

	Year:	Year 5 and 6	Unit:	Painting
	What do I need to Know? • Develop a painting from a drawing. • Explore and try out different media and materials and mixing appropriate colour. • Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. • Mix and match colours to create atmosphere and light effects. • Be able to identify and work with complementary and contrasting colour. • Explain their choices. 			
Key Vocabulary <i>In addition to previous years:</i>	Famous Artists	What should I already know?		
• Warm colours- The phrase warm colour is used to describe any colour that is vivid or bold in nature. Examples of warm colours include red, yellow and orange (think exciting fire and volcanoes). Contrast with cool colours. • Cool colours- The phrase cool colour is used to describe any colour that is calm or soothing in nature. Cool colours are not overpowering and tend to recede in space. Examples of cool colours include green, blue and violet (think calming blue waters). • Hue - Green, orange, yellow, and blue — each of these is a hue, a colour or a shade that's true. A rainbow shows the melting of one hue into another, from red to violet, and all shades in between. The noun hue means both a colour and a shade of a colour. Green is a hue, and turquoise is a hue of both green and blue. • Complimentary colours- Complementary colours are pairs of colours that contrast with each other more than any other colour, and when placed side-by-side make each other look brighter. • Contrasting colours- Contrasting colours are colours that differ from one another. Levels of contrast vary from high	<i>(Any artists linking to the particular topic, take inspiration from both classic and modern and different cultural backgrounds)</i> Here are some general painting artists: George Clausen, Monet, Pissarro, Degas, Cezanne, Jon Klassen, Frida Kahlo, Henri Rousseau	• 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)		

to low, depending on their position on the colour wheel. For example, colours that are directly opposite one another on the colour wheel have the highest contrast possible, while colours next to one another have a low contrast. • Mood- Mood is the atmosphere in a painting, or the feeling expressed. Is the art tranquil, or is it dark and disturbing? Artists use light and dark colours to convey a mood or an emotion.		• What will I learn next? • Plan carefully, taking into account layout, composition and perspective. (KS3) • Understand primary, secondary and complimentary colours and use these appropriately. (KS3) • Begin to select colours according to needs. (KS3) • Develop use of watercolours, acrylic and oil pastels to create well controlled pieces. (KS3) • Develop a more complex understanding of colours and their relation to each other, using complimentary colours. (KS3) • Understand tone and hue and their relevance. • Develop texture through use of media. (KS3) • Use work from a range of resources, to develop own personal style. (KS3)
Examples of children's work:  	Arists:    	