



Painting and Sculpture – Basic Colour, Andy Goldsworthy – Recycled Materials

End of Unit Goals: Children to use a range of materials to design and make products, using sculpture to develop and share their ideas, experiences, and imagination in the style of Andy Goldsworthy.

Date	Learning Objective	Learning Outcome	Task/activity	Resources	Key Vocabulary
Lesson 1	I can match objects to a colour.	To develop a wide range of art and design techniques in particular exploring colour.	<p><u>Main Teaching</u></p> <p>Children to explore the Twinkl Colour Shades sheets. Children to talk with their partners about different items they can think of which are each colour. Give each child a Colour Hunt Checklist, can they look around the classroom and find as many objects as they can for each colour. Children to record on their checklist the items they find.</p> <p><u>Differentiated Activities /Challenges</u></p> <p>Support children where needed.</p> <p>T to support LA children with recording of objects – children can use ipad to take pictures then stick in later.</p> <p><u>Plenary</u></p> <p>Comeback together, children to share the different objects they found for each colour – discuss variations of colour linked back to the Colour Shades at the beginning of the lesson.</p>	Twinkl Colour Shades sheets. Colour Hunt Checklist	Primary colour, light, dark, thick, thin, tone, warm, cold, shade, bright
Lesson 2	I can make a tint by adding white to a colour.	To develop a wide range of art and design techniques in particular exploring colour.	<p><u>Main Teaching</u></p> <p>Introduce the lesson by showing children a pre-prepared colour chart that the teacher has made. (for example a dab of blue, then a dab of blue with a tiny amount of white added, then a dab of blue with more white added etc until the last dab is almost completely white.) How do you think I made this? Teacher to demonstrate for children how a little</p>	Poster paints (a lot of blue and white), palettes, brushes, sugar paper, water pots	Primary colour, light, dark, thick, thin, tone, warm, cold, shade, bright, tint, white, mixing, adding, gradually, alter,

			<p>bit of white paint was added several times over. Explain this is called tinting. Discuss success criteria for tints of colour- what makes a good tint? Focus on the skills the children need to be demonstrating such as brush control. Children to choose a colour and explore and create tints on sugar paper (into pre-prepared boxes if possible).</p> <p><u>Differentiated Activities /Challenges</u> What is a tint? What happens to a colour when you add white to it? Tell me about the colours on your paper. Today we have been talking about adding white to a colour, what do you think would happen if we added black?</p> <p><u>Plenary</u> Children to share their work with a friend from a different table, children to share with each other what went well, and what they could do better.</p>	with lids.	pale, lighter
Lesson 3	<p>I can make a shade by adding black to a colour.</p> 	To develop a wide range of art and design techniques in particular exploring colour.	<p><u>Main Teaching</u></p> <p>Introduce the lesson by showing children a pre- prepared colour chart that the teacher has made. (For example a dab of blue, then a dab of blue with a tiny amount of black added, then a dab of blue with more black added etc until the last dab is almost completely black.) How do you think I made this? Teacher to demonstrate for children how a little bit of black paint was added several times over. Explain this is called shading. Discuss success criteria for shades of colour- what makes good shading? Focus on the skills the children need to be demonstrating such as brush control. Children to explore and create shades on sugar paper (into pre-prepared boxes if possible).</p> <p><u>Differentiated Activities /Challenges</u></p> <p>What is a shade? What happens to a colour when you add black to it? Tell me about the colours on your paper. Why might artists use shades of colours?</p> <p><u>Plenary</u></p> <p>Near the end of the lesson, provide children with a variety of</p>	Poster paints including blue and black, palettes, brushes, sugar paper water pots with lids.	Primary colour, light, dark, thick, thin, tone, warm, cold, shade, black, mixing, adding, gradually alter, dark ,darker

			tints and shade and ask them which is which. Use this information as an assessment of their understanding.		
Lesson 4	I can explain who Andy Goldsworthy is and identify natural materials used in art.	To understand the style of work that Andy Goldsworthy creates. To use a range of materials creatively.	<p><u>Main Teaching</u></p> <p>Explain to the children that for the rest of the half term we are going to be looking at the artist – Andy Goldsworthy (Add him to the class timeline (History link). Show the children the Powerpoint of Andy Goldsworthy. Allow the children to explore the photographs of Andy Goldsworthy’s work – children to go into groups and discuss which materials they can see being used. Collectively come up with a range of natural materials on a spider diagram – (Evidence for books)</p> <p><u>Differentiated Activities/ Challenges</u> Children will be working alongside each other and supporting each other with the task.</p> <p><u>Plenary</u> Revise materials used & patterns created. Examine work asking for 1 good points and 1 improvement area from the artists.</p>	Andy Goldsworthy Powerpoint, Andy Goldsworthy display photos.	Colour, tone, shape, circle, spiral, large, small, line, material, wavy, straight, bendy, zigzag, contrast, texture, symmetry, model, cut, stick, fold, bend, attach, assemble, statue, stone, shell, wood, metal.
Lesson 5	I can use natural materials to make a piece of art.	To use a range of materials creatively to design and make products. To use sculpture to develop and share their ideas, experiences and imagination.	<p><u>Main Teaching</u></p> <p>Ask the children to think about which artist we have been learning about. We are going to walk around our outdoor areas as a class, but working in groups. We will be collecting natural items from the floor, for a group sculpture in the style of Andy Goldsworthy. Give each group a plastic wallet, children to begin collecting natural materials. Choose an area to create their sculpture and give a time limit. Give a 5 minute warning to completion time and then ask groups to look at each other’s work. Children / adults to record work using cameras (put in books)</p> <p><u>Differentiated Activities/Challenges</u> Children will be in mixed ability groups to support all needs. T to offer advice and support prompts where needed and to</p>	Camera, plastic wallets,	Colour, tone, shape, circle, spiral, large, small, line, material, wavy, straight, bendy, zigzag, contrast, texture, symmetry, model, cut, stick, fold, bend, attach, assemble, statue, stone, shell, wood, metal.

			<p>enhance children's work.</p> <p><u>Plenary</u> Look at the photographs of each group's work, each group to discuss with the class what they used and why they used it e.g. "because it added colour". Children also to think about what they could do better.</p>		
Lesson 6	I can create a sculpture using mud.	To use a range of materials creatively to design and make products. To use sculpture to develop and share their ideas, experiences and imagination.	<p><u>Main Teaching</u></p> <p>Ask the children to think back to the last session, what did we use to create our artwork? Explain that today we will be using mud to create a sculpture. Explain that we are going to make mud faces, show the children the powerpoint of pictures– discuss features of a face. Take the children outside, add the water to the mud to make it more malleable – ask the children what will happen if we add too much water. Children to each get a pile of mud, with a little pot of water – children to create a face with mud. Encourage children to use natural objects to add to their faces e.g. grass for hair. T to take pictures of children during the process and the finished product.</p> <p><u>Differentiated Activities/Challenges</u> T to offer advice and support prompts where needed and to enhance children's work.</p> <p><u>Plenary</u> Look at the photographs of each child's work – discuss what went well and what you could do better.</p>	Mud, water, natural items e.g. leaves, sticks, stones	Squash, roll, mould, flatten, pinch, wet, soft, hard, stone, leaf, twig, rock, model, cut, stick, fold, bend, attach, assemble, statue, stone, shell, wood, metal.