

<https://www.accessart.org.uk/exploring-watercolour-pathway/>



Spring Term Year 1 Exploring Watercolour		Topic: Paint		Cultural Capital: Watch art videos online to increase access to places you are unable to visit. Visit local galleries, museums, crafts groups, artists.		
National Curriculum Objectives (KS1): <ul style="list-style-type: none">to use a range of materials creatively to design and make productsto use drawing, painting and sculpture to develop and share their ideas, experiences and imaginationto develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and spaceto know 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.						
Enquiry Question: How can we use the properties of watercolour to make experimental images?						
Previous Learning: Reception: <ul style="list-style-type: none">I'll write this						
Future Learning (KS2): <ul style="list-style-type: none">Utilise the properties of watercolour to make purposeful imagery. Continue to develop skills which balance working in an open and exploratory way with focus and intention.						
Lesson Theme	Retrieval	Learning Target:	Activity	Success Criteria	Vocabulary	Key Concepts
Lesson 1: Exploring Watercolour	What can watercolour do?	To identify the properties of watercolour.	Pupils will become familiar with what watercolour can do. They will use both primary colours and secondary colours in their exploration, experimenting	I can explore watercolour and understand the different effects I can achieve. I can use watercolour without an end goal in mind – letting the paint lead me.	Watercolour Wash Wet on dry Wet on wet Mark making Primary colours,	The watercolour has special characteristics.

			with accidental and purposeful colour mixing. Pupils will be introduced to the following techniques: wash, wet on dry, wet on wet, and mark making.	I have revisited my experience of primary colours, and begun to see how colours mix to make new colours,	secondary colours, Colour mixing Fluid,	
,Lesson 2: Introduce artists	How do artists use watercolour?	To identify and discuss the work of artists who use watercolour.	Pupils will share their responses to the work of artists Paul Klee and Emma Burleigh. They will express their thoughts and feelings verbally in response to questions during class discussion. Pupils will also use their sketchbooks to process the information in a visual way and make it their own.	I have seen the work of artists who use watercolour and have shared my thoughts about their work. I can respond visually to information using my sketchbook.		That we can be inspired by artists work and it can be used to inform our own work.
Lesson 3 & 4 & 5: Developing skills	How can I build imagery using watercolour?	To use watercolour to work towards developing imagery from imagination.	Pupils will work in large scale to continue their exploration of the marks that can be made with watercolour. Pupils will use their imaginations to identify the stories emerging in their paintings. Pupils will work into their dry paintings using pen, pencils and crayons to build upon their paintings and to see how the materials	I can reflect upon the marks I make and can develop them further with intention.	Imagination, Imagine, Happy Accident, Explore, Discover, See, Develop Scale	That we can use the element of surprise and accident to help us create art. That we can develop our painting by reflecting upon what we see and adding new lines and shapes to help develop imagery.

			react on watercolour.			
Lesson 6: Share, reflect, discuss	How can I reflect on my painting?	To display the work made through the half term and reflect on the outcomes.	Pupils will reflect on their work over the half term, sharing what they like and what they would like to try again through peer discussion.	<p>I can share my work and listen to what other people like about it.</p> <p>I can understand that we all see different things in the artwork we make. Everyone's response is different.</p>	Reflect, Share, Discuss	

Learning Outside of the Classroom?

- Make simple viewfinders and explore the local environment, using the focus the viewfinder gives to discover imagery and composition.

Cross Curricular Opportunity:

Geography: Adapt by choosing colour palettes which link with topics: e.g. blues/greens for an exploration of imagery which evokes oceans. (The emphasis should remain on exploration of material so any theme link should be applied lightly).

Maths: Explore identifying 2d shapes.

Music: Explore the connection between art & music and being in a mindful space.

Impact/Assessment

- Monitored by sketchbook work, one to one or small group conversation, whole class discussion, final outcome.
- Identify any personal challenges preventing meeting "I Can" statements
- Identify any weaknesses common to many in class which might help identify areas you need to focus on again as a teacher.
- Identify areas of particular strength which might benefit from being developed.
- No grades to be applied, no learning objectives in the sketchbooks, no teacher marking in sketchbooks.