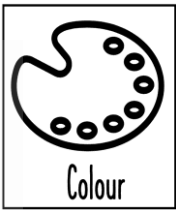


How do artists use primary colours in their work?

Concept



Connect



Explain



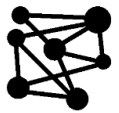
Example



Attempt



Apply



Connect

I can hold a paintbrush.

I know that there are colours around me.

I can explore what happens when colours are mixed.

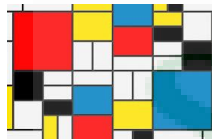
-Hold a paintbrush correctly & create brush strokes.

-Colours have names and the primary colours are red, blue, yellow. Primary colours are raw colours that cannot be made by mixing other colours together.

-Artists choose colours for a purpose.

-To be able to mix colours (not formal).

**Artists in focus:**



**Piet Mondrian**

- Mondrian uses a range of patterns and combinations using primary colours in his artwork.

## Skill Development

- Practise holding paintbrushes
- Practise painting different shapes with a brush
  - Collect primary colours
  - Sort primary colours
- Gather samples of primary colours in different mediums
- Naming items in their environment in primary colours
  - Repeating patterns using primary colours
    - Explore primary colours in art work
- Describe how the primary colours can be used e.g. red is a hot colour for fire

**Mediums** - paint, pencil, sugar paper, crayons, felt tips, photographs, fabric, digital art e.g. 2Paint.

## Purpose

To create a piece of artwork using primary colours.

I can use and name primary colours in my art work.

In Year 2, I will be able to talk about what happens when I mix primary colours together to create new colours.

I can use a paintbrush with some accuracy. In year 2, I will practice using thick and thin paintbrushes for effect.

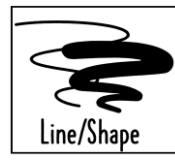
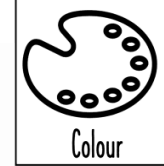
## Vocabulary

brush strokes - marks the paintbrush creates

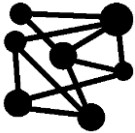
primary colours - red, yellow, blue

medium - specific material

colour mixing - mixing more than one colour to create a new colour



How do artists use secondary colours in their work?



Connect



Explain



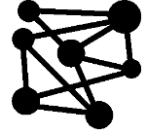
Example



Attempt



Apply



Connect

I can identify primary colours in my work.

I can hold a paintbrush with some accuracy.

- To be able to hold a paintbrush to create thick and thin brush strokes.
- To be able to name secondary colours (orange, green and purple).
- To be able to recognise the secondary colours
- Artists choose secondary colours for a purpose
- To be able to mix secondary colours.

**Artists in focus:**



**Cézanne**

- Cézanne uses a range of secondary colours in his artwork. Primary colours alone would not be enough for his still life paintings.

### Skill Development

- Sort thick and thin brushes
- Practise creating thin and thick brush strokes
- Practise painting different shapes with a thick and thin strokes
  - Collect secondary colours
  - Sort secondary colours
- Gather samples of secondary colours in different mediums
- Naming items in their environment in secondary colours
- Repeating patterns using primary & secondary colours
- Explore secondary colours in art work
- Describe how the secondary colours can be used e.g. orange is a bright colour which could be used for the fruit

**Mediums** - paint, pencil, tissue paper, crayons, felt tips, photographs, magazines, fabric, chalk, digital art e.g. 2Paint.

### Vocabulary

secondary colours - green, purple, orange, brown.

thick - with opposite sides or surfaces that are far or relatively far apart.

thin - with opposite surfaces or sides that are close or relatively close together.

still life painting - a painting of non-living objects like flowers and fruit.

### Purpose

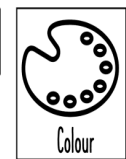
To create a piece of artwork using primary & secondary colours.

In year 2, we know primary and secondary colours.

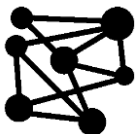
**In Year 3**, we will be mixing new colours using the colour wheel.

# Year 3 Spring Term

Concept



How do artists create and use different brush strokes in their work?



Connect



Explain



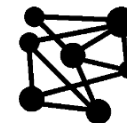
Example



Attempt



Apply



Connect

Paintbrushes need to be held correctly.

Paintbrushes can be thick or thin and will have a different purpose.

Artists use a range of colours in their artwork, including a range of primary and secondary colours.

All artists are unique but there are both differences and similarities in their work.

-Different brushes can be used for effect.

-Different types of brushstrokes can be used for effect.

-The correct brush should be used for a particular type of brushstroke.

-Using certain brushstroke and paints can create different textures on the paper or canvas.

-Primary and secondary colours can be mixed together to create new colours on the colour wheel.

-In **Vincent Van Gogh's** painting 'Starry Night', the short, thick, dynamic brushstrokes convey an energy and movement that contrasts with the stillness of the village below it.



## Skill Development

- Practise using thin and thick brushes and discuss their effect.
- Explore examples of brushstrokes in a range of paintings.
- Discuss the types of brushstrokes in Van Gogh's 'Starry Night' and suggest it's effect.
- Discuss the effect of particular brushstrokes in other pieces of Van Gogh's artwork.
- Practise different types of brushstrokes.
- Mix colours to create new colours.

## Purpose

To create a painting using different brushstrokes for effect.

I know how, as an artist, I can choose a brush and choose which brushstroke to use in order to create a desired effect.

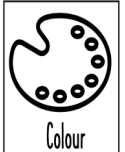
**In Year 4**, I will explore colours in more detail than previously, looking at varying tones, shades and boldness of colour.

## Vocabulary

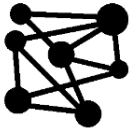
- brush strokes - marks made by paint brushes
- stippling - painting with dots
- impasto -short, thick brushstrokes
- dry brush- uses little paint for a 'scratchy' effect
- scrumbling - broken dry layers
- glazing - thin transparent layers
- texture - texture in art is the surface quality; how it looks and feels.
- colour mixing - the process of combining colours to create new ones

# Year 4 Spring Term

## Concept



How do artists use hue, saturation and tones in their work?



Connect



Explain



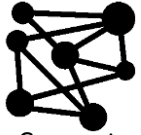
Example



Attempt



Apply



Connect


Colours can be categorised into primary and secondary colours.

Different brushstrokes can be used for effect.


The correct brush should be used for a particular type of brushstroke.

Primary and secondary colours can be mixed to make new colours.

**-David Hockney** uses hue, saturation and tone to convey not reality but profound emotion. He uses an exaggerated palette that makes the scene feel 'alive' and emotional.



-Pop art emerged in the 1950s and drew inspiration from popular and commercial culture.



-Lighter and darker tones can be created by adding water or white paint to a colour.

-Colours can be 'faded' or 'more vivid' and this is called 'saturation'.

-Artwork can be achieved on a range of scales, both large and smaller.

-Artists choose their implements with careful thought and intention.

**Skill Development**

- Explore pieces of pop art.
- Experiment with creating gradual changes in tone and saturation.
- Sort colours of varying tone and saturation.
- Practise sketching a range of mountains and a landscape.
- Discuss the effect of bold colours in art work such as Hockney's.

**Purpose**

Create a painting which uses bold colours to give a sense of excitement and energy.

I know that as an artist I can use varying tone and saturation of a colour for a desired effect.

**In Year 5**, I will explore how specific colours or combination of colours can be used to represent a particular emotion or mood.

**Vocabulary**

form - refers to an object's 3D appearance

tint - a change in colour when a small amount of a different colour is added

tone - the lightness or darkness of a colour

hue - basic (pure) colour before adding anything to it

shade - a poor colour mixed with black to make it darker

saturation - the vividness or boldness of the colour

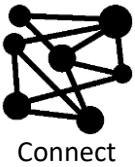
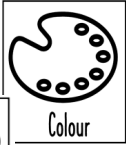
light and dark / contrast - strong contrasts of dark and light, e.g. created by adding white to a colour

implements - a tool or piece of equipment used in art

# Year 5 Spring Term

How can an artist use colour and painting techniques to create moods and feelings in their work?

Concept



Colours are presented on a colour wheel.

Emotions are strong feelings brought on by our circumstances. There are lots of words to describe emotions.

Colours can be mixed to create new colours.

Different brush strokes can be used to add texture and create a desired effect.

- Colours within the colour wheel can be mixed to create other colours in the colour wheel.
- Colours can be categorised into cold and warm colours.
- Emotions and feelings are reflected through selected colours and colour combinations.
- Different textures and effects can be created by using different brush types, strokes and types of paint.
- Combining colours and using different brush strokes can reflect mood or feelings in artwork.
- Franz Marc and Pablo Picasso** use colour and texture in their paintings to reflect mood and emotion.



-Mono-printing in art is where an image is painted on a smooth surface and transferred to a piece of paper.

**Skill Development**

- Sort colours into warm and cold.
- Describe how different colours make us feel, e.g. colours that represent anger, happiness, relaxation.
- Use brush strokes to show positive and negative emotions.
- Discuss the mood that is created in the works of Marc and Picasso.
- Practise using the mono-printing technique.

**Purpose**

Create a painting to convey a mood or feeling.

I know that colours can be carefully chosen to reflect a particular emotion or feeling. I know that an artist can choose a particular brushstroke to help portray a particular mood or feeling.

**In Year 6**, I will learn about colour theory and how colours can be manipulated to affect our perceptions and emotions.

**Vocabulary**

colour wheel - a circular diagram that visually organises colours

tertiary colours - colours created using combinations of 3 primary colours.

abstract imagery - evokes feelings rather than showing a realistic picture.

symbolism - an artistic movement using symbolic images and indirect suggestion to express emotion.

emotion/mood - happy, angry, sad, excited etc.

horizontal - parallel to the horizon.

vertical - at right angles to the horizon.

experimentation - exploring new materials and techniques, even when rules are broken.

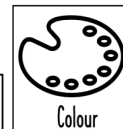
hot colours - red, orange, yellow, pink, pale green and their variations.

cold colours - blue, grey, purple, dark green and their variations.

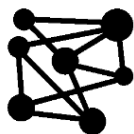
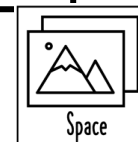
mono-printing - a method of transferring an image from a smooth surface to a piece of paper.

# Year 6 Spring Term

Concept



How do artists use colour theory to create different effects and to convey mood and feelings?



Connect



Explain



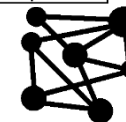
Example



Attempt



Apply



Connect

Colours can be represented on a colour wheel and colours within the wheel can be mixed to create new colours.

Primary colours can be mixed to make secondary colours and a primary colour and a secondary colour is mixed to make a tertiary colour.

Different brushstrokes can be used to create a range of effects in a painting.

Colour and imagery can symbolise different emotions and reflect current personal feelings.

Texture in art is the surface quality; how it looks and feels.

Every colour has its own value but can be made lighter or darker in tone.

-Artists use primary, secondary, tertiary, hot and cold and complementary colours in different ways. This is called colour theory.

-Colour wheels are a way of showing the effects of mixing paints.

- Colours have associations, e.g. in food packaging, green can be seen as healthy.

- Complimentary colours create a strong contrast when placed together, making each colour seem more vivid.

-**Edvard Munch** - A Norwegian painter - used colour theory in his painting 'The Scream' to convey mood and feeling.



## Skill Development

- Explore the relationships between colours; those that have harmony between them and those that don't.

- Discuss the use of colour in Kandinsky's Colour Study.



- Explore colour used in advertising, packaging and branding and colour associations.

## Purpose

Create a painting which uses colour theory to convey a mood or feeling. Describe my use of colours to others.

I know how colours can work together in harmony or contrast and how they can be mixed and used for effect. I know that colours carry with them certain associations and can be carefully chosen to help promote ideas, messages or brands.

**In KS3**, I will use my knowledge of colour theory to evaluate and analyse creative pieces of work. I will also develop my proficiency at painting.

## Vocabulary

complimentary colours - colours that are opposite on the colour wheel: red + green, blue + orange, yellow + purple.

colour theory - the science of using colour.

colour harmony - colours that work well together.

analogous colours - three or more colours that sit together on the colour wheel.

extended colour wheel - more tints, tones and shades than the traditional colour wheel.

landscape - a scene that includes fields, hills etc

branding - the promotion of a particular product.