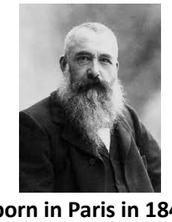
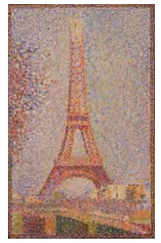
BADGER HILL PRIMARY SCHOOL PROGRESSION IN PAINTING AND COLOUR

Curriculum Objectives	Colour Skills	Painting Skills	Artist	Artwork	Lesson Sequence
EYFS **ELG: Creating with Materials** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. **Physical Development** **Fine motor skills** Use a range of small tools including scissors, pencils and paintbrushes	I experiment with primary colours I can name primary colours I explore colour mixing	I use a range of tools to explore painting eg paintbrush sponge, spreader I can hold my painting medium (paintbrush, sponge brush etc) with increasing control, using a consistent full grip or three -fingered grip I know that some paints move differently to others. E.g. some may be thick and need more effort to move. Some may be drier etc. I know that a brush stroke is a mark made by a paintbrush. I know that when paint is mixed, it will change its colour.	 **Wassily Kandinsky** **He was a Russian painter** **Many people think he was the first abstract artist** **Abstract art doesn't show pictures of things, but uses colours lines and shapes.**	**Colour study: Squares with Concentric Circles** 	<u>Focused Sessions</u> <u>Session 1 Colour and brush skills</u> Introduce primary colours and practise holding a paintbrush. <u>Session 2 Colour mixing</u> Model colour mixing using the primary colours, explore in provision areas, which colours can they make? <u>Session 3 Colour mixing</u> Introduce mixing shades and tones of colour using white and black, allow children to explore and find out for themselves. <u>Session 4 Paint</u> Provide different types of paint for children to explore the way the paints move and what their consistency is eg, watercolour, powder paint, ready mix and acrylic paint <u>Session 5 Artist</u> Introduce Wassily Kandinsky and study his 'Squares with Concentric Circles' piece. Learn the facts about him. Use his work to inspire and create artwork based on his style. <u>Session 6 Tools for painting</u> Provide different tools to explore painting and let the children explore how they work and what sort of marks they make.
Year One Use a range of materials creatively to design and make products Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Know 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 work.	I name all the colours. I know the primary colours are red, blue and yellow. I know the difference between primary and secondary colours. I can mix primary colours to make secondary colours. I can make collections of colour. I can add white and black to make shades and tones of colour. I know that when adding white to a colour, its value becomes lighter (known as tint) I know that when adding black (or a darker colour such as purple) makes its colour or value darker. This is known as shade.	I can hold my paintbrush correctly I try out different sized brushes. I know that paintbrushes can differ in appearance. I know the name of: - Flat brush - Rounded brush - Angled brush I hold the paintbrush close to the tip for control and detail. I hold the paintbrush further towards the end for loose mark making. I know that a paintbrush grip can change how marks are applied on a surface I know that if the paintbrush is held more tightly, improved control will be achieved.	**Piet Mondrian** **He was born in the Netherlands in 1872** **He used mainly primary colours and black and white.** **His first paintings were landscapes and this means he painted things he could see in the countryside around where he lives. He became interested in abstract art which doesn't show pictures**	**Composition A** 	<u>Lesson 1 Artist Study</u> Recall prior artist and facts (see EYFS) Introduce Piet Mondrian, study his Composition A piece, among others, and learn the facts about him. <u>Lesson 2 Colour skills</u> Recall primary colours from prior knowledge. Learn what secondary colours are. Practise mixing primary colours to make secondary in sketch book. Model adding white and black to make shades and tones of colour. Make collections of colour in sketch book Practise adding white to colours and learn that when this is done, its value becomes lighter and this is known as tint Practise adding black (or a darker colour such as purple) to a colour and know this makes its value darker and this is known as shade Teach the children to be able to point out light, mid and dark values of colour.

	I can reference light, mid and dark values of colour Know the names of different types of paint such as watercolour and acrylic paint based on its aesthetic qualities e.g watercolours are “watery” and “thin”. Acrylic paint is “thick”.		**of things, but uses colours, lines and shapes to express how the artist is feeling.**		**Lesson 3 Paintbrush Skills and knowledge** **Remind children how to hold a paintbrush** **Provide flat brushes, rounded brushes and angled brushes and talk about the differences in them** **Teach that holding the paintbrush close to the tip provides control and detail** **Teach that holding the paintbrush further towards the end is for loose mark making.** **Teach that holding the paintbrush more tightly provides improved control.** **Practise using the paintbrushes in this way in the sketch book.** **Paint Knowledge** **Provide watercolour, powder, ready mix and acrylic paints for children to try in sketch books and know that water colours are watery and thin, but acrylic is thick etc** **Lesson 4 Artist inspired work** **Inspired by Piet Mondrian children are to create a piece of artwork using his abstract style.** **Lessons 5 and 6 Artist inspired final project and evaluation** **Again inspired by Piet Mondrian embark on a final piece using his abstract style. Encourage children to think about colour choice, brush choice and paint choice, which would be best and why? When completed, evaluate piece and decide on next steps for improving painting.**
Year Two Use a range of materials creatively to design and make products Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	I am beginning to describe colours by objects I know that red, blue and yellow are primary colours and orange, green and purple are secondary colours I know that blue, green and purple belong to the cool colour family. Red, orange and yellow belong to the warm colour family. I know that adding a darker colour such as purple makes its colour or	I can hold my paintbrush correctly I try out different sized brushes. I know that paintbrushes can differ in appearance and purpose I know that flat brushes aren't as versatile as round brushes, but they're useful for blending and creating washes I know that rounded brushes are the most versatile and widely used brushes. Their shape makes them suitable for small details and delicate lines.	**Claude Monet**  **He was born in Paris in 1840** **Monet experimented with a new style of art later named as Impressionism**	**The Water Lily Pond** 	**Lesson 1 Artist study** **Recall prior artists (see EYFS,Y1)** **Introduce Monet and his Water Lily Pond piece among others and learn the facts about him.** **Colour Skills** **Recall prior knowledge eg primary and secondary colours and what they are.** **Learn that blue, green and purple belong to the cool colour family.** **Learn that red, orange and yellow belong to the warm colour family.**

Know 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 work.	value darker. This is known as shade. Colours can also be tinted with other colours (when red is added to white, it has a red tint creating pink). I know that a gradient is a gradual change from one element to another such as light to dark or from one colour to another. I can make many tones of one colour using white I can darken colours without using black Know that paints have different properties, for example: - Watercolour = translucent - Acrylic = opaque	I know that using different brushes will create a different aesthetic. E.g. a large flat brush will create wide sharp lines.	**Impressionism is a style of painting using short, quick brushstrokes and unblended colours. Impressionist paintings are often painted outside and are mainly landscapes, seascapes or scenes from everyday life.**		**Recall that when adding a darker colour such as purple makes its colour or value darker. This is known as shade. Colours can also be tinted with other colours (when red is added to white, it has a red tint creating pink).** **Learn that a gradient is a gradual change from one element to another such as light to dark or from one colour to another.** **Practise making gradients of different colours in sketch books** **<u>Lesson 2 Paintbrush Skills and knowledge</u>** **Recall prior knowledge (see Y1)** **Learn that flat brushes aren't as versatile as round brushes but they're useful for blending and creating washes** **Learn that rounded brushes are the most versatile and widely used brushes. Their shape makes them suitable for small details and delicate lines.** **Learn that using different brushes will create a different aesthetic. E.g. a large flat brush will create wide sharp lines.** **Practise using the different paintbrushes in this way in sketch books** **Practise making short, quick brush strokes like Monet used.** **<u>Paint knowledge and practise</u>** **Recall prior learning (see Y1)** **Learn that the paints have different properties eg watercolours are translucent and acrylic paint is opaque.** **Explore using the different types of paint and begin to think about when it would be best to use them in their work.** **<u>Lessons 3 and 4 Artist Inspired Work</u>** **Inspired by Claude Monet children are to create two different pieces of artwork using his Impressionist style.** **After lesson 3 and prior to starting lesson 4's piece talk about next steps for improving work.** **<u>Lessons 5 and 6 Artist Inspired final project and evaluation</u>** **Again inspired by Claude Monet, embark on a final piece using his impressionist style. Encourage children to think about colour choice, brush choice and paint choice, which would be best and why? When completed, evaluate piece and decide on next steps for improving painting.**

Year Three Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design Create sketch books to record their observations and use them to review and revisit ideas Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Know about great artists, architects and designers in history.	I know what a colour wheel is and how to make one I mix colours effectively I know how to use dotting to apply colour I know how to use splashing to apply colour I know how to use scratching to apply colour I know that paint can be layered to add texture I know that paints have different properties and can be more suited for certain projects, for example: - Watercolour = translucent, soft images. - Oil paint = thick and textured Begin to suggest why certain paints are more appropriate for a project. E.g. Watercolour for still life as requires less equipment and can be utilised quickly. It also dries quickly. I know that red, blue and yellow are primary colours and orange, green and purple are secondary colours. Can mix primary colours confidently to create secondary colours. I Know that blue, green and purple belong to the cool colour family and create a sad, calming or cold feeling. Red, yellow and orange belong to the warm colour family and create a feeling of anger, warm or energy.	I choose a paintbrush appropriate to the task from a selection Chooses correct paintbrush grip for purpose. E.g. holding the paintbrush with three -finger grip close to the tip to add detail. I know that paintbrushes can differ in appearance and purpose: - Flat brush – aren't as versatile as round brushes but they're useful for blending and creating washes. - Rounded brush – are the most versatile and widely used brushes. Their shape makes them suitable for small details and delicate lines. I know that when using a paintbrush at a shallow angle increases surface area which can be used for colour washes. Paint application on a surface shows a clear process that resembles that of the artist in study. E.g. The work of Jackson Pollock and the layering of paint strokes and splatters.	**Paul Klee** **Born in Switzerland in 1879** **Fish magic is a surrealist painting.** **Surrealism is a style in art and literature in which ideas, images, and objects are combined in a strange way, like in a dream.** **Georges Seurat** **Born in Paris in 1859** **Created Pointillism** **Pointillism is a style of painting where tiny dots are applied to a canvas or paper and the pattern that forms with the tiny**	**Fish Magic** **Klee used a scratching technique to create this work** **The Eiffel Tower**  **Georges Seurat used Pointillism to create this work** **Autumn Rhythm Number 30** **Pollock splashed paint directly from the cans or using sticks, heavily loaded brushes, knives, syringes to create this work.**	<u>Lesson 1 Artist Study</u> Introduce Paul Klee and his artwork Fish Magic Introduce Georges Seurat and his artwork The Eiffel Tower Introduce Jackson Pollock and his artwork, Autumn Rhythm Number 30 Begin to learn the facts about the artists <u>Colour Skills</u> Recall prior knowledge (see Y2) Learn what a colour wheel is and how to make one Make their own colour wheel in their sketch book Learn that blue, green and purple belong to the cool colour family and create a sad, calming or cold feeling. Red, yellow and orange belong to the warm colour family and create a feeling of anger, warm or energy. Learn that tone can create contrast in a painting (difference between light and dark) of a certain colour by adding the correct ratio of white or black. <u>Lesson 2 Paintbrush knowledge and skills and Georges Seurat</u> Recall prior paintbrush knowledge (see Y2) Recap artist facts about Georges Seurat Learn that when using a paintbrush at a shallow angle increases surface area which can be used for colour washes. Practise a colour wash in sketch books Learn that paint application on a surface shows a clear process that resembles that of the artist in study. E.g. The work of Georges Seurat and Pointillism. Learn how to use dotting to apply colour and practise in sketch book

	I use my knowledge of shade and tint, and know how to mix variations of dark, mid and light I know that colours can be blended using a gradient.		**dots build up to create an image** **Jackson Pollock** **Born in 1912 in America** **Rather than using an easel like most painters, Pollock put his canvases on the floor. Jackson invented 'drip painting' which meant he used different tools to drip, pour and splatter paint onto the canvas from above.** **His work is known as Abstract Expressionism**		**Produce my own piece of work in the style of Georges Seurat** **<u>Lesson 3 Splashing and Jackson Pollock</u>** **Recap artist facts about Jackson Pollock** **Learn that paint application on a surface shows a clear process that resembles that of the artist in study. E.g. The work of Jackson Pollock and the layering of paint strokes and splatters.** **Learn how to use splashing to apply colour and practise this skill (evidence in sketchbook)** **Produce my own piece of work in the style of Jackson Pollock in sketchbook.** **<u>Paint Knowledge</u>** **I know that paints have different properties and can be more suited for certain projects, for example:** **- Watercolour = translucent, soft images.** **- Oil paint = thick and textured** **Begin to suggest why certain paints are more appropriate for a project. E.g. Watercolour for still life as requires less equipment and can be utilised quickly. It also dries quickly.** **<u>Lesson 4 Scratching and Paul Klee</u>** **Recap artist facts for Paul Klee** **Learn that paint application on a surface shows a clear process that resembles that of the artist in study. E.g. The work of Paul Klee in Fish Magic and scratching into the paint** **Learn how to use scratching to apply colour and practise this skill (evidence in sketchbook)** **Produce my own piece of work in the style of Paul Klee in sketchbook.** **<u>Lessons 5 and 6 Artist Inspired work</u>** **Inspired by one of the three artists studied embark on a final piece using their style.** **Encourage children to think about colour choice, brush choice and paint choice, which would be best and why? When completed, evaluate piece and decide on next steps for improving painting.**

Year Four Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Create sketch books to record their observations and use them to review and revisit ideas Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history.	I mix and match colours effectively. I experiment with creating mood with colour. -I layer colour when I paint I understand the terms tint tone and shade and use them in my work I understand how colour is used to reflect mood and am beginning to use this idea in my work I can blend colours using a soft and smooth gradient. Colours are blended with little visual appearance of intervals. I identify areas of shadow and light and blend tones accurately to create soft gradients. I can compare the different properties of paint that are similar in appearance, for example: - Ink = like watercolour in consistency – however rich and glossy as opposed to matte. I can choose certain paints for purpose I can suggest drawbacks of using certain paints. E.g. Oil paints take a long time to dry. I know that red, blue and yellow are primary colours and orange, green and purple are secondary colours. I can mix primary colours confidently to create secondary colours.	I choose a paintbrush appropriate to the task, from a selection I choose the correct paintbrush grip for purpose and outcome. E.g. If the artist's work seems more fluid then holding the paintbrush towards the end will aid this style. I know which paintbrushes I must use based on their properties. I know that paintbrushes can differ in appearance and purpose and can reflect a certain style of painting - Detail round brushes have short hairs. They are a good choice for working on details and making short strokes - Flat square end brushes are good for bold strokes, washes and filling wide spaces. The can also be used for fine lines, straight edges and stripes. - Filbert flat and oval-shaped end brushes work well for blending and creating soft rounded edges like flower petals. I paint objects that are correctly sized in comparison to others within an artwork (distance) When I paint, elements of the same object are drawn using an accurate proportion e.g. the facial features I can create objects in the foreground that appear larger than those in the back and midground.	**Vincent Van Gogh** **Born in the Netherlands 1853** **He painted in a style that became known as post impressionism** **He is famous for using bright colours and bold brushstrokes in his work**	**Sunflowers** **Starry Night**	**Lesson 1 Artist Study** **Introduce Vincent Van Gogh and his artwork including Sunflowers and Starry Night** **Learn the facts about him** **Learn how to identify areas of shadow and light in the Starry Night piece** **Learn how colour is used to reflect mood** **Learn that tone can be used to show implied form within a painting using dark, mid and light tones to portray a light source.** **Colour Skills** **Recall prior learning (see Y3)** **Learn that tertiary colours are created from primary and secondary colours eg blue/purple** **Practise mixing and matching colours and record in sketch book** **Practise mixing variations of dark, mid and light of a certain colour and learn that to blend them softly, they must use minimal pressure back and forth using an appropriate brush.** **Practise blending like this in sketch books.** **Learn that complimentary colours are opposite each other on the colour wheel.** **Lesson 2 Paintbrush skills and knowledge** **Recall prior knowledge (see Y3)** **Learn that if the artist's work seems more fluid then holding the paintbrush towards the end will aid this style.** **Learn that - Detail round brushes have short hairs. They are a good choice for working on details and making short strokes** **- Flat square end brushes are good for bold strokes, washes and filling wide spaces. The can also be used for fine lines, straight edges and stripes.** **- Filbert flat and oval-shaped end brushes work well for blending and creating soft rounded edges like flower petals.**

	I can create tertiary colours from primary and secondary colours. E.g. blue/purple I can use my knowledge of shade and tint, know how to mix variations of dark, mid and light of a certain colour and know that to blend them softly, they must use minimal pressure back and forth using an appropriate brush. I know that complementary colours are opposite side on the colour wheel. I know that tone can be used to show implied form within a painting using dark, mid and light tones to portray a light source.	I am beginning to explore texture in an artwork using different techniques such as layering, differing brush strokes or varying equipment such as a sponge or palette knife. I know that texture can be manipulated via different methods and techniques such as layering, differing brush strokes or varying equipment such as a sponge or palette knife.			**<u>Proportion in painting</u>** **Learn what is meant by proportion and practise skills by painting facial features in the correct proportion in sketchbook** **Use one of Van Gogh's self-portraits to inspire this work.** **<u>Lesson 3 Paint knowledge</u>** **Recall prior knowledge (see y3)** **Learn to compare the different properties of paint that are similar in appearance, for example:** **- Ink = like watercolour in consistency – however rich and glossy as opposed to matte** **Learn the drawbacks of using certain paints eg oil/acrylic take a long time to dry** **<u>Foreground and background work</u>** **Learn how to create objects in the foreground that appear larger than those in the back and midground.** **Practise this skill inspired by one of Van Gogh's paintings** **<u>Lesson 4 Artist inspired piece of work</u>** **Practise exploring texture in an artwork using different techniques such as layering, differing brush strokes or varying equipment such as a sponge or palette knife.** **Provide sponges and palette knives for children to use to explore texture.** **Practise created a swirling effect with his paint like Van Gogh in sketch books** **Practise using thick brushstrokes and curved lines in sketch books** **In sketchbooks create a piece of artwork inspired by one of Van Gogh's pieces.** **<u>Lessons 5 and 6 Artist inspired final project and evaluation</u>** **Inspired by one of Van Gogh's pieces, embark on a final piece using his style.**

					Encourage children to think about colour choice, brush choice and paint choice, which would be best and why? When completed, evaluate piece and decide on next steps for improving painting.
Year Five Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Create sketch books to record their observations and use them to review and revisit ideas Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history.	I understand hue, tint, tone, shade and mood when linked to art I explore the use of texture in colour and can use stippling, stroking and sponges to change texture I use colour for purposes Learn how to mark areas of light and shadow in an observational painting. Can choose paint type by their properties based on the purpose of the artwork. E.g. linked to a certain style or movement. - Acrylic paint for texture work like Matisse I know that when complementary colours are mixed, they will become muted. I can disregard the use certain paints for my artwork based on their style	A range of painting apparatus can be chosen and applied based on their properties, purpose or outcome. E.g. a palette knife is used to create thick tactile texture. Round or pointed tip brushes are good for sketching, outlining, detailed work and filling in small areas. - Flat square end brushes are good for bold strokes, washes and filling wide spaces. The can also be used for fine lines, straight edges and stripes. Filbert flat and oval -shaped end brushes work well for blending and creating soft - rounded edges like flower petals. - Fan flat brushes have hairs that spread. They are good for smoothing, blending and feathering. They are	**Matisse** Born in France 1896 One art critic called Matisse and others who painted like him ‘fauves’. This is French for ‘wild beasts’. The insult started the beginning of Fauvism, a style of painting Matisse is remembered for. Fauvism is characterised by strong colours and fierce brushwork**.**	**The Open Window** 	**<u>Lesson 1 Artist Study</u>** **Introduce Henri and his artwork including The Open Window** **Learn the facts about him** **<u>Colour skills</u>** **Recall prior knowledge (see Y4)** **Learn that in painting hue is a pure pigment one without tint or shade** **Learn that when complementary colours are mixed, they will become muted** **Practise mixing complimentary colours in sketchbooks.** **Practise using knowledge of shade and tint, and use this to mix variations of dark, mid and light of a certain colour to replicate those used in one of Matisse’s pieces in sketchbooks** **<u>Lesson 2 Paintbrush Skills and knowledge</u>** **Recall prior knowledge (see Y4)** **Provide palette knives, round or pointed tip brushes, flat square end brushes, Filbert flat and oval brushes, fan flat brushes and detail round brushes. Practise using them to create different types of brush strokes and effects**

	properties. E.g. watercolour would not be applicable for Renaissance artwork as contrast would be unable to replicate that of the era (difference between dark and light). I use my knowledge of shade and tint, and know how to mix variations of dark, mid and light of a certain colour to replicate those used in my artist study. I know that objects can be affected by many light sources and can create many shadows (dark) and highlights (light).	effective for textural effects, such as for clouds and leaves on trees. - Detail round brushes have short hairs. They are a good choice for working on details and making short strokes. Know that texture can be applied to a surface prior to painting via the use of grout, sand etc to enhance the mood of an artwork.			**E.g. a palette knife is used to create thick tactile texture. Learn that texture can be applied to a surface prior to painting it via the use of sand, grout etc to enhance the mood of artwork.** **Round or pointed tip brushes are good for sketching, outlining, detailed work and filling in small areas.** **- Flat square end brushes are good for bold strokes, washes and filling wide spaces. The can also be used for fine lines, straight edges and stripes.** **Filbert flat and oval -shaped end brushes work well for blending and creating soft - rounded edges like flower petals.** **- Fan flat brushes have hairs that spread. They are good for smoothing, blending and feathering. They are effective for textural effects, such as for clouds and leaves on trees.** **- Detail round brushes have short hairs. They are a good choice for working on details and making short strokes.** **Inspired by one of Matisse's pieces create a small piece of work in sketchbooks selecting my brush** **<u>Lesson 3 Paint knowledge</u>** **Recall prior knowledge (see Y4)** **Choose paint for my next project from a variety** **<u>Texture</u>** **Practise using texture in colour and use stippling, stroking and sponges to change texture.** **Practise these skills in sketch books** **Create a mini piece of work showing texture inspired by one of Matisse's works** **<u>Lesson 4 Shadows and highlights</u>** **Inspired by one of Matisse's pieces begin to show areas of shadow and highlight. Practise these skills in sketchbooks.** **Create a mini piece of work showing shadow and highlight inspired by one of Matisse's works.**

					Lessons 5 and 6 Artist inspired final project and evaluation **Inspired by one of Matisse's pieces, embark on a final piece using his style.** **Encourage children to think about colour choice, brush choice and paint choice, which would be best and why? When completed, evaluate piece and decide on next steps for improving painting.**
Year Six Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Create sketch books to record their observations and use them to review and revisit ideas Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history.	– hue, tint, tone, shades and mood – explore the use of texture in colour – I use colour for purposes – I explore the use of colour to express feelings Knows that by mixing different variations of primary colours, different hues of black can be created. Can choose paint type by their: • properties • purpose • relation to artist (authenticity) • relation to context or movement • based on the purpose of the artwork. E.g. If creating artwork of aboriginal influence, the artist may choose a dry paint that has muted tones. Can use knowledge of mixing colours to create comparable values to show an influence of an artist, style or movement. I can show areas of light and shadow in an observational painting based on one or several light sources.	Know that paintbrushes can differ in appearance and purpose and can reflect a certain style, movement or symbolic meaning: - Round or pointed tip brushes are good for sketching, outlining, detailed work and filling in small areas. Conveys rhythm and flow in an artwork. - Flat square end brushes are good for bold strokes, washes and filling wide spaces. They can also be used for fine lines, straight edges and stripes. Can be used to create strident lines that conveys anger. Filbert flat and oval -shaped end brushes work well for blending and creating soft - rounded edges like flower petals. Fan flat brushes have hairs that spread. They are good for smoothing, blending and feathering. They are effective for textural effects, such as for clouds and leaves on trees. Its quality aids meaning through its tactile texture Angular flat brushes have angled hairs. They are good for curved strokes and	**Picasso** **Born in Spain in** **1881** **Picasso started a new style of art called Cubism.** **Cubism is a style of art which aims to show objects and people from lots of different angles all at one time. This is done through the use of cubes and other shapes.**	**Daniel Henry Kahnweiler** **Weeping Women** 	**Lesson 1 Artist Study** **Introduce Picasso and his artwork including Daniel Henry Kahnweiler and the Weeping Women** **Learn the facts about him** **Colour Skills** **Recall prior knowledge (see Y5)** **Learn that by mixing different variations of primary colours, different hues of black can be created.** **Practise this technique in sketchbooks** **Practise mixing colours to create comparable values to show an influence of an artist, style or movement, can you mix colours comparable to Picasso's in one of his works? Record in sketchbook.** **Lesson 2 Paintbrush skills and knowledge** **Recall prior knowledge (see Y5)** **Provide palette knives, round or pointed tip brushes, flat square end brushes, Filbert flat and oval brushes, fan flat brushes and detail round brushes. Practise using them to create different types of brush strokes and effects** Know that paintbrushes can differ in appearance and purpose and can reflect a certain style, movement or symbolic meaning:

	Can mix black using different variations of primary colours.	filling corners. Conveys rhythm and flow in an artwork. Detail round brushes have short hairs. They are a good choice for working on details and making short strokes Know that an artist's technique of applying paint directly affects the aesthetic of an artwork. An expressive method of applying paint will create a sense of movement or an abstract work. Know that the paintbrush can be used in different ways to inform mood and can be used to reflect the subject matter – E.g. expressive strokes can convey a sense of excitement. Beginning to apply a range of techniques to create texture e.g. paint used or equipment used such as a palette knife etc.			- Round or pointed tip brushes are good for sketching, outlining, detailed work and filling in small areas. Conveys rhythm and flow in an artwork. - Flat square end brushes are good for bold strokes, washes and filling wide spaces. They can also be used for fine lines, straight edges and stripes. Can be used to create strident lines that conveys anger. Filbert flat and oval -shaped end brushes work well for blending and creating soft - rounded edges like flower petals. Fan flat brushes have hairs that spread. They are good for smoothing, blending and feathering. They are effective for textural effects, such as for clouds and leaves on trees. Its quality aids meaning through its tactile texture Angular flat brushes have angled hairs. They are good for curved strokes and filling corners. Conveys rhythm and flow in an artwork. Detail round brushes have short hairs. They are a good choice for working on details and making short strokes <u>Mini Project Artist Inspired</u> Practise choosing and using different paintbrushes to create a piece of work inspired by Picasso <u>Lesson 3 Paint Knowledge</u> **Recall prior knowledge (see Y5)** **Choose paint for my next project** **Can choose paint type by their:** **• properties** **• purpose** **• relation to artist (authenticity)** **• relation to context or movement** **• based on the purpose of the artwork. E.g. If creating artwork of aboriginal influence, the artist may choose a dry paint that has muted tones.** **<u>Use of colour to show feelings</u>** **Inspired by one of Picasso's pieces, explore the use of colour to show feelings and create a mini piece of art work. Make**

					choices as to which paint and paintbrush to use. Lesson 4 Light and Shadow I can show areas of light and shadow in an observational painting based on one or several light sources. Inspired by one of Picasso's pieces, explore how to create areas of light and shadow and create a mini piece of art work. Lessons 5 and 6 Artist Inspired final project and evaluation Inspired by one of Picasso's pieces, embark on a final piece using his style. Encourage children to think about colour choice, brush choice and paint choice, which would be best and why? When completed, evaluate piece and decide on next steps for improving painting.