

Year 2 NC - pupils should be taught to:	Imagination through colour How we do this in Year 2	Year 2 Vocabulary	Year 3 NC - pupils should be taught to:	Rainforest How we do this in Year 3	Year 3 Vocabulary
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; to develop a wide range of art and design techniques in using colour, about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>Re-cap on primary/secondary colours</p> <p>Introduce tone and discuss the terms 'lighter' and 'darker' and explain to children that this is known as the 'tone'. Add black = shade Add white = tint</p> <p>Introduce Kandinsky - children describe his work and how his use of tones affects atmosphere.</p> <p>Create circles inspired by Kandinsky, mixing colours to create new colours and tones. Evaluate based on learnt colour mixing and compare to Artist's work.</p> <p>Introduce Claude Monet art and express an opinion on the work focusing on use of colour and technique - background and foreground.</p> <p>Experiment with paint (poster - thinning it to create 'water</p>	<p>Colour Hue, bright, pure, dramatic, vibrant, primary, secondary, warm, cool, pale, watercolour wash, blend, tint, tone, shade</p> <p>Tone Light, dark Strong, pale Faded, bright Contrast, smooth lightness darkness</p> <p>Texture Sweep, dab, bold brushstroke, uneven, bumpy Rough, smooth, plain Soft, glossy</p> <p>Line Straight, curved, Faint, flowing, scribble, fine thick</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design; 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]; about great artists, architects and designers in history. 	<p>Recap colour value (shade of lightness), how colours are created by mixing other colours - primary, secondary and tertiary.</p> <p>Explore complementary colours</p> <p>Study work of Henri Rosseau and express an opinion on the work, referring to techniques and effect; use of colour in background, middle ground and foreground</p> <p>use inspiration to replicate a piece of work; focus on building up picture / skills- background, middle ground, foreground</p> <p>For each stage, use varied brush techniques to create shapes, textures, patterns and lines;</p> <p>Create different textures and effects with paint; use different sized brushes, sponges, other materials.</p>	<p>Colour Hue, primary, secondary, tertiary, pastel, complementary colours, gentle, blend, clash, cold & warm, tint, shade, tone, warm and cold, bright, vibrant, vivid, strong, blend foreground middle ground background emotion</p> <p>Line flowing, free, scribble, sweeping, fine, thick, solid</p> <p>Shape geometric, angular, rounded, curved, irregular & regular, overlapping, perspective, enlarge</p> <p>Texture uneven, rough, smooth, plain, cross-hatching, fine flat, brushstroke dull, delicate</p>

	<p>effect' - and water colours) comment on which paint was better. How?</p> <p>Recreate Monet's The water Lilly bridge, building background and foreground -Experiment with different brushes (including brushstrokes e.g. dab, splat) -use fingers - include tones, tints Evaluate based on learnt colour mixing and compare to Artist's work.</p>	<p>Previous knowledge</p> <p>ELG: -Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <ul style="list-style-type: none"> • Share their creations, explaining the process they have used. <p>Reception: Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <ul style="list-style-type: none"> • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills. <p>3-4 years: Explore colour and colour-mixing</p>		<p>Background - colourwash / block of colour</p> <p>Middle ground - animal focus Draw animals, recapping on drawing skills. (use animal symmetry, possibly look into work of Henry Moore) -add colour</p> <p>Foreground - plants (leaves, trees etc) creating texture</p> <p>reflect upon their work inspired by a famous notable artist and the development of their art skills;</p>	<p>Previous knowledge</p> <p>See drawing year 2</p>
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