

## Curriculum Intent:

Art is a place for children to learn to trust their ideas and to explore what is possible. Children are naturally creative. Our job is to give them the freedom, materials, and skills to let their creativity blossom to its full potential.



Subject	Term	Unit
Art – Year 1	Spring	Painting





Prior knowledge Building on knowledge and skills	National Curriculum Focus
<p>Pupils will have had experience using their fine motor skills so that they can use a range of tools safely and with some confidence e.g., pencils for drawing and paint brushes for painting. They will have had some experience recognising and using primary colours, drawing lines and simple shapes, as well as colouring own work neatly.</p>	<p>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, describing the differences and similarities between different practises and disciplines and making links to their own work.</p>


<b>What?</b>	<p><b>Artist - Wassily Kandinsky</b> (1866 – 1944) was a Russian painter. Many people think he was the first abstract artist. Kandinsky was born in Russia, in 1866. When he was 30, he left his job and went to art school. He found art school easy and was very good at his studies. Kandinsky thought a lot about what colours mean and how they make people feel. He believed that colours had a soul. He was the first painter to stop painting pictures of things and instead paint just using colours and shapes.</p>
<b>Why?</b>	<p>To support children to develop a wide range of art and design techniques, develop technical vocabulary linked to painting whilst developing their own imagination and experiences.</p>
<b>How?</b>	<p>Create a painting inspired by his work based on a particular emotion and feeling. Use paints or watercolours to create secondary colours to create an abstract painting, focusing on the use of shapes, lines and colours that depict feelings.</p>

Key vocabulary			
<b>Shape</b>	The appearance of its outside edges or surfaces.	<b>Cool Colours</b>	Green, blue and violet: cool colours are associated with cold things, such as: ice, and feelings of sadness, needing comfort or calm.

<b>Line</b>	A long mark which is drawn or painted on a surface.	<b>Colour Wheel</b>	A circular chart that shows primary and secondary colours in relation to each other.
<b>Primary Colours</b>	Basic colours that can be mixed together to produce other colours. They are considered to be: red, blue and yellow.	<b>Abstract</b>	Modern art which does not represent images of our everyday world. The focus is more on the shapes, colours and the feelings it expresses.
<b>Secondary Colours</b>	Colours created when mixing two primary colours: <b>yellow + blue = green, yellow + red = orange, blue + red = purple</b>	<b>Warm Colours</b>	Red, yellow, and orange: these are colours associated with heat and the emotions of excitement, anger or frustration.

### Key learning: (Specific link to the NC here)


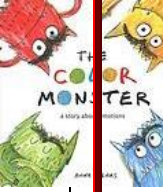
Objective	Learning
Can I explore and describe the work and characteristics of Wassily Kandinsky?	Look at various books/photographs/online images from Wassily Kandinsky. Children to make observations based upon the different characteristics e.g. – shapes and colours, how do they affect the mood of the artwork? Explore the use of colour - v  colours can you see? Introduce key vocabulary- primary, secondary colours, warm, cool tones.
Can I correctly name primary and secondary colours on a colour wheel?	Children to explore the colour wheel and discuss what they notice about the colour wheel? How does it look different to colour wheels you have seen in the Autumn term? Children to label the pre-printed colour wheels with the colour name. 
Can I mix primary colours to create secondary colours appropriately?	Children to explore using a colour wheel, building on from prior knowledge. Children to identify the 3 primary colours and mix them onto the wheel. Children to then use mixing techniques to identify the secondary colours and paint in the correct place. What do you notice when you mix two primary colours together? Which are warm tones? Which are cool tones? 
Can I use a range of tools and paint brushes to apply paint to paper?	children to use a range of different size paint brushes, fingers, rollers to apply paint to paper. Children to use a pre-printed Kandinsky inspired outline so the focus is on the application of the paint. 

<p>Can I represent feeling or thoughts, using appropriate shapes and colours?</p>	<p>To choose appropriate shapes and colours for their painting in order to represent a particular feeling or thought, for example cool tones when referring to calm emotions?</p> <p>Children to design their final art piece using a chosen selection of shapes and colour tones. Show children a range of images to take inspiration from.</p> 
<p>Can I use influences from Wassily Kandinsky to create an abstract painting?</p>	<p>To use the ideas from Wassily Kandinsky to create an abstract painting based on his work focusing on the colour, shape and emotions. Children to use their design to create a final piece in paint.</p>

## Websites

[Art UK | Learn Learning resources](#)

## Recommended Reads

<p><b>The Reading Giant</b> A book inspired by the artwork of Kandinsky.</p> 	<p><a href="https://www.nga.gov/learn/teachers/lessons-activities/pre-k/wassily-kandinsky.html">https://www.nga.gov/learn/teachers/lessons-activities/pre-k/wassily-kandinsky.html</a></p> <p>National Art Gallery Online</p>	<p><b>The Colour Monster</b></p> 
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