

# Templemoor Infant and Nursery School

## Year 1: Art and Design



<b>Term</b>	Autumn 2
<b>Theme</b>	Colours, Colour Mixing and Printing



### BACKGROUND INFORMATION

The children have had experience of simple colour mixing in EYFS. This unit of work reinforces and extends the children's knowledge and skills of the primary and secondary colours as well as colour mixing and printing.

### OUTCOMES

- I can name the primary colours and know how to mix paint to make some of the secondary colours. I know that primary colours can be mixed to make secondary colours.
- I can use a variety of painting tools (i.e. thick and thin brushes/ printing blocks) to create a piece of artwork.
- I can make marks in print using objects and basic tools and use these to create repeating patterns.
- I can talk about the work of other artists/ crafts people.

### NATIONAL CURRICULUM OBJECTIVES

- To develop a wide range of art and design techniques in using colour, pattern, line and shape.
- To learn about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work.

## TRANSFERRABLE READING, WRITING, MATHEMATICS AND CROSS CURRICULAR SKILLS

Manipulative fine motor control

Mathematics: Addition number sentences (red + yellow = orange), repeating patterns, shape

### KEY VOCABULARY

Pattern	Colour	Repeating	Primary	Secondary	Mixing	Line
Palette	Dark	Light	Tone	Tint	Shade	Add
Alter	Print	Printing Block				

### KEY SKILLS AND KNOWLEDGE

Use primary and secondary colours.

Use a sketchbook to record skills and techniques.

Use black and white to create different tints and shades.

Use shapes to create prints and patterns of prints.

### SEQUENCE OF TEACHING

- Children use sketchbooks with primary colours and paint. Children then mix the primary colours to make secondary colours.
- Teacher shows colour chart with blue that has different amounts of white added. Explain how this is achieved and that this is called tinting. Children choose a colour and experiment with tinting in sketchbooks. Focus on brush control.
- Teacher shows colour chart with blue that has different amounts of black added. Explain how this is achieved and that this is called shading. Children choose a colour and experiment with shading in sketchbooks. Focus on brush control.
- Famous paintings around the room for children to observe differences in colour used (primary, secondary, tint, shade - Mondrian, Kandinsky, Bridget Riley). Discuss impact of different techniques. Introduce Castle and Sun by Paul Klee. Children to choose shapes and draw in pencil on paper.
- Recap tints and shades and how to produce these, and how these are used in Paul Klee's Castle and Sun. Children paint shapes from last lesson using primary colours, and then use a range of tone by adding black and white to create tints and shades.
- CHRISTMAS BAGS - Printing 2D shapes in repeated patterns. Children to produce own printing blocks and use to print in patterns.

## **ASSESSMENT**

- Assessment for learning - observation, targeted questioning and self-assessment.
- End of unit artwork.
- Children to ask each other about their paintings. Encourage constructive comments and feedback.