

ART AND DESIGN IN SUFFOLK

SNAPE YEAR 2/3/4 PAINTING

| | Session 1 | Session 2 | Session 3 | Session 4 | Session 5 | Session 6 |
|---------------------------|--|--|--|--|--|--|
| Learning Intention | To mix colour tints using primary and secondary colours + white 1c To discuss colours produced and say what they think and feel about them. 3a | To understand tint and tone through practical experience. 4a | To make a practical response to the work of Vincent Van Gogh focusing on his use of thick paint and short brush strokes. 5d To use similar ideas and techniques in their work. 2b | To compare methods and approaches used by other artists to produce images of the sky. 5d To use direct observation as a starting point for work. 1a, 4a | To make practical responses to the work of artist of Sean Scully. 4c To identify and recognise his use of stripes and blocks of colour. 4b | To experiment with the techniques of 'tonking' and 'sgraffito'. 2b To adapt their work according to their views. 3b |
| Activity | PAINT CHARTS Ask the children to collect paint charts and make collections of colours in their sketchbook (sort into families of colours). Investigate the range of colours within each family, yellows, reds, blues, greens, oranges, purples and browns. Experiment with adding white to primary and secondary colours to produce a range of tints. e.g. white + 2 yellows, white+ 2 reds, white + 2 blues. Ask the children to review the colours they have mixed and say what they think and feel about them. This work may be linked to literacy by naming colours. | → MAKING PAINT CHARTS Give each child a long piece of sugar paper (1/2 A2) and ask them to fold, concertina style into eight. Ask them to choose one primary colour and add white to produce a range of tints. Talk to the children about the tone of a colour (the lightness or darkness of it). Paint each section of the paper with a different colour or tint (not necessarily in tonal order). Review the work and talk about the different colours that have been produced. Ask the children to cut their papers and reassemble in order, light to dark. This may be linked to literacy by giving the colours names as in commercial paint charts. | SKY PAINTINGS – "STARRY NIGHT" Ask the children to look closely at a reproduction of "Starry Night" by Vincent Van Gogh. Encourage them to look closely at the brush strokes, the thickness of the paint (impasto) and the range of blues used within the sky. In sketchbooks, explore the use of thick impasto paint and encourage the children to mix powder paint and ready-mix together and use different tools to apply the impasto. Ask them to make sky paintings using a range of blues mixed from a warm and a cold blue plus white. Encourage application of paint in dabs in the style of Van Gogh. | → Ask the children to compare and contrast Van Gogh's image of the sky studied in the previous session with sky images by other artists for example – John Constable, J.M.W. Turner, Peter Lanyon, Maggie Hambling. Also include and compare direct observation of the sky on that day. Discuss the images and then invite the children to produce a sky image in the style and paint medium of their choice that reflects the work of one of the artists studied. Encourage the children to discuss their work as it progresses. | SEAN SCULLY Introduce the children to the work of Sean Scully and ask them to talk about his use of stripes and blocks of colour. Ask the children to use primary colours and mix to form secondary colours. Paint thick and thin, long and short stripes and blocks of colour in the style of Scully. Cut out stripes and blocks of colour from the different colours and assemble in the style of Sean Scully. Explain that abstract art does not represent reality but instead involves the use of lines, shapes and colours that can be appreciated aesthetically in their own right. Use pieces left over as samples for use in sketchbooks. | TONKING AND SGRAFFITO Model the technique of 'tonking' and show the children how areas of moist paint can be tonked with newspaper to remove a layer of paint. Show them how to remove further layers by repeatedly tonking the same area. Explain the technique of sgraffito, where areas of moist paint may be scratched away using sticks or pieces of card to reveal the surface underneath. Allow the children to explore these techniques to develop their images. |

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| Skills, concepts, knowledge and understanding | Comparing and commenting on their own and others' work. Collecting visual and other information for the development of ideas. | Exploring ways of making and creating a range of light and dark colours from the primary and secondary range. | Identifying and using specific painting techniques in the work of Vincent Van Gogh. Experimenting with paint application to represent specific ideas. | Responding to ideas and techniques used by other artists. Comparing and contrasting images from a range of artists. | Investigating and mixing primary colours to create secondary colours. Developing an understanding of abstract art. | Experiments with tonking and sgraffito techniques to develop work. Adapting work and development of skills of control of tools and techniques. |
| Vocabulary | Collections Colour families Review Tint | Tone Tint Fold Arrange Light/dark | Vincent Van Gogh, Starry Night Strokes Impasto Images Dabs | Sky John Constable J.M.W. Turner Peter Lanyon Maggie Hambling | Abstract art Stripes and blocks Primary and secondary colours Sugar paper Scissors | Technique Tonking Layers Sgraffito |
| Curriculum links | Literacy- discussing the names given to colours in commercial paint charts. | Literacy – names for colours. | Literacy-link to descriptive text. | Literacy, - discussion Geography – sky observations, ICT- research artists. | Literacy- annotation in sketchbooks | Literacy- following instructions. |
| Resources | Paint charts, Sketchbook, Ready-mix (3 primary colours plus white), Hog hair brushes, Off-white sugar paper, Newspaper. | As previous session | Ready-mix blues + white, Powder paint, Paper, Sketchbooks, Newspaper, Brushes, Glue spreaders, lolly sticks etc – to apply impasto. Van Gogh – “Starry Night” – Google images | Chalks Ready-mix and powder paint, Hog hair brushes, Off white sugar paper. Sky images: Google images Tate | Ready-mix and powder paint, Hog hair brushes, Off- white sugar paper. Sean Scully – Google Images Tate | Paints, Hog hair brushes, Newspaper. |
| Time | 1 hour | 1 hour | 1 hour | 1 hour | 1 hour | 1 hour |

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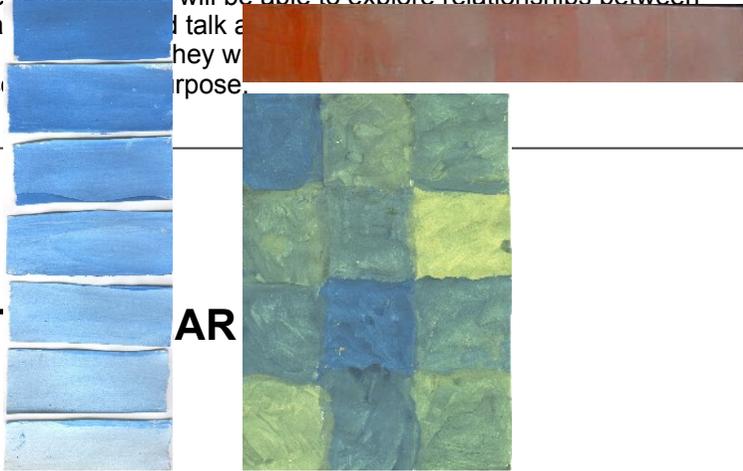
| Expectations | Names | Next Steps |
|---|-------------------------------|------------|
| <p>Some children will have made limited progress. They will be able to ...explore ideas about colour and shape and produce paintings using different media and techniques. They will be able to comment on their work and suggest ways of improving it and discuss the work of others including artists.</p> | | |
| <p>Most children will be able to...investigate visual qualities of shape and colour, experiment with painting techniques and understand how colour can be mixed and applied. They will be able to comment on differences and similarities between their own and others' work, including artists, and suggest improvements to their own images.</p> | YEAR 4 – PAINTING UNIT | |

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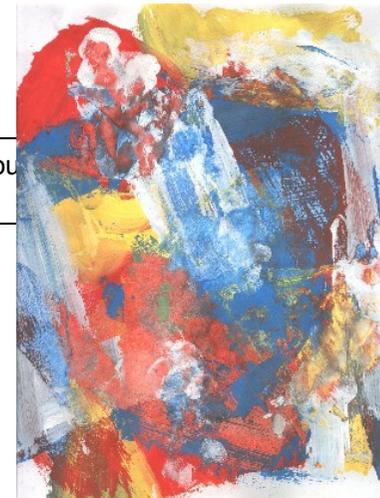
Some children will have progressed further. They will be able to... investigate and use materials and processes to communicate their ideas and experiences. They will be able to explore relationships between shapes and talk about their own and work acc... they will... purpose.

PAINT

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Display inspired by the work of Sean Scully.

Individual response to Sean Scully.

Tonking

Sgraffito