

LENT TERM

ART – Year 1/2 - Medium Term Planning – PAINTING (Environmental Art – Edward Tingatinga)

<u>LESSON 1</u>	<u>LESSON 2</u>	<u>LESSON 3</u>
Recap and retrieval	Recap and retrieval <ul style="list-style-type: none"> Tingatinga art uses recycled, low cost materials e.g. ceramic fragments, bicycle paint and Masonite squares (like MDF) 	Recap and retrieval <ul style="list-style-type: none"> Tingatinga art uses recycled, low cost materials e.g. ceramic fragments, bicycle paint and Masonite squares (like MDF) Tertiary colours are made by mixing equal amounts of primary and secondary colour. Tertiary colours are violet, magenta, vermillion, teal, chartreuse and amber.
Art Analysis LEARNING INTENTION: To know that Edward Tingatinga was an environmental artist. Disciplinary Knowledge: <ul style="list-style-type: none"> Recognise and describe key features of their own and other's work. Begin to use art language (formal elements) when discussing art. Aim: Know about great artists and understand the historical and cultural development of their art forms.	Painting Skills LEARNING INTENTION: To know that tertiary colours are made by mixing equal amounts of primary and secondary colours. Disciplinary Knowledge: Y1: <ul style="list-style-type: none"> To begin to mix with the 3 primary colours to create secondary colours. Y2: <ul style="list-style-type: none"> With support, begin to mix tertiary colours. Aim: Become proficient in painting techniques.	Painting Skills LEARNING INTENTION: To know that some types of paint are more suited to particular painting styles. Disciplinary Knowledge: Y1: <ul style="list-style-type: none"> Use a variety of types of paint: ready mixed, water colours, thin paint. Y2: <ul style="list-style-type: none"> Use a variety of types of paint: ready mixed, water colours, thin paint and discuss their effects. Aim: Produce creative work, exploring their ideas and recording their experiences.
Key Vocabulary: Tertiary, shape, tone, secondary, patterns , natural, recycled, environmental , artist	Key Vocabulary: Primary , secondary , tertiary , colour wheel .	Key Vocabulary: Poster paint , watercolour paint , acrylic paint , transparent, opaque, water-based, water-soluble
Key Knowledge: Child:	Key Knowledge: Child:	Key Knowledge: Child:

<ul style="list-style-type: none"> Tingatinga art uses recycled, low cost materials e.g. ceramic fragments, bicycle paint and Masonite squares (like MDF) <p>Teacher:</p> <ul style="list-style-type: none"> Edward Tingatinga (1932-1972) was an African (Tanzanian) artist. His style of painting was named after him. It is called Tingatinga art. 	<ul style="list-style-type: none"> Tertiary colours are made by mixing equal amounts of primary and secondary colour. Tertiary colours are violet, magenta, vermillion, teal, chartreuse and amber. <p>Teacher: (Revisit previous learning from R and Y1)</p> <ul style="list-style-type: none"> When two primary colours are mixed together they make a secondary colour. Secondary colours are green, orange and purple Red, yellow and orange are warm colours. Blue, green and purple are cold colours. 	<ul style="list-style-type: none"> Watercolour paint, acrylic paint and poster paints all have different effects. <p>Teacher:</p> <ul style="list-style-type: none"> Watercolour paints are added to water to create beautiful, transparent paintings. Acrylic paint can colour practically anything. Acrylic paint is flexible and can be applied to all kinds of surfaces. Acrylic cannot be removed once dry. Poster paint is an opaque water-based paint. Poster paint can be softened with water once dry. 						
<p>Learning Task</p> <p>Look at Tingatinga's work:</p> <p>A – Approach – Tingatinga style (inspired by nature)</p> <p>I – inspiration and ideas for own work – not copy but pick out things you like about it</p> <p>M – Meaning - What was he trying to say in his work</p> <p>S – Skills – shape and tone</p> <p>Recreate animal patterns using tertiary and secondary colours.</p> <p>https://www.contemporary-african-art.com/edward-saidi-tingatinga.html</p> <p>https://wibseyprimary.co.uk/wp-content/uploads/2020/05/TINGATINGA-ART-PPT.pdf</p> <p>Tingatinga PPT.pptx</p>	<p>Learning Task</p> <p>Mix secondary colour and primary colour to make a tertiary colour.</p> <p>Complete colour wheel.</p> <p>Colour wheel in 3 stages (3 part= primary; 6 part = secondary; 12 part = tertiary)</p> <p>Mixing technique (WASH> WIPE>DIP> MIX) – WASH brush, WIPE brush on paper towel, DIP brush into paint, MIX paints together.</p> <div data-bbox="786 992 1302 1238"> <table border="1"> <tbody> <tr> <td>red: (●) + orange (●) = vermillion (red-orange) (●)</td> </tr> <tr> <td>orange (●) + yellow (●) = amber (yellow-orange) (●)</td> </tr> <tr> <td>yellow (●) + green (●) = chartreuse (yellow-green) (●)</td> </tr> <tr> <td>green (●) + blue (●) = teal (blue-green) (●)</td> </tr> <tr> <td>blue (●) + purple (●) = violet (blue-purple) (●)</td> </tr> <tr> <td>purple (●) + red (●) = magenta (red-purple) (●)</td> </tr> </tbody> </table> </div>	red: (●) + orange (●) = vermillion (red-orange) (●)	orange (●) + yellow (●) = amber (yellow-orange) (●)	yellow (●) + green (●) = chartreuse (yellow-green) (●)	green (●) + blue (●) = teal (blue-green) (●)	blue (●) + purple (●) = violet (blue-purple) (●)	purple (●) + red (●) = magenta (red-purple) (●)	<p>Learning Task</p> <p>Explore a range of paint and discuss why some are more suited to particular painting styles – Watercolour, Acrylic, Poster</p> <p>Trial different tools e.g. nail, cotton bud, finger tip, etc</p> <p>What would be best suited for a particular painting?</p> <p>Explain that we are going to create our own art based on Edward Tingatinga using recycled wood (MDF). Which paint do you think would work best?</p>
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LESSON 4	LESSON 5	LESSON 6
<p>Recap and retrieval</p> <ul style="list-style-type: none"> Tingatinga art uses recycled, low cost materials e.g. ceramic fragments, bicycle paint and Masonite squares (like MDF) Tertiary colours are made by mixing equal amounts of primary and secondary colour. Tertiary colours are violet, magenta, vermillion, teal, chartreuse and amber. Watercolour paint, acrylic paint and poster paints all have different effects. 	<p>Recap and retrieval</p> <ul style="list-style-type: none"> Tingatinga art uses recycled, low cost materials e.g. ceramic fragments, bicycle paint and Masonite squares (like MDF) Tertiary colours are made by mixing equal amounts of primary and secondary colour. Tertiary colours are violet, magenta, vermillion, teal, chartreuse and amber. Watercolour paint, acrylic paint and poster paints all have different effects. Two colours that are on opposite sides of the colour wheel are called complementary colours. 	<p>Recap and retrieval</p> <ul style="list-style-type: none"> Tingatinga art uses recycled, low cost materials e.g. ceramic fragments, bicycle paint and Masonite squares (like MDF) Tertiary colours are made by mixing equal amounts of primary and secondary colour. Tertiary colours are violet, magenta, vermillion, teal, chartreuse and amber. Watercolour paint, acrylic paint and poster paints all have different effects. Two colours that are on opposite sides of the colour wheel are called complementary colours. A wash is a watered down paint that is used to create a background colour.
<p>Painting Skills</p> <p>LEARNING INTENTION: To know that different colours complement each other.</p> <p>Disciplinary Knowledge:</p> <p>Y1:</p> <ul style="list-style-type: none"> Begin to use language to name colours eg yellowy green. Mix variations of one colour (cold/warm colours). <p>Y2:</p> <ul style="list-style-type: none"> Encourage the children to use a wider range of names for colours eg navy, turquoise, indigo, teal. Discuss and mix variations of one colour (cold/warm colours). <p>Aim:</p>	<p>Painting Skills</p> <p>LEARNING INTENTION: To know that a wash effect can be used to create a background.</p> <p>Disciplinary Knowledge:</p> <p>Y1:</p> <ul style="list-style-type: none"> Develop an awareness that thin paint blends and merges. <p>Y2:</p> <ul style="list-style-type: none"> Develop an awareness that more water reduces the intensity of colours. (wash). <p>Aim: Produce creative work, exploring their ideas and recording their experiences.</p>	<p>Painting Skills Art Analysis</p> <p>LEARNING INTENTION: To know that fine detail can be added to the main part of a painting.</p> <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> Explore independently marks using a variety of brushes and tools. Describe what they feel about their work and the art of others. <p>Aim: Evaluate and analyse creative works using the language of art, craft and design.</p>

Produce creative work, exploring their ideas and recording their experiences.		
Key Vocabulary: Colour wheel, complementary , brighten , prominent	Key Vocabulary: vibrancy , wash , soluble	Key Vocabulary: Brush , thickness , line , shape , tone , fine , detail , pressure
Key Knowledge: Child: <ul style="list-style-type: none">Two colours that are on opposite sides of the colour wheel are called complementary colours. Teacher: <ul style="list-style-type: none">These colours will appear brighter and more prominent.	Key Knowledge: Child: <ul style="list-style-type: none">A wash is a watered down paint that is used to create a background colour. Teacher: <ul style="list-style-type: none">Adding water to paint will change the thickness but also the vibrancy of the colour	Key Knowledge: Child: <ul style="list-style-type: none">The thickness of a line can also be changed by the pressure applied to the brush. Teacher: <ul style="list-style-type: none">Fine detail can be added by using different tools.Thin brushes create thin lines.
Learning Task Explore the animals that Edward uses. Children to select the African animals that they would like to have as their focus. Focus on part of the animal (eg head, neck etc). Sketch that part of the animal. Try different colours together eg yellow and brown. https://www.canva.com/colors/color-wheel/ 	Learning Task Each child to select their background and chosen animal. To use acrylic paints to create their masterpiece. Paint background using a wash technique. Leave to dry for next lesson when detail of animal is added.	Learning Task Sketch and paint their chosen animal. Add fine detail and use pattern. Use mixing of colours and skills learned. Evaluate work.
Assessment Cumulative Quiz. Retrieval Practice.		