

# YEAR 1

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Painting</b>	<p><b>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</b></p> <p><b>Specific:</b></p> <p><b>Creating with Materials ELG:</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.</p> <p>Share their creations, explaining the process they have used.</p>	<p>Name the <b>primary</b> and <b>secondary colours</b></p> <p>Use a variety of <b>tools</b> to spread <b>paint</b> - straws, matchsticks as well as brushes</p> <p>Explore <b>mark-making</b> using thick brushes, foam and sponge brushes.</p> <p>Know how to create a picture using IT.</p> <p>Know how to show how people <b>feel</b> in paintings.</p>	<p>Experiment with and enjoy colour</p> <p>Mix <b>primary colours</b> to make <b>secondary colours</b></p> <p>Know how to create brown with paint.</p> <p>Make <b>tints</b> by adding white</p> <p>Make <b>tones</b> by adding black</p> <p>Predict the outcomes of <b>colour mixing</b>.</p> <p>Create <b>patterns</b> using different <b>tools</b> and <b>colours</b></p> <p>Know how to use different <b>effects</b> with an IT paint package.</p>	<p>Use <b>colour</b> and <b>marks</b> to express mood</p> <p>Represent things observed, remembered or imagined, using <b>colour/tools</b></p> <p>Begin to show <b>facial expressions</b>.</p>	<p>Select and use different types of <b>brushes</b> for specific <b>purposes</b></p> <p>Explore the <b>effect</b> on paint of adding water, glue, sand, sawdust</p> <p>Create <b>facial expressions and body language</b> in paintings.</p> <p>Know how to show <b>reflections</b>.</p>	<p>Create different <b>effects</b> by using a variety of <b>tools</b> and <b>techniques</b> such as dots, scratches and splashes.</p> <p>Know how to <b>express</b> emotion in art.</p>	<p>Investigate <b>symbols, shapes, form and composition</b>.</p> <p>Choose appropriate <b>media</b> for the task to create maximum impact.</p> <p>Explore the use of <b>texture</b> in colour.</p> <p>To use <b>colour</b> for <b>purpose</b> and to <b>express feelings</b></p>

## COMPOSITES

### Painting

To name the primary and secondary colours

To use a variety of tools to spread paint - straws, matchsticks as well as brushes

To explore mark- making using thick brushes, foam and sponge brushes.

## COMPONENTS

	1	2	3	4	5	End Point
	Can I mix colours?	Can I create a piece in the style of Kandinsky?	Can I use a variety of tools to paint?	Can I create my own painting using the techniques learnt?		<b>To use knowledge of Kandinsky, colour and mixing to create an abstract painting.</b>

<b>CONCEPTS</b> <a href="#">Link to concept map</a>	Influence	Influence	Influence	Influence		
<b>SKILLS</b>	Name the <b>primary</b> and <b>secondary colours</b>	Explore <b>mark-making</b> using thick brushes, foam and sponge brushes.	Use a variety of <b>tools</b> to spread <b>paint</b> - straws, matchsticks as well as brushes Explore <b>mark-making</b> using thick brushes, foam and sponge brushes.	Name the <b>primary</b> and <b>secondary colours</b> Use a variety of <b>tools</b> to spread <b>paint</b> - straws, matchsticks as well as brushes Explore <b>mark-making</b> using thick brushes, foam and sponge brushes.		To be able to name the primary and secondary colours and know how to make secondary colours. To identify which marks will be left by different tools. To apply knowledge to create a painting.
<b>KNOWLEDGE</b>	Children will know what primary and secondary colours are. They will be able to use this knowledge to mix 2 primary colours to make a secondary colour.	Children will know who Kandinsky is and be able to talk about his art. They will be able to recognise the shapes and colours used and be able to recreate the shapes and colours used.	Children will know which tools to use to make shapes.	Children will use their knowledge of the artist and tools to create their own abstract piece.		Children will know who Kandinsky is and what his art looked like. They will know how to mix primary colours to make secondary colours and this will be seen in their final painting which they will use a range of tools to apply the paint.
<b>LESSON LINK</b>	<a href="#">MTP</a>	<a href="#">MTP</a>	<a href="#">MTP</a>	<a href="#">MTP</a>		
<b>PROGRESSIVE VOCABULARY</b>	primary secondary mix colour artist	Kandinsky art shapes colours recreate	art shapes explore variety tools	Kandinsky skills abstract shape colour tool		Articulate and recognise subject specific vocabulary.
<b>CURRICULUM EXPERIENCES</b>				Children will create an abstract painting.		Children will have created an abstract painting in the style of Kandinsky
<b>END POINT</b>	To know the primary and secondary colours and how to mix primary colours to make secondary colours.	To know who Kandinsky is and be able to identify his art.	Children will know how different tools create different shapes.	Children will have created an abstract painting.		Children will have created an abstract painting in the style of Kandinsky