

Art Autumn 2 - Colour Theory & Painting Plan Year 2

Unit Rationale

The topic of colour theory and painting is taught in every year group in order to teach the children the wide variety of processes within the medium. It allows children to explore a range of tools and techniques and build on previously learnt skills. Children develop the fundamental skills of colour mixing and painting. They learn about different art movements and paint for different purposes, to create different effects. Revisiting the theme of colour theory and painting through the key stages helps to retrieve key knowledge and embed skills. It enables the children to explore a range of materials and study the work of a variety of famous artists.

In Year 2 the children focus on colour mixing of primary colours to make secondary colours to create a colour wheel. They look at the artist Frida Kahlo and explore her use of colour in her self portraits. The children learn about Andy Warhol's use of complementary colour and create their own pieces inspired by him. The focus of the unit is learning how to create tints, shades and tones and applying this to their own still life artwork.

National Curriculum Objectives:	Cross Curricular Links:
<ul style="list-style-type: none"> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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. 	Geography - Locating artists from around the world.
Trips/Visits:	Modern Day Links:
<ul style="list-style-type: none"> Visit farm shop to collect fruits and vegetables. 	<ul style="list-style-type: none"> Advertising campaigns and product design - use of colours
Prior Learning:	Substantive Knowledge:
<ul style="list-style-type: none"> Mixing secondary colours. Creating tints and shades. Painting waterscapes. 	<ul style="list-style-type: none"> Develop understanding of primary and secondary colours on a colour wheel. Using shades and tints to paint fruit. Use tones to create an effect. Create shades, tones and tints in a still life using a variety of medium. Use complementary colours to create an effect on a still life.
Big ideas/Disciplinary Knowledge	What next?
<ul style="list-style-type: none"> Explore colour mixing to create tone. Still life and self portrait Frida Kahlo Andy Warhol Complementary colours 	<ul style="list-style-type: none"> Tinting and shading and colour matching. Hot & cold colours Expressionism and atmosphere Skyscapes & emotions - Edvard Munch 'The Scream' & Scott Naismith

Lesson	WALT	What should the children remember?	Lesson plan and outcome	Key Vocabulary	Key Questions
Lesson 1	Mix primary colours to make secondary colours on a colour wheel.	<p>What is colour mixing?</p> <p>What are the primary colours?</p> <p>What are the secondary colours?</p>	<p>Whole class Input: Share the knowledge organiser with the children. Discuss what this unit will involve and what we will be learning. Recap over previous learning and how this unit links.</p> <p>Ask ch. What are the primary colours?</p> <p>Explain what secondary colours are. The secondary colours are made by mixing two primary colours.</p> <p>Display the colour wheel. Explain that it is a tool that is used to show colours and their relationship to one another.</p> <p>Vocabulary: Teach key vocabulary from the KO- primary colours, secondary colours and colour wheel.</p> <p>Model- teacher to model painting the colour wheel.</p> <p>Activity: Children paint the primary colours on to the wheel. Children mix the primary colours to create secondary colours and paint these on the wheel.</p>	<p>primary colour</p> <p>secondary colour</p> <p>colour wheel</p>	<p>What is a colour wheel?</p> <p>What secondary colour do red and blue make?</p> <p>What secondary colour do yellow and blue make?</p>
Lesson 2	Use tints and shades to paint a piece of fruit.	<p>What a primary colour is.</p> <p>What a secondary</p>	<p>Explain that today we are learning about tints and shades.</p> <p>In art there are terms for the different look of the same colour.</p>	<p>tones</p> <p>shade</p> <p>tint</p> <p>blend</p>	<p>What is blending?</p> <p>What is tone?</p>

		<p>colour is.</p> <p>What the colour wheel is.</p>	<p>Vocabulary: Explain that shading is making the colour darker and tinting is making the colour lighter. Display the colours red, blue and green as different shades and tints.</p> <p>Shading is making a colour darker. How do we do this? We add black.</p> <p>Tinting is making a colour lighter. How do we do this? We add white.</p> <p>Discuss key vocabulary- tone, shade, tint.</p> <p>Display the 3 fruits, what colours are they? Are there different tones?</p> <p>Activity: To paint a piece of fruit using different tints and shades.</p> <p>Model- teacher to model choosing a piece of fruit, looking at the colour and creating a colour chart for that colour of fruit. Explain that to create a tint we need to add white and to create a shade we need to add black.</p> <p>Children create their colour chart.</p> <p>Model- teacher to draw and paint a piece of fruit blending colours to create shade and tone.</p> <p>Before next lesson, take a photo of each child's face in preparation for next lesson. Print 2 copies- one for lesson 3 and one for lesson 5.</p>		<p>What is a tint? What is shading?</p>
Lesson 3	Create pattern and shape	Primary colours secondary colours	Photos of each child are needed for the lesson today.	self portrait	Who is Frida Kahlo?

	<p>through selected use of primary and secondary colours.</p>	<p>colour wheel tinting tone shading.</p>	<p>Teaching- Explain that today we will be learning about the artist Frida Khalo. Share the two facts on the slide about her.</p> <p>Watch the Youtube clip to explain more about the person and artist she was. https://www.youtube.com/watch?v=wfbLR15Bh74</p> <p>Talk about the main facts learnt in the video and discuss the facts on the slides.</p> <p>Ask children what is meant by the term 'self portrait.' Have you created a portrait before?</p> <p>Activity: Explain that we are going to create a headdress for our head in our photo using one colour.</p> <p>Alternatively, the children can create a background using a variety of tones of one colour.</p>		<p>What did she mainly paint?</p> <p>What is a self-portrait?</p>
<p>Lesson 4</p>	<p>Use different mediums to create shade, tints and tones in a still life.</p>	<p>primary colour secondary colour colour wheel tinting tone shading portrait Who Freida Kahlo was.</p>	<p>Explain that Freida Kahlo also painted many still life paintings, not just portraits.</p> <p>Explain that she used lots of bright shades to create her paintings.</p> <p>Show some different fruits under the visualiser. Talk about the colour, different tones in the fruit.</p> <p>Model- Teacher to model creating a still life drawing of one of the items of fruit. Teacher to decide if class will use chalk, oil pastels or water colours. Model drawing in pencil first and then adding colour.</p> <p>Activity: Children draw a piece of fruit in pencil and then add colour.</p>	<p>still life</p>	<p>What is still life?</p> <p>What different mediums can you add colour to a picture using?</p>

Lesson 5	Use complementary colours to create an effect on a self portrait.	primary colour secondary colour colour wheel tinting tone shading portrait Who Freida Kahlo was. mediums still life	<p>What is a complimentary colour? Explain that complimentary colours are two colours that are on opposite sides of the colour wheel.</p> <p>Explain that today we will be learning about another famous artist. Andy Warhol who is a pop artist. Have we previously learnt about a pop artist in Year 1? Remind ch. of their learning in year 1 about Keith Haring.</p> <p>Teach what pop art is and when it became popular.</p> <p>Share facts about Andy Warhol with the children. Show examples of his artwork on the slides.</p> <p>Teacher to decide if class will use portrait photos or children draw a feature- e.g. lips. Teacher to model painting the pictures in complementary colours. Children will need 4 pictures of each photo or feature. Activity: Children paint their photo or feature using complementary colours.</p>	primary colour secondary colour colour wheel tinting tone shading portrait Who Freida Kahlo was. mediums still life	<p>What are complementary colours?</p> <p>What is pop art?</p> <p>Tell me a fact about Andy Warhol.</p>
Lesson 6	Create a picture in the style of Andy Warhol.	primary colour secondary colour colour wheel tinting tone shading portrait Who Freida Kahlo was. mediums still life pop art	<p>Explain that today we will be creating a piece of art in the style of Andy Warhol. Children will select a food item. If time allows, photocopy the children's picture 2/4 times.</p> <p>Activity: Children will colour the food item and background in bold colours.</p> <p>Give children ownership over the colours. Will they choose complementary colours, primary colours or secondary colours?</p>	primary colour secondary colour colour wheel tinting tone shading portrait Who Freida Kahlo was. mediums still life	<p>What key skills have we learnt during this unit?</p> <p>What can you tell me about Frida Kahlo and Andy Warhol?</p> <p>Can you share a definition of the key vocabulary?</p> <p>What was your favourite piece</p>

		Andy Warhol complementary colours	Teacher to model the activity. Evaluation: Refer back to the knowledge organiser. Recap over the unit using the questions on the presentation.		of artwork? What did you find difficult?
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