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| Subject: Art, Craft and Design: Colour: Kandinsky + Matisse   | Year: 1 – Spring Term 1  |
| <p><b>National Curriculum objectives</b></p> <ul style="list-style-type: none"> <li>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• 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.</li> </ul>  |  |
| <p><b>To begin this unit, the children should have already learnt:</b></p> <p><b>Early Learning Goals from Development Matters:</b></p> <p><u>Art and Design - Creating with Materials:</u></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> </ul> <p><u>Physical Development -Fine Motor Skills</u></p> <ul style="list-style-type: none"> <li>• Begin to show accuracy and care when drawing.</li> </ul> <p><b>Progression of Skills;</b></p> <p><u>(Line/Detail + Observation):</u><br/>Increased control of lines to produce circles and shapes with increased fine motor skills. (R)<br/>Creating recognisable images from their basic shapes. Guided Drawing. (R)</p> <p><u>(Texture/Pattern):</u><br/>Experiment with different drawing tools and mark making (R)</p> <p><u>(Colour Mixing + Knowledge):</u><br/>Naming colours. Experiment mixing colour and commenting on results. (R)</p> <p><u>(Application of paint):</u><br/>Paint applied exploratively with fingers, large brushes, large rollers/stamps/printing. (R)</p> | <p><b>The learning in this unit will prepare the children to learn these things in the future:</b></p> <p>Year 2 Progression of Skills;<br/><u>(Line/Detail + Observation):</u><br/>Show increased control over lines<br/>Encourage children to look carefully, to observe and include more detail e.g., in portraits</p> <p><u>(Texture/Pattern):</u><br/>Show some control creating different marks to form patterns and different textures, for example dots, lines, shapes.</p> <p><u>(Colour Mixing + Knowledge):</u><br/>Colour Wheel: primary to secondary colours mixing, contrasting colour.<br/>Adding light and dark</p> <p><u>(Application of paint):</u><br/>Paint applied with greater variety of brushes to try and copy effects.</p> |
| <p><b>Key Enquiry Question</b></p> <p>What are the primary and secondary colours?<br/>Can you mix a secondary colour?</p>   | <p><b>The Big Idea:</b></p> <p>To create different colours using colour mixing and use this to create a piece of art. Begin to look at artist for inspiration (Kandinsky + Matisse).</p>   |
| <p style="text-align: center;"><b>To achieve ARE, pupils will need to be secure in the following knowledge:</b></p>   |  |

**By the end of this unit, children will know:**

Know how to experiment with an open mind (e.g., enthusiastically try out and use all materials presented to them). (Explore creating colours using paint).  
Use materials purposefully to achieve particular characteristics or qualities.  
Show interest in and describe what they think about the work of others.  
How to recognise and describe some simple characteristics of different kinds of art, craft, and design.  
The names of the tools, techniques, and the formal elements (colours, shapes, tones etc.) that they use.

**(NSEAD Assessment framework)**

**By the end of this unit, children will be able to do:**

**Drawing Skills:**

(Line/Detail + Observation):

Encourage children to look carefully, to observe and draw some details of people, objects, landscapes.

(Texture/Pattern):

Experiment with different drawing tools and mark making.

**Colour Skills:**

(Colour Mixing + Knowledge):

Make colour wheel: primary to secondary colour mixing.

(Application of paint):

Paint applied using printing, large and small brushes including watercolour.

**Vocabulary:**

Line: Thick, thin, soft, narrow, fine, line, bold, scribbling, block, solid.

Colour/pattern: tone, soft, hard, strong, bold, tone, light/dark, pale, mood, express.

Brush, size and types, scale, colour; mixing, primary colours, secondary colours, light, lightening, dark, darkening, techniques, mixing media, texture.

Artist, Wassily Kandinsky, Colour Study, Henri Matisse, collage,

**Artists:**

Wassily Kandinsky (1866-1944) *Colour Study: Squares with Concentric Circles* (1913)

Henri Matisse (1869-1954) *The Snail* (1953)



**Media:**

Paint  
Watercolour paint  
Collage  
Digital Art

**Useful Resources:**

YouTube Kandinsky Key Facts for Kids:

<https://www.youtube.com/watch?v=qt89fWM9ex4>