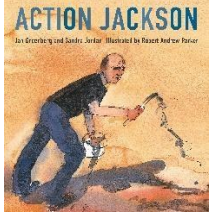
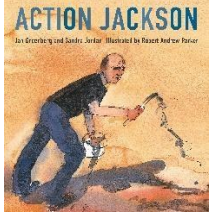
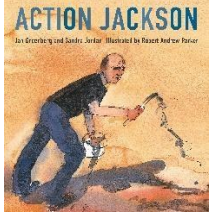



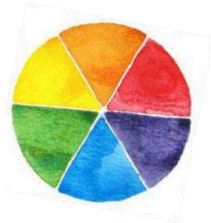


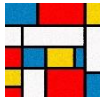


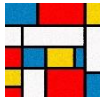


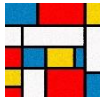
How can paint be applied in different ways to create different textures?

What I learnt last year	Know and understand	Experiment, invent and create (linked skills)
<p>Experiences with painting with different tools.</p> <p>Explored colours</p> <p>Combined collage and paint</p> <p>Matched materials to colours</p>	<ul style="list-style-type: none"> Know about the work of Jackson Pollock Know about the work of Wassily Kandinsky. Understand properties of poster paint and how adding more/less water can change its thickness. 	<ul style="list-style-type: none"> To experiment with a range of painting tools such as thick or thin paintbrushes, fingers, spatulas, combs, toothbrushes etc. To name a range of different colours. Mix paint to match colours they see. Develop control when using a variety of standard and self-made painting tools. To describe textures and techniques - for example, 'thick', 'thin', 'wet', 'dry' and 'dribble', 'splatter' and 'drip'. Begin to develop control when using a variety of standard and self-made painting tools. Explore and refine colour-mixing using poster paint. To combine paint and collage.



Key Vocabulary	Reference Images	End Goal			
<p>Composition</p> <p>Artist</p> <p>Collage</p> <p>Paint</p> <p>Vocabulary to describe paint: Thick, thin, wet, dry, dribble, splatter, drip.</p>		<p>Know that paint can be applied in different ways.</p> <p>Understand that paint can create different textures.</p> <p>Understand how to change properties of paint using water.</p> <p>Books to engage</p> <p>Artist references</p> <table border="0" data-bbox="1283 1133 2154 1519"> <tr> <td data-bbox="1283 1133 1715 1519"> <p>Jackson Pollock</p>  <p>Action Jackson</p> <p>Book by Jan Greenberg and Sandra Jordan</p> </td> <td data-bbox="1715 1133 2154 1519"> <p>Wassily Kandinsky</p>  <p>The Dreaming Giant by Véronique Massenot</p> </td> </tr> </table>		<p>Jackson Pollock</p>  <p>Action Jackson</p> <p>Book by Jan Greenberg and Sandra Jordan</p>	<p>Wassily Kandinsky</p>  <p>The Dreaming Giant by Véronique Massenot</p>
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Colour Splash

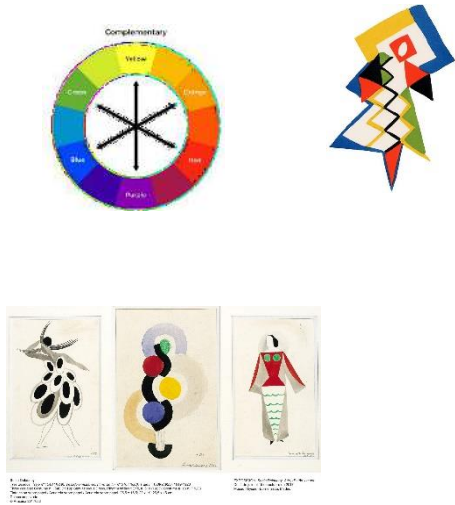

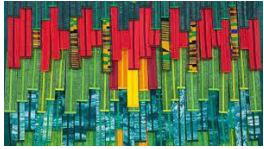

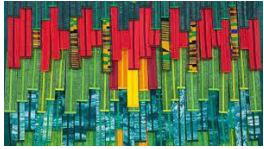

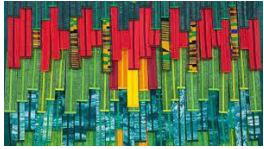
What I learnt last year	Know and understand	Experiment, invent and create (linked skills)
<ul style="list-style-type: none"> How can paint be applied in different ways to create different textures Know that paint can be applied in different ways. Understand how to change properties of paint using water. 	<ul style="list-style-type: none"> Name the primary colours. Mix primary colours to make secondary colours. Apply paint consistently to their printing materials to achieve a print. Use a range of colours when using materials Mix secondary colours with confidence to paint a plate. Describe their finished plates. 	<ul style="list-style-type: none"> To investigate how to mix secondary colours To apply knowledge of colour mixing when painting To explore colour when printing To experiment with paint mixing to make a range of secondary colours To apply their painting skills when working in the style of an artist or crafts person

Key Vocabulary	Reference Images	End Goal		
<p>Blend mix primary colour secondary colour shade</p> <p>Warm & Cool colours</p> <p>Composition</p> <p>Wassily Kandinsky Piet Mondrian Clarice Cliff</p> <p>Talking Point : How do artists consider the placement of colour in artwork? How do colours make you feel?</p>	   	<p>End Goal</p> <p>Know primary and secondary colours Create a colour wheel with support Name some warm and cold colours</p> <hr/> <p>Artist References</p> <table border="1"> <tr> <td data-bbox="1516 1013 1848 1428"> <p>Clarice Cliff</p>  <p>Wassily Kandinsky</p> </td> <td data-bbox="1852 1013 2132 1428"> <p>Jasper Johns</p>  <p>Piet Mondrian</p>  </td> </tr> </table>	<p>Clarice Cliff</p>  <p>Wassily Kandinsky</p>	<p>Jasper Johns</p>  <p>Piet Mondrian</p> 
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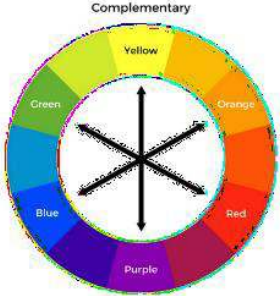










Life in Colour

What I learnt last year	Know and understand	Experiment, invent and create (linked skills)
<p>Primary and secondary colours How to create a colour wheel</p>  <p>Warm and cold colours</p> 	<ul style="list-style-type: none"> • Talk about the colour changes they notice and make predictions about what will happen when two colours mix and the adding black to colours creates shades. • Apply their knowledge of colour mixing to match colours effectively. • Know different painting effects such as washes, blocking and thickened paint and discuss how famous artists use these. • Apply their knowledge of colour mixing to match colours effectively. 	<ul style="list-style-type: none"> • Independently mix primary colours to make secondary colours • Add white to colours to make tints and add black to colours to make shades • Apply their knowledge of colour mixing to match colours effectively. • Explore paint effects and techniques used by different artists. • Begin to explore texture in an artwork using techniques such as layering, differing brush strokes or varying equipment such as a sponge or spatula. • Apply their knowledge of colour mixing to match colours effectively.


Key Vocabulary	Reference Image	End Goal			
<p>Warm & Cool Colours</p> <p>Tone</p> <p>Washes</p> <p>Composition</p> <p>Textures</p> <p>Pattern</p> <p>Talking Point: Why is it important to use different shades and tones in artwork?</p>	 	<p>Know how to create tones and tints with paint. Be confident with creating different effects with painting Be able to discuss artist's use of painting effects.</p> <p style="text-align: center;">Artist Reference</p> <table border="1" style="width: 100%;"> <tr> <td data-bbox="1458 1093 1827 1444"> <p style="text-align: center;">Romare Bearden</p>  </td> <td data-bbox="1827 1093 2136 1444"> <p style="text-align: center;">Matisse</p>  </td> </tr> </table>		<p style="text-align: center;">Romare Bearden</p> 	<p style="text-align: center;">Matisse</p> 
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Sonia Delaunay				
What I learnt last year	Know and understand	Experiment, invent and create (linked skills)		
<p>How to create tones and tints with paint.</p> <p>To create different effects using paint.</p> <p>To discuss artist's use of painting effects.</p>	<ul style="list-style-type: none"> To create sketch books to record their observations To improve their mastery of art and design techniques, including drawing with a range of materials about great artists in history 	<ul style="list-style-type: none"> Make and use complementary colours Experiment with different effects e.g. washes, blocking in colour, thickened paint Work confidently in different scales (for large scale paintings use bristle brushes and for small scale painting use water colour brushes) To look at how famous artists have used painting techniques in different ways 		
Key Vocabulary	Reference Images	End Goal		
<p>Colour wheel</p> <p>Primary Colours</p> <p>Secondary colours</p> <p>Complementary Colours</p> <p>Sonia Delaunay</p> <p>Abstract</p> <p>Composition</p> <p>Fashion Designer</p> <p>Talking Point: Are there similarities between artists and fashion designers?</p>		<p>Be able to identify complementary colours.</p> <p>Name key artists that use complementary colours.</p> <p>Know about Sonia Delaunay's Life and work</p> <p>Artist References</p> <table border="1"> <tr> <td> <p>Sonia Delaunay</p>  </td> <td> <p>Abdoulaye Kondte</p>  </td> </tr> </table>	<p>Sonia Delaunay</p> 	<p>Abdoulaye Kondte</p> 
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Pointillism

What I learnt last year	Know and understand	Experiment, invent and create (linked skills)		
<p>Complementary Colours</p> 	<ul style="list-style-type: none"> • Do children know who Georges Seurat is and why he is famous? • Can children state how they think and feel about artwork? • Can children describe what Pointillism is? • Can children use Pointillism to create effects such as shading? • Can children use Pointillism to blend colours? • Can children make decisions about subjects and colours for their artwork, giving reasons for their choices? • Can children apply what they have learnt about Pointillism to create their own piece of artwork? • Can children evaluate their finished artwork and compare it to that of their peers? 	<ul style="list-style-type: none"> • To find out who Georges Seurat was and explore his style of art. • To explore how to create art in the style of pointillism. • To explore how Seurat used colours in his artwork • To explore Seurat's paintings and how he created effects and shading. • To explore the work of other Pointillist artists - Yayoi Kusama. • To be able to create a piece of pointillism artwork. 		
Key Vocabulary	Reference Images	End Goal		
<p>Pointillism Blending Shading Composition Georges Seurat Abdullah Suriosubroto</p> <p>Talking Point: Is it important to have a signature style in art?</p>		<p>Be able to mix colours with accuracy to match objects Mix a range of skin colours Be confident when combining colours to create tints, tone and shades</p> <p>Artist References</p> <table border="1"> <tr> <td data-bbox="1330 1070 1713 1437"> <p>Georges Seurat</p>  </td> <td data-bbox="1713 1070 2154 1437"> <p>Yayoi Kusama</p>  <p>Damien Hirst</p>  </td> </tr> </table>	<p>Georges Seurat</p> 	<p>Yayoi Kusama</p>  <p>Damien Hirst</p> 
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Landscapes / Citiscapes


What I learnt last year	Know and understand	Experiment, invent and create (linked skills)
<p>Mixing colours to create pointillism effects.</p> <div data-bbox="152 488 264 512" data-label="Section-Header"> <p>Pointillism</p> </div> <div data-bbox="152 515 264 692" data-label="Text"> <p>•A technique of painting in which small, distinct dots of pure color are applied in patterns to form an image. •Relies on the ability of the eye and mind of the viewer to blend the color spots into a fuller range of tones</p> </div> 		

Year 6- Painting Knowledge Organiser

Spring 1

Frida Kahlo / Culture and Identity/ Israel75

What I should already know	Know and understand	Experiment, invent and create (linked skills)
<p>Primary and secondary, warm and cold, and complementary colours</p> <p>Know how hues are created using watercolours.</p> <p>Know how hues are created using watercolours.</p> <p>Know different painting effects such as washes, blocking and thickened paint and discuss how famous artists use these</p>	<p>To learn about Frida Kahlo and analyse some of her work</p> <p>To explore how Kahlo drew on her cultural background for her artwork.</p> <p>To understand what surrealism is in artwork.</p> <p>Understand the importance of culture and identity in art.</p>	<ul style="list-style-type: none"> Analyse aspects of a painting including mood and colour Create self portrait using proportion and composition skills Think about cultural identity and how Kahlo expressed hers Experiment with using Acrylic paints and create identity artwork

Key Vocabulary	Reference Images	End Goal
<p>Composition</p> <p>Complementary colours</p> <p>Tertiary colour</p> <p>Warm colours</p> <p>Cool colours</p> <p>Tone</p> <p>Hue</p> <p>Frida Kahlo</p> <p>Andy Warhol</p> <p>Culture & Identity</p> <p>Talking Point: How would you explain your culture and identity to someone who doesn't know you?</p>		<p>To be able to explain what a composition is and experiment creating their own composition of objects.</p> <p>To be able to discuss artwork confidently</p> <p>Have a secure knowledge of the colour wheel</p> <p>Artist References</p> <p>Frida Kahlo Andy Warhol</p> 