

	Year:	Year 1 and 2	Unit:	Painting
	What do I need to Know? • Explore colour and how colour can be changed. • Explore what happens when colours are mixed. • Use a variety of tools and techniques including different brush sizes and types of paint. • Mix primary shades and tones and name. • Create textured paint by adding sand, plaster etc. • Explore primary and secondary colours on a colour wheel. • Add white and black to make tones. • Add background colours with a wash. 			
Key Vocabulary <i>(In addition to previous years)</i>		Famous Artists	What should I already know?	
Brush size- Children should be taught to choose a tool based on the project. I.e. smaller fine brush for water colours/ small areas. Larger harder brushes for painting large areas. Colour mixing- Combining colours Shade- To make a colour darker by adding black. Tint- To make a colour lighter by adding white. Primary colours- A group of colours from which all other colours can be obtained by mixing. (red, yellow and blue) Secondary colours - A colour resulting from the mixing of two primary colours. Layering - Layering is placing one layer of colour over another.		<i>(Any artists linking to the particular topic, take inspiration from both classic and modern and different cultural backgrounds)</i> Here are examples of general painting artists: Vincent Van Gogh, Georgia O'Keefe, Wallisy Kandinsky, Raoul Duffy, LS Lowry.	• Experiments with blocks, colours and marks. (EYFS) • Explores colour and how colours can be changed. (EYFS) • Realises tools can be used for a purpose. (EYFS) • Explores what happens when they mix colours. (EYFS) • Experiments to create different textures. (EYFS)	

Examples of children's paintings :



What will I learn next?

- Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. (Y3/4)
- Work on a range of scales e.g. thin brush on small picture etc. (Y3/4)
- Create different effects and textures with paint according to what they need for the task. (Y3/4)
- Mix and use tints and shades with accuracy. (Y3/4)
- Mix colours and know which primary colours make secondary colours. (Y3/4)
- Use more specific colour language. (Y3/4)
- Mix and use tints and shades to create moods and expression. (Y3/4)