

Brough Primary School – Curriculum Intention Plan 2023 - 2024



Subject: Art Year Group: Year 1/2 - Cycle B		Area of learning: Drawing and Painting
Links to previous work/Remember when	<u>Painting experiences in EYFS</u> <ul style="list-style-type: none"> ● Explore different coloured paints, noting how they can be used. ● Explore what happens when they mix colours. ● Choose particular colours to use for a purpose. ● Experiment with different sizes of brushes. ● Uses a variety of tools to spread paint, such as fingers and spatulas as well as brushes. ● Uses colour and marks to express moods. ● Begin to explore and understand primary and secondary colours using the colour wheel. 	
Term	Year	Key Skills to be taught
Autumn 2023 What the children should know at the end of this series of lessons	Y1/2	<u>Painting skills for Y1/2</u> <ul style="list-style-type: none"> ● Describe colours using the terms 'warm', 'cool', 'light', 'dark'. ● Mix a range of secondary colours. ● Talk about why they have selected particular colours for their artwork. ● With guidance, begin adding more detail to their work. ● Show control in their use of colour. ● Understand that paint can be used in different ways to achieve different effects. ● Combine materials and tools and explore how to achieve different effects. ● Select colours to express mood.

Vocabulary

Mix, spread, cover, dab, blob, colour, light, dark, warm, cool, bright, match, experiment, thick, thin, pallet, primary, secondary, colour wheel, create, process, Jackson Pollock, drip, flick, pour

Sequence of learning	Objectives and suggested details provided by the subject leader.
1	<p><u>To understand colour theory.</u></p> <p>Share the story: https://www.youtube.com/watch?v=G6WICGdluMk - 'Mixed, a Colourful Story'</p> <p>https://www.youtube.com/watch?v=knKRkRjLyE - Useful video explaining and creating a colour wheel.</p> <p>I've made a short Google Slides that shows the difference between warm and cool colours for you to share with the chn - see resource folder.</p> <p>Children to create their own colour wheel using paint. Label colours.</p> <p>Focus vocabulary: primary, secondary, warm and cool.</p>

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	<p>*Template for colour wheel in your resources folder if you want to use it. These could be printed on card.</p>
2	<p>To learn about the artist Jackson Pollock and how he splattered and dribbled paint on large sheets of paper on the floor.</p> <p>Research the work of Jackson Pollock, collecting information about his style of painting. https://www.tate.org.uk/kids/explore/who-is/who-jackson-pollock Find out who Jackson Pollock was and give an opinion about how he painted. Watch the style of painting Pollock used: https://www.youtube.com/watch?v=EncR_T0faKM</p> <p>Look through the Google Slides of some of Pollock's paintings (see resources folder).</p> <p>Give the children two or three images for the children to annotate - Look at the range of colour used by Pollock. What contrasts can the children identify? e.g. drip, pouring, splattering, flicking. What are the similarities and differences between the paintings? Can the children identify the techniques that may have been used to create them? Give the children opportunities to make links between the use of colour in Pollock's work with fireworks on bonfire night.</p>
3	<p>To experiment with different ways to get the paint onto the paper - Some of the iconic pieces Pollock were not created with a brush, but by pouring paint with the aid of a stick to create overlapping strands and filaments of colour.</p> <p>https://www.broogly.com/project/splatter-paintings-pollock-style - useful link</p> <p>Give the children an opportunity to try drip painting as Pollock might have done. In the hall or outside, lay large sheets of paper or cardboard on the floor and let the children enjoy some collaborative 'action' painting! Use two colours to create a poured example, again without using a brush. Try flick painting using a brush. Once all three techniques are tried, give the children an opportunity to describe how the three techniques are different – can be oral.</p>
4	<p>To plan and design a painting in the style of Jackson Pollock to celebrate the colour and vibrancy of fireworks on the 5th of November.</p> <p>Watch some firework videos for inspiration. The children's planning and design should focus on colours, primary or secondary and their knowledge of which technique, poured, dribbled or splattered might best represent the colour explosion of multiple fireworks in the night sky. The final piece of artwork could be on black paper or white, depending on individual preference. Give the children as much choice as possible.</p>
5	<p>To create their Jackson Pollock piece using large sections of paper on the floor.</p>

Brough Primary School – Curriculum Intention Plan 2023 - 2024



	Create their painting using their chosen combination of techniques and colours, with the canvas/paper on the floor. Work outside or in the hall or gym and in aprons.
6	<i>'To share, reflect and discuss' - please see below for new assessment guidance for art.</i>

Learning Outcome/product

The final piece for this unit will be a splatter painting inspired by the work of Jackson Pollock. Children should have a complete choice of colour and technique but be able to explain their choices and talk about the colours they have used in terms of warm and cool, primary and secondary and how their creation reflects fireworks at night.



Assessment:



As part of the new art assessment process, the children display their work on tables / the floor for all to see and gather around. Encourage positive language and a celebration of each other's hard work.

Adult to guide and model how to peer assess - share thoughts on each other's work;

What do they like about their peer's artwork? "I like Fred's work because..."

Encourage self reflection: Is there anything you would do differently next time?

What did you learn from the process of creating a painting using the three different techniques? Which technique was the most successful in achieving the look of fireworks in the night sky?

What did you learn / what key information can you remember about Jackson Pollock?

***If the final pieces are too large, please can an adult take a photograph and add them to individual art portfolio files.**