

Colour (including paint)

Prior Learning

At the beginning of each year, the children will study a unit which focusses on colour. This learning will then be applied through subsequent units taught across the year. In KS1 the colour unit will be combined with the use of paint as a medium. This is a short unit to be taught at the beginning of the year.

In Reception, the children discussed and learnt colour names. They were also introduced to the primary colours and started to learn about secondary colours. The children used paint brushes to create marks on paper.

Learning outcomes:

To recognise and name the primary colours

To mix the primary colours to create secondary colours and use this to create a simple colour wheel.

To experiment with mixing secondary colours to create tertiary colours.

To start to discuss how colour is used to create mood and show emotions through looking at work of focussed artists.

To show an understanding of abstract art and to make comparisons about how colour has been used,

To use different size brushes and make decisions about the correct brush to use.

To use paint to create work in the style of studied artists.

Key concepts:

Colour

Paint




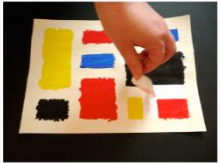
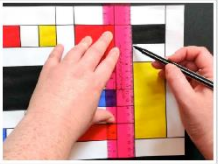
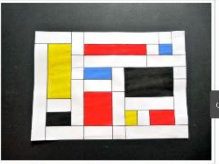
Key vocabulary:


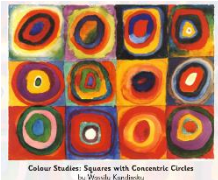
Colour, primary colours, secondary colours, tertiary colours, colour wheel, mix, abstract, emotions, Thick, thin, soft, hard.

Resources:

Paint, brushes (different sizes), colour wheels, samples of work by focus artists. sketch books,

Teaching sequence suggestion

	Learning Objectives	Suggested Teaching Activities
1	<p>To name the primary colours. To know what a primary colour is. To start to understand what abstract art is and react to a piece of abstract art by Piet Mondrain. To use paint and primary colours to create work in the style of Mondrain. To make careful brushstrokes to create a block of colour. To choose the correct size brush.</p>	<p>Recap on previous learning about primary colours (ensure all children understand that these can not be created by colour mixing). Introduce Mondrain and abstract art. Look at 'Trafalgar Square 1939-1945' and through supported questioning children discuss their responses it. Use paint to create work in style of Mondrain</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center;">  <p>You will need: a sheet of paper; some masking tape; red, yellow, blue and black paint; paintbrushes.</p> </div> <div style="text-align: center;">  <p>Lay the masking tape in straight lines over the paper to make square and rectangular sections.</p> </div> <div style="text-align: center;">  <p>Choose which primary colour you want to go in each box and paint them in. You can paint some boxes black too if you want to.</p> </div> <div style="text-align: center;">  <p>When the paint is dry, you can carefully remove the masking tape. Be careful not to rip the paper.</p> </div> <div style="text-align: center;">  <p>Use a ruler and felt tip to draw straight lines around and between the shapes.</p> </div> <div style="text-align: center;">  <p>You now have a piece of artwork in the style of Mondrian!</p> </div> </div>
2	<p>To know what a secondary colour is. To mix primary colours to create secondary colours. To create a simple colour wheel with the primary and secondary colours. To use paint to colour mix.</p>	<p>Recap on previous learning about primary colours. Discuss that we will be colour mixing to create secondary colours. Children experiment with mixing primary colours to create secondary colours. (Teaching point – model slowly adding colour) Introduce the colour wheel and children create own colour wheel (Teaching point – model cleaning brush and blotting water inbetween colours)</p>
3	<p>To experiment with missing secondary colours to create tertiary colours.</p>	<p>Recap on previous learning about primary and secondary colours. Introduce that we will be mixing secondary colours to create tertiary colours. Model slowly adding colours to colour mix secondary colours.</p>

		<p>Use a large piece of paper to experiment with the different colours created. Also, use different size brushes to experiment with thick, thin, hard and soft lines.</p> <p>Introduce artist Mark Rothko as an artist who loved to mix colours and use colour to show how he was feeling. Children react and discuss colour field work by Rothko. Children choose some of their favourite colours they have created to create their own colour field picture. (TEACHING POINTS: Which colours will you choose? How will it make you feel? Which colour will you use for the large block and which will you use for the small blocks? Paint with clear brush strokes in the same direction. Remember not to overlap the colours)</p> <p>E.g.</p> 
4	<p>To mix secondary colours to create tertiary colours.</p> <p>To learn about Kadinsky and make links with previously studied abstract artists.</p> <p>To create work in the style of Kadinsky.</p> <p>To make decisions about which colours to</p> <p>To apply learning about colour to create work in the style of Kadinsky</p>	<p>Recap on previous learning. What artists have we studied and what is abstract art. How did they use colour?</p> <p>Introduce Kadinsky as one of the first abstract artists and discuss how he used colour to show mood. Children look at:</p> <p>With prompting questions,</p>  <p>children respond to the work.</p> <p>Children use paint to create work in the style of Kadinsky. Children to mix colours and then choose favourite colours to create work.</p> <p>As an alternative, a class piece colour be produced where each child produces a square.</p>

Assessment (linked to learning outcomes)		
Emerging	Secure	Exceeding
<p>Can recognise and name the primary colours.</p> <p>Can mix primary colours to create secondary colours. With support, state which secondary</p>	<p>Can recognise and name the primary colours.</p>	<p>Can experiment with mixing secondary colours to create a greater range of tertiary colours.</p>

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<p>colours are created when two primary colours are mixed together.</p> <p>With support, mix secondary colours to create some additional colours.</p> <p>Make simple observations about work of studied artists – Do they like it? How it makes them feel?</p> <p>Start to recognise that colours can show different emotions and evoke different emotional responses.</p>	<p>Can recognise that a primary colour can not be created through colour mixing.</p> <p>Can mix the primary colours to create secondary colours and use this to create a simple colour wheel.</p> <p>Can experiment with mixing secondary colours to create tertiary colours.</p> <p>Can start to discuss how colour is used to create mood and show emotions through looking at work of focussed artists.</p> <p>Can show an understanding of abstract art and start to make comparisons about how colour has been used</p> <p>Can use different size brushes and start to make decisions about the correct brush to use.</p> <p>Start to make choices of colour and start to explain reasons for choices.</p> <p>Can use paint to create work in the style of studied artists.</p>	<p>Can discuss how colour is used to create mood and show emotions through looking at work of focussed artists.</p> <p>Can show an understanding of abstract art and to make comparisons about how colour has been used in different pieces of work</p> <p>Can use different size brushes and make decisions about the correct brush to use.</p> <p>Make choices of colour and make some explanations reasons for choices.</p> <p>Can use paint to create work in the style of studied artists.</p>
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