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| **Year 4: Painting** | |
| **Links made with other subjects** | History: Life of class artist |
| **The BIG Question** | Can you identify and use complimentary and contrasting colours? |
| **The BIG Outcome** | To identify and use complimentary and contrasting colours when painting, independently. |
| **Art objectives**  (link to NC) | * to create sketch books to record their observations and use them to review and revisit ideas * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] * to learn about great artists, architects and designers in history |
| **Prior knowledge**  What prior knowledge is needed for children to be successful in this unit? | *Children already know:*  ELG-  **Exploring Media and Materials** – To uses simple tools and techniques competently and appropriately. To selects appropriate resources and adapts work where necessary.  **Being Imaginative**- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art  Year 1   * To name the primary & secondary colours * To mix paints from primary colours * To name the colours you use, including shades * To add white to colours to make tints * To add black to colours to make tones * To use thick & thin brushes   Year 2   * To create moods in your paintings * To show control in the use of colour * To mix and match colours and to predict an outcome * To mix & match colours to match those in a given piece of artwork * To mix their own brown * To describe the work of notable artists   Year 3   * To predict with accuracy the colours that you mix * To use a range of brushes to create different effects * To use thick and thin brushes * Produce shapes, textures, patterns and lines |
| **Future learning**  Consider the conceptual knowledge within a subject that pupils need for future learning not just the recall of facts but the importance of concepts | This unit gives prior knowledge to:  Painting units: Year 5 – Year 6 |
| **Vocabulary/ Glossary** | Primary colours, secondary colours, colour wheel, warm colours, cool colours, complimentary colours, contrasting colours, control, watercolour, washes, background, mood. Van Gough |
| **Knowledge** | * To know where each of the primary and secondary colours sits on the colour wheel * To understand warm and cool colours * To understand and identify complimentary and contrasting colours * To know how to control brushes and materials with confidence * To discover information about the life of an artist - Van Gogh * To know how to create background washes using watercolour * To know how to create mood by using colour * To know how to add detail to background washes * To know how to use the style of Van Gogh in their own painting |
| **SEND expectations** | * To know how to control brushes and materials with more confidence |