

## Links to Year R –

Paul Klee  
Painting  
Colour mixing

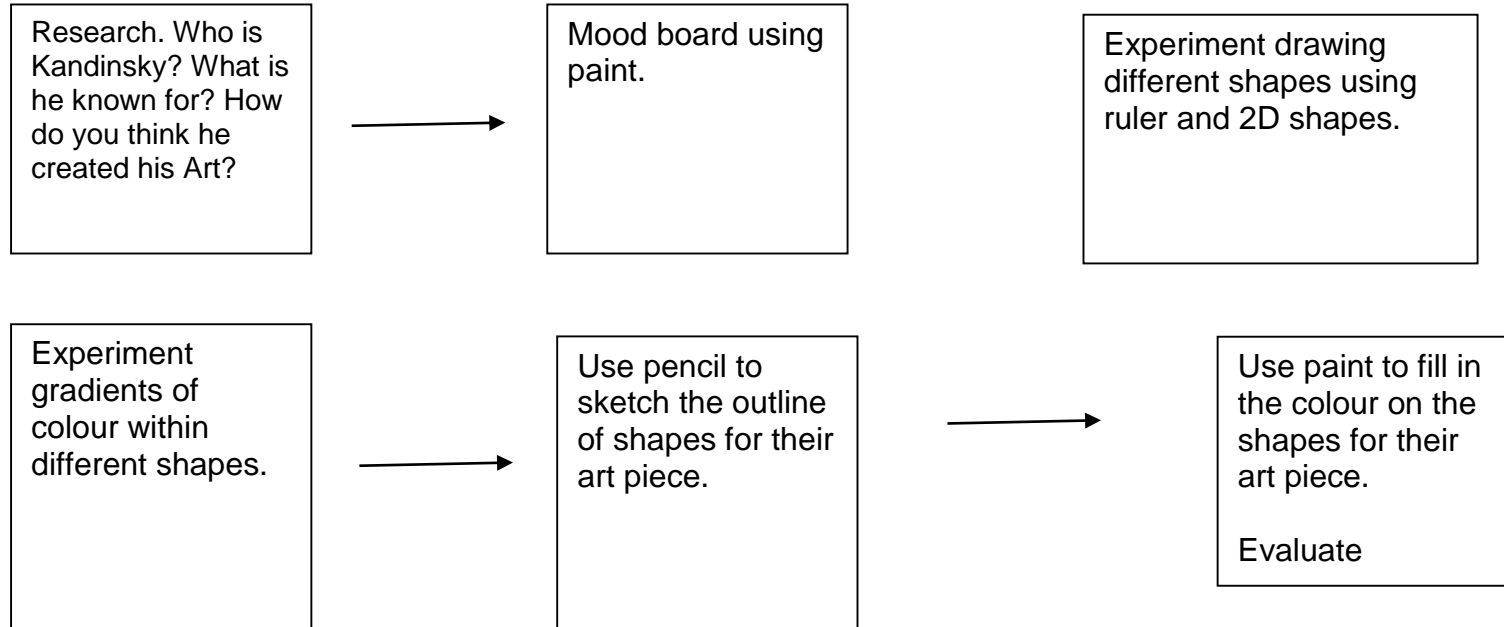
### National curriculum:

- 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 works.
- Evaluate and analyse.

## Vocabulary:

Abstract, colour, mix, Kandinsky, artist, shapes, lines, primary colour, 2D, mood board, gradient, lighter, darker, circle, square, triangle, ruler, straight  
Hue, tint, tone and shade

## Snapshot overview




## Art Medium Term Planning

Year Group: 1

Term:

Topic: Art

	Learning Objective	Input (including key questions and vocabulary)	Task including scaffold and challenge	Key Learning
Session 1	<p>I can explore an artist</p> <p>I can describe what I like about an artist's artwork</p>	<p>Share key vocab for this topic which could be used when looking at paintings.</p> <p>Introduce Wassily Kandinsky and talk about his life, when he was alive and where he lived. Who is he? What is he famous for?</p> <p>Have a variety of pictures on tables of the children to look at and ask children to go round and be art investigators – what colours can they see, what shapes can they see? What do you notice about these? What do you like? What do you not like? How does he create his work? What colours does he use? Are they all the same? Are they different? What do you notice about the lines? What do you notice about the shapes? What do you notice about the colours? Discuss abstract and what this is – <b>abstract art has colour lines and shapes but they do not show living things or objects.</b></p> <p>Plenary:  <a href="https://www.youtube.com/watch?v=qXcAkgPKDxc">https://www.youtube.com/watch?v=qXcAkgPKDxc</a>            Discuss that Kandinsky was inspired by music – he saw colours when he heard music and this led to his abstract work. Display Kandinsky's art work on the working wall</p>	<p>Children to look at pictures and discuss colours and shapes - what they liked or didn't like?? How they think he made that piece of art work? What do you notice about the shapes and the lines and the colours?</p>	<p>Say who Wassily Kandinsky is.</p> <p>Discuss what is abstract art is.</p> <p>Discuss Kandinsky's use of colour and line.</p>

<p>Session 2</p>	<p>I can describe how to change shades of a colour</p> <p>I can create gradients of colour</p>	<p>Recap yesterday's learning – who is our artist and what style did he paint in? What do we know about him? What pieces of art can we discuss/remember?</p> <p>Show children the yellow/red/blue art piece by Kandinsky. Are all the yellows in this piece the same? How did he get them to be lighter or darker? What technique did he use to do this?</p> <p>Introduce the words hue, tint, tone and shade and explain their meaning. Hue is the pure colour but we can tint this colour by adding white, we can tone this colour by adding white and black and we can shade this colour by adding black.</p> <p>Model starting with a colour and adding white to make it lighter in each box.</p> <div style="display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; width: 40px; height: 100px; margin-right: 20px;"> <div style="border-bottom: 1px solid black; height: 20px;"></div> <div style="border-bottom: 1px solid black; height: 20px;"></div> <div style="border-bottom: 1px solid black; height: 20px;"></div> <div style="border-bottom: 1px solid black; height: 20px;"></div> <div style="border-bottom: 1px solid black; height: 20px;"></div> </div>  </div> <p>Model choosing 1 colour and adding small amount of white in one box, a small amount of white and black and mixing it in another box and same with just black. Model discussing how the colour looks and changes. Children to do the same.</p> <p>Plenary: share some good examples and display on working wall – why are they effective? Refer back to Kandinsky's use of colour – what shades/tones can we see here?</p>	<p>Children to look at a colour wheel and choose 1 colour to explore tint, tone and shade with. Encourage children to carefully add a small amount of colour and mix it well before painting it. Could be done in boxes across the book e.g.</p> <div style="border: 1px solid black; width: 40px; height: 100px; margin: 10px 0;"> <div style="border-bottom: 1px solid black; height: 20px;"></div> <div style="border-bottom: 1px solid black; height: 20px;"></div> <div style="border-bottom: 1px solid black; height: 20px;"></div> <div style="border-bottom: 1px solid black; height: 20px;"></div> <div style="border-bottom: 1px solid black; height: 20px;"></div> </div> <p>Encourage children to reflect on how much white/black to add for a change. In books end up with 1 colour and multiple different shades/tints/tones of this colour.</p> <p>Challenge: what happens if you add more black/white</p> <p>Support to mix the colours carefully.</p>	<p>Say how to make a colour lighter</p> <p>Say how to make a colour darker</p> <p>Make colours lighter and darker using white/black</p>
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<p>Session 3</p>	<p>I can develop line and shape techniques in the style of an artist</p>	<p>Recap previous learning – who are we learning about?          What style do they paint in? what did we learn yesterday about colour and how to change colour for effect? How does Kandinsky do this? Can you find an example of When he does this?</p> <p>What does Kandinsky do to make his work look abstract?          Gather ideas and steer towards the lines and the shape as well as the colour.          How does he use line and shape for effect?</p> <p>Have a picture by Kandinsky on the board (one with lots of different lines and shapes e.g. yellow/red/blue from yesterday). Discuss with the children what different shapes we can see, write a list of shapes that we can see. Include not just shapes but line movements as well (e.g. curved block lines, straight lines).</p> <p>Model how to use shapes and rulers to draw these shapes and lines. Model discussing thoughts – look at the art work and choose a style to try and talk through the process e.g. I'm going to try a line like that with a triangle running through it so first I will...</p> <p>Children to experiment and draw different shapes and lines in the style of Kandinsky</p> <p>Plenary: share some good examples from the class and display on working wall</p>	<p>Adult to support children who are struggling to hold a ruler/shape and draw.</p> <p>Children to choose a part of Kandinsky's shape style they'd like to try and have a go in books. Encourage the use of rulers, drawing round shapes and free drawing.          Children to try at least 3 different styles based on Kandinsky's work. Have the work available for them to refer to.          Challenge- what other detail can you see that you could add?</p>	<p>Discuss shapes and lines that Kandinsky uses</p> <p>Experiment with shapes and lines in the style of Kandinsky</p> <p>Create a piece of work in the style of Kandinsky</p>
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<p>Session 4</p>	<p>I can create a piece of art in the style of Kandinsky</p>	<p>Longer session needed:</p> <p>Refer back to previous learning</p> <p>Model looking at the previous piece of work and using this to help create a piece of art in the style of Kandinsky. Model taking your time, ensuring the shapes are spread appropriately across the page and the detail is accurate. Model referring back to Kandinsky's work as well as the plan to check it is in keeping with his style</p> <p>Children to go and do the same in sketch books using their plans from yesterday</p> <p>When children are ready they can begin painting – refer back to plan and ensure colour mixing sensibly before adding in colours.</p> <p>Plenary: if finished share own art work with other children on the table – discuss what you did and how and why referring back to Kandinsky's artwork</p>	<p>Support – to draw shapes and to use ruler effectively</p> <p>Children to use their plan to create a piece of artwork in the style of Kandinsky. Encourage children to wait for paint to dry before doing another colour close to it.</p>	<p>Experiment with shapes and lines in the style of Kandinsky</p> <p>Create a piece of work in the style of Kandinsky</p> <p>Make colours lighter and darker using white/black</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Session 6</p>	<p>I can evaluate a piece of artwork.</p>	<p>Shorter session:</p> <p>Model looking at yesterday's piece of artwork and reflecting on what we did. Refer back to Kandinsky art work and discuss what we think went well in our own art – referring back to the abstract, colour and shape style Kandinsky has e.g. I think I used lines effectively in the style of Kandinsky Then consider 1 thing that would be done differently next time to make it even better.</p> <p>Model using a post it note to write 2 stars (2 things that we did well) and a wish (one thing we would do better/differently next time).</p> <p>Children to go and reflect on their own piece of artwork and do the same</p>	<p>Children to write a 2 stars and a wish evaluation on their own piece of artwork on a post it note.</p> <p>Support - scribe answers Challenge – explain why they think this and what effect it has/would have/</p>	<p>Say something they have done well</p> <p>Say something they would like to do better in next time</p> <p>Evaluate my work</p>
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Impact:

- To recognise Kandinsky's work and describe 1 aspect/feature/style he uses to make his work abstract
- To describe how to make a colour lighter or darker
- To describe how to use line and shape in the style of Kandinsky to create a piece of Artwork
- To evaluate a piece of artwork