



SUBJECT MEDIUM TERM PLANNING – ART

Year Group: Year 1	TERM: Spring 1	Theme: Painting - Watercolour
<p>National Curriculum: The national curriculum (KS1) for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • produce creative work, exploring their ideas and recording their experiences • become proficient in drawing, painting, sculpture and other art, craft and design techniques • evaluate and analyse creative works using the language of art, craft and design • know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. <p>Pupils in KS1 should be taught:</p> <ul style="list-style-type: none"> • to 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 work. 		
<p>Context: Children are introduced to watercolour. Through an open and exploratory approach, children not only discover what watercolour can do, how it acts and how they can “control” it, we can develop our painting by reflecting upon what we see, and adding new lines and shapes to help develop imagery. Building their understanding of the properties of the medium</p>	<p>Fluency: Understand watercolour is a media which uses water and pigment. Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks.</p> <p>Experimentation: Explore watercolour in an intuitive way to build understanding of the properties of the medium.</p>	<p>Vocabulary: Paint Watercolour Medium Explore Discover</p>

	<p>Paint without a fixed image of what you are painting in mind.</p> <p>Respond to your painting, and try to “imagine” an image within.</p> <p>Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery.</p> <p style="text-align: center;">Authenticity:</p> <p>Exploring the properties of watercolour and paints during learning through play.</p> <p>Experimentation in their sketchbooks during focussed sketchbook time and during free learning time.</p> <p>Discussion with adults and peers during Time to Talk.</p> <p>Communicate their ideas, thoughts and thinking during the review and reflect weeks and during the art exhibitions.</p>	<p style="text-align: center;">Linked artists:</p> <p style="text-align: center;">Paul Klee (German/Swiss male)</p> <p style="text-align: center;">https://www.accessart.org.uk/talking-points-paul-klee/</p> <p style="text-align: center;">Emma Burleigh (white female)</p> <p style="text-align: center;">https://www.accessart.org.uk/emma-burleigh/</p> <p style="text-align: center;">https://www.accessart.org.uk/let-me-inspire-you-emma-burleigh/</p>
<p>Prior Knowledge:</p> <p>FS2 Spring 1 – Colour book</p> <p>During this colour exploration topic children have the opportunity to explore how various media responds on a textured surface. This activity encourages the development of skills such as colour recognition, colour mixing, mark-making and also aims to nurture curiosity and creative risk taking.</p>	<p>Future Knowledge</p> <p>Year 2 Spring 1 – Expressive Painting</p> <p>Children will learn that artists sometimes use loose, gestural brush marks to create expressive painting.</p> <p>Expressive painting can be representational or more abstract.</p> <p>Artists use impasto and sgraffito to give texture to the painting.</p> <p>Artists sometimes use colour intuitively and in an exploratory manner.</p> <p>That we can enjoy, and respond to, the way paint and colour exist on the page.</p>	
<p>End points /by the end of this unit pupils will be able to:</p> <ul style="list-style-type: none"> • explore watercolour and understand the different effects I can achieve. • work without an end goal in mind – letting the paint lead me. • have had the opportunity to see the work of other artists who use watercolour, and share my thoughts about their work. • name and use primary colours, and begin to understand how colours mix to make secondary colours. • understand that we all see different things in the artwork we make. We all have a different response. 	<p>Crucial Knowledge</p> <p>Knowledge of primary colours and most secondary colours and how secondary colours are made.</p> <p>Awareness that not all artwork will look the same.</p> <p>Be a risk taker and have curiosity about colour and art.</p>	

- think about the marks I make, and develop them further.

Lesson Theme	Retrieval	Learning Target:	Activity	Success Criteria	Vocabulary	Key Concepts
Lesson 1: Exploring Watercolour	What can watercolour do?	To identify the properties of watercolour.	Pupils will become familiar with what watercolour can do. They will use both primary colours and secondary colours in their exploration, experimenting with accidental and purposeful colour mixing. Pupils will be introduced to the following techniques: wash, wet on dry, wet on wet, and mark making.	<p>I can explore watercolour and understand the different effects I can achieve.</p> <p>I can use watercolour without an end goal in mind – letting the paint lead me.</p> <p>I have revisited my experience of primary colours, and begun to see how colours mix to make new colours,</p>	<p>Watercolour</p> <p>Wash</p> <p>Wet on dry</p> <p>Wet on wet</p> <p>Mark making</p> <p>Primary colours, secondary colours, Colour mixing</p> <p>Fluid,</p>	The watercolour has special characteristics.
Lesson 2: Introduce artists	How do artists use watercolour?	To identify and discuss the work of artists who use watercolour.	Pupils will share their responses to the work of artists Paul Klee and Emma Burleigh. They will express their thoughts and feelings verbally in response to questions during class discussion. Pupils will also use their sketchbooks to process	<p>I have seen the work of artists who use watercolour and have shared my thoughts about their work.</p> <p>I can respond visually to information using my sketchbook.</p>		That we can be inspired by artists work and it can be used to inform our own work.

			the information in a visual way and make it their own.			
Lesson 3 & 4 & 5: Developing skills	How can I build imagery using watercolour?	To use watercolour to work towards developing imagery from imagination.	<p>Pupils will work in large scale to continue their exploration of the marks that can be made with watercolour. Pupils will use their imaginations to identify the stories emerging in their paintings. Pupils will work into their dry paintings using pen, pencils and crayons to build upon their paintings and to see how the materials react on watercolour.</p> <p>The final painting will focus on the Titanic, linking other curriculum areas together.</p>	I can reflect upon the marks I make and can develop them further with intention.	<p>Imagination, Imagine, Happy Accident, Explore, Discover, See, Develop</p> <p>Scale</p>	<p>That we can use the element of surprise and accident to help us create art.</p> <p>That we can develop our painting by reflecting upon what we see and adding new lines and shapes to help develop imagery.</p>
Lesson 6: Share, reflect, discuss	How can I reflect on my painting?	To display the work made through the half term and reflect on the outcomes.	Pupils will reflect on their work over the half term, sharing what they like and what they would like to try again through peer discussion.	<p>I can share my work and listen to what other people like about it.</p> <p>I can understand that we all see different things in the artwork we make. Everyone's response is different.</p>	Reflect, Share, Discuss	

Learning Outside of the Classroom?

- Make simple viewfinders and explore the local environment, using the focus the viewfinder gives to discover imagery and composition.

Cross Curricular Opportunity:

Geography: Adapt by choosing colour palettes which link with topics: e.g. blues/greens for an exploration of imagery which evokes oceans. (The emphasis should remain on exploration of material so any theme link should be applied lightly).

Maths: Explore identifying 2d shapes.

Music: Explore the connection between art & music and being in a mindful space.

History: Linking Titanic learning.

Impact/Assessment

- Monitored by sketchbook work, one to one or small group conversation, whole class discussion – weekly and during the reflect and review week.
- Art exhibitions and discussions presenting their artwork to parents and peers.
- Identify any personal challenges preventing meeting “I Can” statements
- Identify any weaknesses common to many in class which might help identify areas you need to focus on again as a teacher.
- Identify areas of particular strength which might benefit from being developed.