

	Painting Overview Cycle B	Spring/Summer Term
<p><b>Early Years</b></p>	<p><b>Skills and Control:</b></p> <ul style="list-style-type: none"> <li>• Learn to hold and control a paintbrush.</li> <li>• To blend colours on a palette or on a paint surface.</li> <li>• Learn to look after brushes and equipment.</li> </ul> <p><b>Technique:</b></p> <ul style="list-style-type: none"> <li>• Use a range of painting tools to experiment with mark making using brushes, sponges, tissue, fabric and string.</li> </ul> <p><b>Formal elements:</b></p> <p><b>Colour:</b></p> <ul style="list-style-type: none"> <li>• Learn fundamental colour mixing using primary colours and play with the colours and experiment to discover new colours.</li> </ul> <p><b>Tone and Form:</b></p> <ul style="list-style-type: none"> <li>• Pupils learn that colours can be made darker or lighter by adding black or white, or by adding water/pigment.</li> <li>• To mix colours to match images from paintings or books.</li> </ul> <p><b>Patterns and Texture:</b></p> <ul style="list-style-type: none"> <li>• To paint patterns and add things to the paint to make textures such as sand, grit and salt.</li> </ul> <p><b>Line and Shape:</b></p> <ul style="list-style-type: none"> <li>• To concentrate hard to paint shapes, lines and edges neatly.</li> </ul> <p><b>Artists – Andy Goldsworthy and Vincent Van Gogh</b></p>	
<p><b>Year 1/2</b></p> <p>Cycle B</p>	<p><b>Skills and Control:</b></p> <ul style="list-style-type: none"> <li>• To know different types of paint and their properties including, poster, block and powdered paint.</li> <li>• Develop skills in measuring and mixing paint, blending colours in palettes and on the paper and develop the ability in applying paint skilfully.</li> <li>• To continue to develop brush skills and control and produce dots and other marks</li> </ul> <p><b>Technique:</b></p> <p>To use different types of paint surfaces such as cartridge paper, card, brown and coloured paper, fabrics and textured surfaces and say which is suitable for a given task.</p> <p><b>Formal elements:</b></p> <p><b>Colour:</b></p> <ul style="list-style-type: none"> <li>• Pupils use colours imaginatively learning that colours can be used to express their thoughts and feelings.</li> </ul> <p><b>Tone and Form:</b></p> <ul style="list-style-type: none"> <li>• Pupils learn that colours can be made darker or lighter by adding lighter and darker colours.</li> <li>• To mix colours to match images from paintings.</li> </ul> <p><b>Patterns and Texture:</b></p> <ul style="list-style-type: none"> <li>• Create original patterns and make textures</li> </ul> <p><b>Line and Shape:</b></p> <ul style="list-style-type: none"> <li>• To paint thick and thin lines using different brushes, big and small shapes in a range of pure and mixed colours.</li> </ul> <p><b>Artists - Rousseau jungle paintings (Tiger Attacking a Buffalo or Virgin Forest), Sunflowers by Van Gogh, Paesaggio D,Inverno by Klee and/or Gli Agapanti by Monet and discuss the purples. To share 'Ripple' show the children, 'Farbstudie, Quadrate' by Kandinsky and/or 'Study for Homage to the Square' by Albers. Elmer the Patchwork Elephant and Adire Cloth and Die Flora Der Heide by Klee.</b></p>	

<p style="text-align: center;"><b>Year 3/4</b></p> <p style="text-align: center;">Cycle B</p>	<p><b>Skills and Control:</b></p> <ul style="list-style-type: none"> <li>• Pupils are developing their painting skills increasing control and precision when painting details, lines and edges of shapes.</li> <li>• They know and have used different types of paint and paint surfaces.</li> <li>• They can identify different brushes and painting equipment and understand the various purposes they have.</li> </ul> <p>Pupils study how other artists' paint and applying elements of this to their work.</p> <p><b>Technique:</b></p> <ul style="list-style-type: none"> <li>• Learn to paint with expression by combining traditional painting methods with unorthodox and unusual tools and techniques such as rags, sticks, fabrics and sponges.</li> </ul> <p>Learn to use different techniques to create effects such as spattering, stippling, dripping and pouring to paint expressively.</p> <p><b>Formal elements:</b></p> <p><b>Colour:</b></p> <ul style="list-style-type: none"> <li>• Pupils mix secondary and tertiary colours to paint with and use colours, textures, lines and shapes imaginatively and appropriately to express ideas.</li> </ul> <p><b>Tone and Form:</b></p> <ul style="list-style-type: none"> <li>• Learn how depth is created by varying the tones or colours such as in skies and landscapes and how much more interesting this makes the painting.</li> </ul> <p><b>Patterns and Texture:</b></p> <ul style="list-style-type: none"> <li>• Create more complex patterns and textures.</li> </ul> <p><b>Line and Shape:</b></p> <p>Painting in line for expression and to refine detail.</p> <p><b>Andy Warhol's Campbell's soup label or the Brillo pack.</b>  <b>Jackson Pollock - Autumn Rhythm (Number 30)</b></p>
<p style="text-align: center;"><b>Year 5/6</b></p> <p style="text-align: center;">Cycle B</p>	<p><b>Skills and Control:</b></p> <ul style="list-style-type: none"> <li>• Pupils know and care for painting equipment.</li> <li>• Develop skills to paint neatly and carefully without leaving gaps or messy edges.</li> <li>• They paint in a more creative style when the paint demands.</li> </ul> <p>To learn how to control the amount of paint they need to use and/or use water to preserve finer detail.</p> <p><b>Technique:</b></p> <ul style="list-style-type: none"> <li>• They know different types of paints and when to use them, such as what paint to use to paint models and what paint to use to paint landscapes.</li> </ul> <p>Experiment with expressive painting techniques such as brush, applying and combining media and adding things to paint.</p> <p><b>Formal elements:</b></p> <p><b>Colour:</b></p> <ul style="list-style-type: none"> <li>• To develop the ability to control colour when painting; for blending, reducing hue and improving translucency of colour.</li> <li>• To mix secondary and tertiary colours controlling the amounts for purpose.</li> </ul> <p><b>Tone and Form:</b></p> <ul style="list-style-type: none"> <li>• Pupils learn to represent form with increasing sophistication learning that lighter and darker colours can be added to create tints and shades instead of black and white.</li> </ul> <p><b>Patterns and Texture:</b></p> <ul style="list-style-type: none"> <li>• To use pattern and texture for purposeful effect.</li> </ul> <p><b>Line and Shape:</b></p> <ul style="list-style-type: none"> <li>• Uses line or shape to create original compositions.</li> </ul> <p><b>Artists – Expressionist artists, Georgia O'Keeffe and Henri Rousseau</b></p>

