

# Painting including drawing

## Innovation

### Prior Knowledge

Year 1: Use sketch pencils to make drawings. Explore the different shades and marks pencils make.

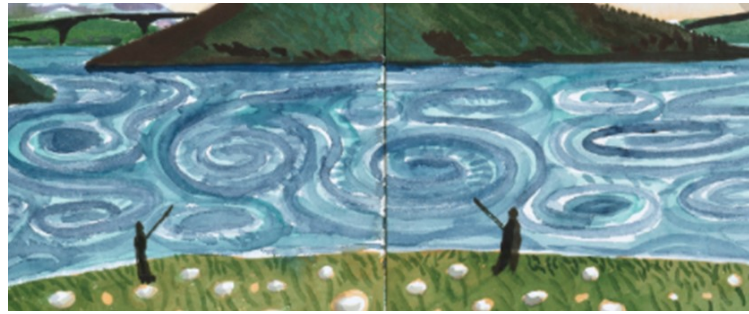
Year 2: Use drawing pens to make a drawing (fine, medium, broad) Explore the different marks the pens make. Paint using acrylic and emulsion.

Year 3: Make three dimensional drawings – pyramids. Paint on different surfaces – foil, wood etc.

### Future knowledge

Year 5: Make a close-up observational drawing (animal skin) -Extend a drawing from a given detail swatch. Make a landscape painting from a contrasting locality.

Year 6: Make multi-dimensional drawings. Use colour to give drawings impact. Use unrealistic colours to make a painting. Make a local landscape painting.



### My Component Knowledge:

Lesson 1: What vocabulary do given paintings bring to mind?

Lesson 2: What colours mix together to make a good colour for painting water?

Lesson 3: What shapes and patterns do water splashes, ripples and bubbles make?

Lesson 4: How can splashes, ripples and bubbles be replicated with paint?

Lesson 5: How can water scenes be created with paint?

Lesson 6: What vocabulary describes paintings of water?

### My Composite Knowledge:

I can find, collect and use images and ideas to develop my own painting and drawing skills.

### My Powerful Knowledge:

I can use a range of techniques to create movement in my painting and drawing. I can use brushes and paint to purposefully mix colours that add detail to my painting.

### Key Vocabulary

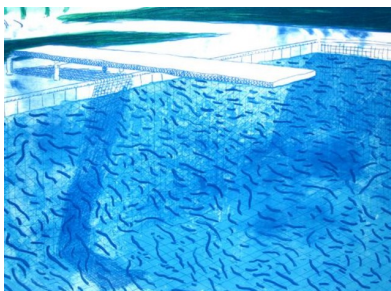
**Tier 1:** Mark, water, splash, bubble, mood, ripple

**Tier 2:** Rhythm, movement, shade, interpretation, exploratory, representation, composition

**Tier 3:** Swatch, exhibit



## How is water represented in these paintings?



## How is movement created in these paintings?