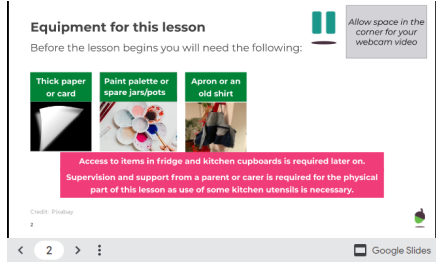
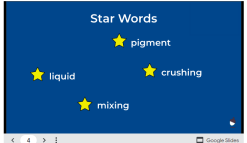





Year Group: 1		Term: Spring #1 2022		Teacher: Nicole Morning		Subject lead: Dionne Sanati		Overview: Painting focus Artists: Van Gogh, Claude Monet, Jackson Pollock (impasto). Piet Mondrian (use of primary colours and abstract shapes)				
Links to other learning:		Prior Learning: In the previous term chn develop their knowledge of emotion portrayed in art and colour mixing through the medium of paint.		Future Learning: In the next term chn will...		Risk Assessment: Local area or school grounds walk in lesson 4 with ipads			Teacher CPD: Please watch the teacher led videos for each lesson prior to teaching/transcripts are also available to support your modelling https://classroom.thenational.academy/units/painting-29e7 Please ensure that you watch the teacher led videos in advance and that you try techniques out in your our sketchbooks before the lesson.			
<u>Learning Intention</u>		<u>Real Life Links</u>		<u>Lesson Outline (Key Questions in colour)</u>			<u>Resources</u>			<u>Vocabulary</u>		<u>Lowest 20% Adaptations</u>
1		I can recognise that ideas and emotions can be expressed through the medium of paint. I know how to recognise and describe some simple characteristics of a range of paintings, from different histories and cultures , including contemporary.		Lesson overview: Cave Paintings In this lesson, we will learn about the origins of painting, how to make our own natural paints and how to use them to recreate one of the paintings we have sen today. Can you say our key vocabulary? What do the words mean? Repeat the meanings after me... <i>A pigment is something that gives a particular colour. Crushing and mixing, they're both doing words, they are both action words and they're actions we're going to be using today to create our paints.</i> Look at these cave paintings, what can you see? What colour paint do you think that the early humans mostly painted with? Can you tell me the two colours from looking at this picture? How do you think they would have made their paints using pigments? What materials and techniques could we use to make our natural paints? Can you reflect and tell me how you made your natural paints today? Is there anything you would do differently if you made your paints again?			https://teachers.thenational.academy/lessons/cave-paintings-75k3ad Teacher CPD video will help guide your teaching and modelling. PPTs are also available in above link.  Natural materials to make their paintings e.g beetroot, tea, strawberries, blueberries etc... See ppt for more ideas.					
2		I can experiment and explore with a wide variety of tools and materials to create different effects in paint. I can understand that paint can be made from a variety of ingredients in order to make colours.		Lesson overview: A world without paint brushes In this lesson, we will taking part in a scavenger hunt to find different textures. We will look at some paintings created without paintbrushes and create 3 paintings inspired by the art we have looked at. At			https://teachers.thenational.academy/lessons/a-world-without-paint-brushes-6crpar Teacher CPD video will help guide your teaching and modelling. PPTs are also available in above link. Objects for scavenger hunt that have different textures e.g. smooth, rough, fluffy, spiky.					

the end, we will share and talk about what we have created.

Can you say our key words today?

What do our key words mean?

What does texture mean?

Texture means the way something feels.

Technique is a way of carrying out a particular task.

And in art terms, the technique is the way of carrying out a particular piece of artwork.

Can you copy the actions for the three different techniques we will be doing today – splashing, scraping and pouring?

Where can we find texture?

How can we create texture in art?

Can you describe the texture of this painting?

What technique do you think was used to create this painting?

Teacher adaptation to be made to ppt/ lesson:

include some examples of artwork by Van Gogh, Jackson Pollock and Claude Monet who used the qualities of paint itself to create textured paintings.

They applied the paint thickly – a technique known as impasto. They then worked into the wet paint with a brush, sculpting it and incising or scratching lines to form their images.

Children research various pre-printed images from artists and to reflect on examples in their sketchbooks using questions below to guide reflections.

What is impasto?

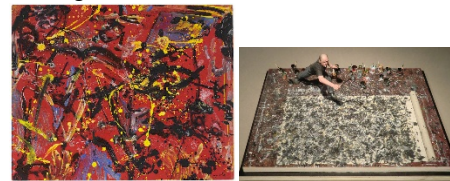
What texture has the artist created? smooth, rough, fluffy, spiky

How do you think they have created this texture?

Pouring, splashing, scraping, scratching, rolling



Van Gogh



Jackson Pollock

Painting tools e.g.


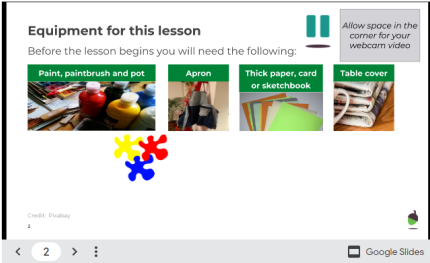

Cardboard, skewers, toothpicks, plastic forks to scrape

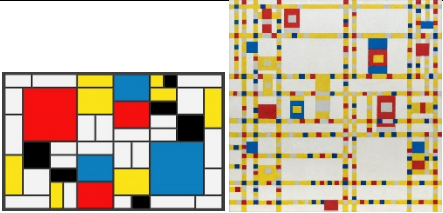
Toothbrushes to splash

Small cups to pour

Marbles, conkers, round stones to roll

NO PAINTBRUSHES CHALLENGE!!!

			 <p>Claude Monet</p>			
3	<p>I can use a range of paint techniques to demonstrate recognition of different qualities and characteristics of the materials.</p> <p>I understand that the medium of paint can be used to explore and visually demonstrate a range of textured surfaces in 2D.</p>		<p>Lesson overview: Mixing colours</p> <p>Recap: What were the different techniques for painting that we learnt about last lesson?</p> <p>Can you say our key words today? What do our key words mean? What are the primary colours? <i>Yellow, red and blue. The reason the primary colours are so special is because they cannot be created by mixing any other colours. They are a colour on their own.</i></p> <p>What are secondary colours? <i>When you mix any two of these three primary colours you can create a whole bunch of other colours and they are called our secondary colours.</i></p> <p>Is there only one type of each colour? <i>No, there is so many different types of each colour and that's why we get sunsets with so many different beautiful colours to look at. There are different shades and tints all around us and that's what makes our world so beautiful. And we said that the name for different types of colour was called hue.</i></p> <p>In this lesson, we will learn about the colours of the world. We will take part in a colour scavenger hunt. We will experiment with mixing primary colours to create secondary colours. We will also reflect on what we have learn about colours today.</p> <p>Teacher adaptation to be made to ppt/ lesson: include some examples of artwork by Piet Mondrian to explore his use of primary colours and then hues.</p> <p>Children research various pre-printed images from artists and to reflect on examples in their sketchbooks using questions below to guide reflections. What primary colours can you see in his work? What shapes can you see? What different hues has he used?</p>	<p>Teacher CPD video will help guide your teaching and modelling. PPTs are also available in above link. https://teachers.thenational.academy/lessons/mixing-colours-workshop-68r62c</p> 		



Piet Mondrian

Reflect...

What primary colours did you mix? What secondary colour did you create?
 What else did we discover about colours today?
 What different hues did you create today when you were mixing your colours?

4 I can transfer knowledge and understanding of exploratory work, to develop personal ideas on a variety of surfaces and scales.

I understand the importance of the whole: to consider the surface as inherent to the finished piece.

Lesson overview: A modern day cave painting

Recap...

What were the primary colours we learnt about last lesson?
 When we made secondary colours mixed red and blue, what colour did that make?
 When we mixed yellow and red, can you remember what colour that makes?
 And, lastly, when we mixed blue and yellow, what colour did we create?

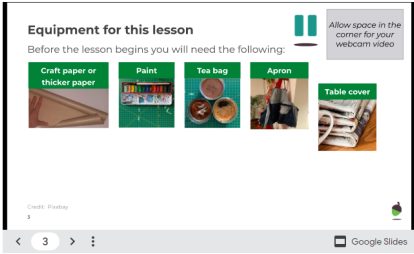
In this lesson, we will remind ourselves what prehistoric cave paintings look like. We will make a realistic textured wall cave made out of paper and we will reflect on what things we will include in our cave painting next lesson.

Can you say our key words today?
 What do our key words mean?
 Can you do the actions to match our key words for blotching, dabbing and scrunching?

What type of rock were lots of the cave walls made from?
 Was it limestone or was it sandstone?
 How can we make our paper, our plain white paper look more like cave walls?
 How can we add texture to our paper?
 What was their texture like?
 Imagine you're in the cave and touching the walls of the cave...Do they feel fluffy? Do they feel smooth?
 Do they feel bubbly? Do they feel sharp?
 How are we going to recreate the texture of a cave wall?

<https://classroom.thenational.academy/lessons/how-can-we-bring-our-drawings-to-life-64vkee>

Teacher CPD video will help guide your teaching and modelling. PPTs are also available in above link.




Equipment for this lesson

Before the lesson begins you will need the following:

- Craft paper or thicker paper
- Paint
- Tea bag
- Apron
- Table cover

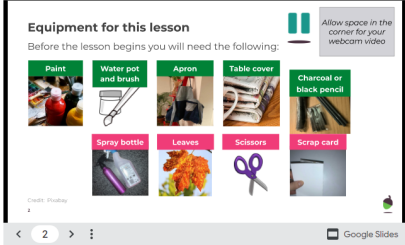
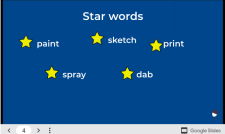
Allow space in the corner for your webcam video

ipads to take photos on local area/ school grounds walk.



Star words

- cave
- walls
- texture
- blotch
- dab
- scrunch

			<p>We know that our cave walls aren't supposed to be completely white like our paper, they were lots of earthy colours...can you remember what colours they were?</p> <p>At the end of the lesson take chn on a local walk to take photos of their area. If time is limited provide them with photographs of landmarks, houses and animals in their local area. Also collect leaves to use in printing from school grounds.</p>			
5	<p>I can begin to use the language of art connected to painting in discussions, making it meaningful for children's lived experiences.</p> <p>I can talk about my own work, describing the process and beginning to articulate their own thoughts and ideas.</p>		<p>Lesson overview: A modern day cave painting part 2</p> <p>Today you will make your cave painting unique to you. You will be sketching out your animal drawings and including paintings of houses using your own handmade stencil. You will also get creative and use objects, toys and leaves to print onto your cave wall.</p> <p>What animals will you sketch on your cave wall? What will make your cave painting unique to you?</p> <p>Reflect...</p> <p>What is something you like about your work? What is something you might change if you were to do it again? What has been your favourite part of this unit?</p>	<p>https://teachers.thenational.academy/lessons/a-modern-day-cave-painting-part-2-ccw3gr</p> <p>Teacher CPD video will help guide your teaching and modelling. PPTs are also available in above link.</p>  <p>Children will also need photos from their local walk of landmarks, houses and animals, also leaves they collected.</p>		Support to cut handmade stencils