland. Using techniques from Term 1 on painting a background-paint a wash background for woodland scene of both the sky and the ground. - Use various collage materials to create the trees-e.g. twigs, natural leaves, printing and ripped paper. - Search-Mixed Media Woodland Art - Draw woodland animals using sketching pencils to layer onto final picture-see DRAWING	Painting Develop awareness of the effects of different sized brushes + Identify what they are painting and make a recognisable attempt Our World-linked to Music Topic - Look at various Artists interpretations of painting of our World Earth paintings (artranked.com) - Discuss how it is important to represent our ideas in our own way - Have THICK and THIN brushes in the art area available and labelled - Paint a background for your picture of 'Our World' by adding water to your paint-remind children the technique of a 'wash'. Leave to dry and add detail with a smaller, thinner brush of 'Our World'. Detail can be added again by using different media such as oil pastels or chalks to enhance colour and texture.

Woodland Human figure Sculpture Drawing Pencil pressure Painting	- Provide opportunities for children to present their final pieces and explain HOW they put their picture together-Critique Drawing Observe and draw parts of the anatomy of people and animals: faces and limbs. - Explore the work of Artist 'Albrecht Durer'-animals - Model drawing woodland animals-step by step process and focus on the main physical features of each animal. Introduce a 'Drawing pencil' and how it is different to a writing pencil - Look at pencil pressure-Value-see folder for images-7 - Create an 'Artists Drawing Table' within the classroom as part of the continuous provision. Children can practice drawing skills of various animals on a daily basis. Build strength in fingers in order to manipulate tools effectively - Funky fingers to build strength to be able to use tools, ready for drawing Sculpture Create a sculpture using a variety of objects (recycled, natural, man-made) - Create a 'woodland creature' sculptures using a variety of objects. Remind children of previous techniques used. Rolling, impress, kneading and pinching-also using tools to create pattern and texture. see folder for images 8	- Children should be encouraged to create a painting that is personal - Share and discuss artwork-see folder for images-9 Drawing Learn to draw a simple person - Look at various Artists drawings of the basic human figure-Franco Clun Art is especially impressive to show what can be achieved with a pencil franco clun art - Search (bing.com) - Using the 'Artists Drawing Table' within the continuous provision. Children can practise drawing the features of the human form - Model drawing people-step by step process and focus on the main physical features-head, neck, shoulders, arms, body, legs, hands and feet-see folder for images-10 Build strength in fingers in order to manipulate tools effectively - Funky fingers to build strength to be able to use tools, ready for drawing Sculpture-N/A
EYFS	Summer Term 1	Summer Term 2
Colour Line Shape Form Texture Value Vocabulary: Pattern Thin Thick Cartoon	Painting Refine the colours in the provision to provide opportunities to mix with limited colours (red, yellow, blue, black, white). - Explain what the PRIMARY colours are and get children to experiment with what colours they can make by using paper plates. Model dipping into the PRIME colours (ice cube tray) to mix onto a separate paper plate a new colour-how many colours can you make from these combinations? - Red and Blue - Red and Yellow - Green and Blue	Sculpture Talk about their sculpture describing techniques and materials used in a simple way. Explore using a variety of malleable media (clay, papier mâché, salt dough) and manipulate it in different ways; rolling, pinching, kneading Use objects/fingers to impress and apply decoration to malleable materials. - Revisit the definition of what makes Sculpture - Children to choose and object/animal they would like to sculpture-topic related! - Draw/sketch images and study parts/anatomy-drawing from different angles

Drawing Painting Tint Shade	• Once children have made PURPLE, ORANGE and GREEN, introduce adding white to create a TINT • Introduce adding black to create a SHADE Drawing Use drawing to tell a story • Show children examples of a comic strip and how the drawings are telling a story • Explore the work of Artist Jack Kirby-creator of Captain America-see folder for images-11 • Look at the first ever Tom and Jerry-silent animation • Can children draw a very simple cartoon strip of their day, choosing images to represent parts of their day, a little like our visual timetables • Children tell the story of 'The Papaya that Spoke' through drawings-similar to T4W but in their own language.... • Add colour using pens and outlines	• Using 'junk modelling' to represent their sculpture-joining materials using masking tape. Introduce children to using white-Modroc to enhance features and secure their sculptures. Wrapping their sculptures with Mod-Roc by adding the correct amount of water will allow children to add detail to their work. See images in folder-12 • Present their work to each other-explaining how they made them-beginnings of critique.
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Year 1	Autumn Term 1	Autumn Term 2
Colour Value Line Shape Vocabulary: Light Dark Pattern Texture Scribbling Stippling Blending Pressure Control Proportion Gradients Portrait	Drawing • Create Draw lines of different thicknesses/pressures to create light and dark lines. • Create pattern and texture by using scribbling, stippling and blending. • Colour inside their own line drawing neatly following the lines. Introduce the power of drawing by showing this clip: https://www.youtube.com/watch?v=3fF-ZksUZ0Y Ideally in a sketchbook: • Experiment with altering thicknesses. Use a range of materials to achieve different thicknesses. Use crayons, pastels, chalk, pens and charcoal but also using the media in different ways. For example, a crayon used on its side will make a different line to the tip of a crayon. • Let children experiment with a sketching pencil and a writing pencil to find out why we use sketching pencils to draw... PRACTICAL KNOWLEDGE: • Explain TONE and VALUE-light and dark. Show slides 11-14 of Primary Drawing with Andrew Fox https://bgfl.sharepoint.com/:u:/s/rednalhill-inf/Staff/EVGBNk8BKfJLmsYRRrcAU-0BUARojevu_2wROx7OljQpFQ https://acrobat.adobe.com/id/urn:aaid:sc:EU:8234f5e8-0892-438b-8a0d-a4aace98b30d • Explain PRESSURE and CONTROL. Show slides 16-20 of Primary Drawing with Andrew Fox. Children to explore VALUE, GRADIENTS, Non-Dominant Hand and Line Drawing-See folder for images-13 • Explain STIPPLING and BLENDING. Show slides 21-27 of Primary Drawing with Andrew Fox. See folder for images- 13. Explain PROPORTIONS, ready for children to do own self-portraits. Show	Design Technology-Sliders-Christmas card Painting-short topic • Know and name primary colours (red, blue, yellow). • Explore mixing primary colours, predict/discuss what colours they could make. • Explore using different brush sizes for different purposes and develop control.

slide 32 of Primary Drawing with Andrew Fox See folder for images-13

THEORETICAL KNOWLEDGE: Artists and different Drawing styles

- Show examples of Artists portraits and self-portraits. Show slide 38 of Primary Drawing with Andrew Fox See folder for images-14

- Using Mirrors-children discuss and observe the physical features of their face-what do they notice? What's the same, what's different? Draw the other half of their own face- considering proportion.

- Do artists use mathematical skills when drawing anatomy? Show slide 31 of Primary Drawing with Andrew Fox again. Demonstrate the top 5 facts to drawing a face. Show:

[5 Proportions of the Face to Know \(thedrawingsource.com\)](http://thedrawingsource.com)

- Discuss the similarities and differences of your class portraits.

Year 1	Spring Term 1	Spring Term 2
Colour Value Form Vocabulary: Landscape Sketch Hard Soft Tone Perspective Tints Shades	Painting Explore what adding different amounts of white/black does to colours. Begin to use and understand the terms 'tints' and 'shades'. Identify what they are painting and create a recognisable picture. Know that Lowry painted with only 5 colours - Ivory Black, Vermillion red, Prussian blue, Yellow ochre, Flake white. https://www.youtube.com/watch?v=8LMM5LdOVWQ Know that artist wanted to depict everyday life in their work but for different reasons. - Introduce works of Lowry to the children. Talk about what the children can see in the paintings. Identify common themes – Landscapes, ordinary people, buildings, common clothing for the era. Use a view-finder to identify details in the pictures and make sketches of these in sketch books. See folder for images-14 https://www.tate.org.uk/art/artworks/lowry-coming-out-of-school-n05912 - Revisit drawing pencils to the children. Identify whether they are hard/ soft. Create a tonal scale using the pencils from hard-soft. Look at black and white (monochrome) versions of the works – 'Coming from the mill' and 'Coming out of school'. Talk about how the depth/ perspective in the works is achieved through different tones. Use the eyes half-closed technique to identify the tones in the pictures. Use the drawing pencils to create drawings with different tones. - Talk about how L.S. Lowry only ever used 5 colours in his work but that he used different tones to create depth. Show the children how the colours can be changed by adding white to make tints and by adding black to make different shades of the same colour. Make different tonal scales of colours used by Lowry.	Design Technology-Mechanisms-Axels and Wheels

	• Look at photos of everyday scenes around school – in the playground, coming into school in the morning, in the dining hall. See folder for images-15 Talk about why they are similar to Lowry works. Talk about how Lowry didn't copy the landscape he saw exactly but that he used different elements to make his work more interesting. Use the photographs of everyday scenes in school to compose their own landscape pictures to show what they think ordinary life at Rednal Hill is like. Use drawing pencils to add tone to their work. • Lessons Five and Six: Create their own painting based on the works of Lowry. End of Unit Outcome: To draw and paint a scene of everyday life that is recognisable using black/white to create 'tints' and 'shades'.	
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Year 1	Summer Term 1	Summer Term 2
Line Shape Form Texture Space Vocabulary: Outline Thick Thin Dark Light Shadow Sculpture Joining Cross hatch Slip 3-Dimensional	Drawing Use drawing to create an outline (ready to add colour) or a finished piece of work. Learn that drawings of animals can be constructed from basic 2D shapes. Children to draw basic anatomy-limbs, ears, tails etc.... - Exploring the key features of animals through observation. Starting with looking at Artist Jeff Koons and his interpretation of animals. K_JeffKoons.pptx (sharepoint.com) - Children practise drawing a basic outline using oval shapes to represent a dog-identifying key anatomy- see folder for images-16 - Revisit these drawings and adding detail such as eyes, nose, fur. Include light and dark lines to create depth and look for shadows. - Continue to practise drawing other animals using this technique by observing model animals on the table and drawing what they see-NOT what they think they see. E.g. only three legs because the forth leg is behind Sculpture Explore using a variety of malleable media and manipulate it in different ways; flatten, create an indent, pierce, twist, roll a cylinder. Shape and model materials for a purpose. Impress or add elements to create decoration. Use modelling tools in the correct way safely. Observe and talk about their own work and that of other sculptors, talking about techniques they have used. - Introduce Trafalgar Square as part of London Enquiry and the Lion sculptures-Sir Edward Landseer - What is sculpture? See images in folder-17 - What other artists have used sculpture to represent animals? Look at Jeff Koons - Exploring playdough to realise it's hard to join limbs-Why? -too soft!	Art Day -Drawing/painting/Sculpture Explore the work of a range of artists and designers, describing similarities and differences, and making links to their own work.

	• Explore using clay to make shapes and joining-scoring, using a slip and rubbing two pieces to merge into one. • Using their drawings to make an animal sculpture of their choice-adding detail to their model using appropriate tools to create texture (within the same session before it hardens) • Critique work-Presenting their sculpture to an audience-explaining ideas and process to support being an ARTIST	
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Year 2	Autumn Term 1	Autumn Term 2
Colour Value Line Shape Vocabulary: Primary Secondary Tertiary Palette Warm Cool Contrast Tone Value Pressure Control Gradients Stippling Cross hatching Blending Silhouette	Painting A-short couple of sessions • Know and name primary and secondary colours. • Mix primary colours to create secondary colours (green, orange, purple). • Create colour wheels and begin to understand which are warm and cool colours. • Choose the appropriate type of brush to use with different types of paint. • Revisit the primary and secondary colours. Using paper plates and the correct size brush, each child practices using the primary colours to make the secondary-green, orange and purple. This is their art palette and discuss why a really thick brush wouldn't be good for colour mixing. If children are shown to use minimal paint, once dry, these could be cut out and stuck into sketchbooks • https://www.youtube.com/watch?v=VJ7cp3uYDm8 • Using their knowledge of how to make secondary colours, children make their own colour wheel. Practice mixing the colours needed on a large scale before transferring to a colour wheel. Explain to children which are the warm and cool colours and how they make us feel and what they remind us of? Explain what CONTRAST colours are. • EXTENSION: Depending how confident children were with making the colour wheel, children can go on to making the tertiary colours on their wheel. • https://www.youtube.com/watch?v=RuV81WORajk	Drawing-WW2 • Know that the purpose of drawing can be to create outlines or complete pictures/images. • Continue to investigate tone in drawing • Discuss the use of shadows and the use of light and dark using light/dark lines, patterns, textures, shapes using a pencil • To create marks using different materials to create different effects (pattern/texture) e.g. cross hatching, stippling, zig zags, blending, thick and thin lines. • Colour inside their own line drawing neatly following the lines. • Represent people/basic animals with enough detail to be recognisable/realistic in an age appropriate way. • Use sketching as a way of making a quick record. Use a sketchbook to plan and develop simple ideas. • Using the iPad-Look at scenes of London skyline during WW2. Which iconic buildings/landmarks can they see? Look at silhouette images of soldiers in a field/tanks/planes/searchlights etc.... See folder for images- PRACTICAL KNOWLEDGE: (Using different led grading pencils) https://acrobat.adobe.com/id/urn:aaid:sc:EU:8234f5e8-0892-438b-8a0d-a4aace98b30d • Revisit TONE and VALUE-light and dark. Show slides 11-14 of Primary Drawing with Andrew Fox • Revisit PRESSURE and CONTROL. Show slides 16-20 of Primary Drawing with Andrew Fox. Children to explore Value, Gradients, Non-Dominant Hand and Line Drawing-See folder for images- • Revisit STIPPLING, CROSS HATCHING and BLENDING. Show slides 21-27 of Primary Drawing with Andrew Fox. See folder for images- • This can then be applied to drawings of the London skyline/soldiers/tanks/fields. Explore different WW2 images to draw. Plan and decide in their sketchbooks on one image for their final piece.

		• Explore making the silhouette image using chalks and charcoal • Explore different Artists interpretations of the sky using various medias. Concentrate on images using chalks. Explore blending using chalks to create different moody skies. <u>Exploring Famous Artists with Chalk Pastels</u> John James Audubon. Eric Carle. Winston Churchill. Edgar Degas. Roy Lichtenstein. Michelangelo. Claude Monet. Georgia O'Keeffe. • Combine the silhouette charcoal/chalk drawing with the sky to create a final picture-See folder for images
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Year 2	Spring Term 1	Spring Term 2
Colour Value Vocabulary: Landscape Romanticism Modern Expressive Impressionist Palette knife Textured Warm Cool Tint Shade Tone Wash	Drawing-Astronauts/Katherine Johnson	Painting B-WEATHER-J.M.W. Turner • Know that adding white to a colour creates a tint and that the amount of white added defines how light the colour gets. • Know that adding black to a colour creates a shade and that the amount of black added defines how dark the colour gets. • Begin to explore adding grey to a colour to create a tone of that colour. • Explore adding water to paint to make it lighter and darker (called a 'wash'). • Choose brushes (or another tool) that is appropriate to the task (thin, thicker, thickest, textured). • To identify watercolour and ready mixed paints. • Identify what they are going to paint and create a recognisable picture with detail. William Turner was a British landscape painter from London and has been described by many as the greatest painter of his time. He was particularly interested in nature and the weather was often the most significant aspect of his work. Turner is known as a ROMANTIC artist. Romanticism was a style of art in the late 18th and early 19th century. See pg. 52-53 Chris Quigley-Curriculum Companion-Art and Design • What do we think Romanticism means in the world of Art? Why was Turner described as the first MODERN artist? (his style was quite <u>messy</u> and <u>expressive</u> and he used bright colours) His style influenced many IMPRESSIONIST painters who lived years after him. • Visual Literacy-Look at: <i>Turner's Snow Storm-Steam Boat off a harbour's Mouth</i>. https://www.tate.org.uk/art/artworks/turner-snow-storm-steam-boat-off-a-harbours-mouth-n00530 Why is the boat NOT very clear compared to the storm clouds? (the boat is not very clear which gives the angry looking storm clouds whipping around it more power and significance) A famous Art critic at the time said that the painting was "the greatest statement of sea-

		motion, mist and light, that has ever been put on canvas”- list the reasons why? • Children to explore Turner’s techniques-did he always use a brush? - iPad (used a palette knife- a tool usually used for mixing. He applied paint thickly which created texture) • Children to experiment in their sketchbooks with using ready mixed paints to show stormy clouds in a weather scene. Are they using warm or cool colours? Can they create texture by using thick paints? Can they find out themselves how to make a colour lighter (tint) or darker (shade)? What happens when you add grey (tone)? • Look at Georgia O’Keeffe’s work. <i>Sunrise</i>: See folder for images- https://www.widewalls.ch/magazine/watercolor-landscape-paintings/georgia-okeeffe-2 Compare how Turner applied paint to the techniques of O’Keeffe and how the different paintings make you feel? Explore trying to create a weather scene using watercolours. What’s the same, what’s different? • Choosing a small viewfinder to select a piece of one of Turner’s skies- children use the skills so far to continue the scene, carefully considering the tints, shades and tones of the colours. • Children to experiment with changing the painting to show the steam boat in a calm sea in good weather. • Do you agree that Turner needed to give his artwork long titles? Justify the reasons by using one of his paintings
Year 2	Summer Term 1	Summer Term 2

		Sculpture-FS Day The Beauty of Flowers-Mark Quinn-Chris Quigley-pg 70-71 Art Day Drawing/painting/Sculpture Explore the work of a range of artists and designers, describing similarities and differences, and making links to their own work.
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