

Spring Term Year 2 Expressive painting		Topic: Paint, Texture, Colour		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 explore colour using a variety of mark-making tools?						
Previous Learning: Reception: <ul style="list-style-type: none">Explored the properties of watercolour and discovered how we can work WITH the characteristics of the medium to make art. Basic colour awareness and mixing.						
Future Learning (KS2): <ul style="list-style-type: none">Continue to understand and explore that there are many different ways to paint – none of which are “better” than others. Continue to develop experience and understanding of paint as a medium, and of HOW we apply paint and the INTENTION behind our action affect outcome. Continue to develop visual literacy and mark making skills. Continue to build experience of colour mixing, hues and tints. Continue to develop understanding of how others respond to art, bringing their own unique perspective.						
Lesson Theme	Retrieval	Learning Target:	Activity	Success Criteria	Vocabulary	Key Concepts
Lesson 1: Introduce artists	What might an expressive painting look like?	To identify and respond verbally and visually to an expressive painting.	Pupils will become familiar with the term ‘expressionism’. They will be introduced to two artists who use colour and mark making to make art. Pupils will	I have seen how contemporary artists sometimes paint in expressive, loose ways to create paintings full of life and colour. I can start to share my response to the work	Gesture, Gestural, Mark making, Loose, Evocative, Emotion, Intention, Exploration, Reaction, Response	That artists sometimes use loose, gestural brush marks to create expressive painting. Expressive painting can be

			take part in discussion, responding to artists work verbally and visually in sketchbooks and peer conversation.	of other artists. I can use my sketchbooks to record colour and brush marks inspired by other artists.	Personal, Imagination, Energy, Impression, Colour, Life, Shape, Form, Texture, Line	representational or more abstract. Artists sometimes use colour intuitively and in an exploratory manner.
Lesson 2: Expressive painting and colour mixing	How can I make an expressive painting?	To use both colour mixing and mark making to make an expressive painting.	Pupils will use various home-made tools to apply paint in abstract patterns. They will continue to develop their knowledge of primary and secondary colours through expressive mark making, connecting colour and texture. Pupils will then consolidate what they have learnt by recording and reflecting in sketchbooks.	I can recognise primary colours and mix secondary colours. I can experiment with hues by changing the amount of primary colour I add. I can use various home-made tools to apply paint in abstract patterns. I can be inventive.	Primary Colours (Red, Yellow, Blue), Secondary Colours (Green, Purple, Orange), Tints, Hues, Medium, Surface, Texture, Impasto Brush, Mark making Tools, Palette Knife, Home-Made Tools, Abstract, Explore, Invent, Discover, Reflect,	That we can enjoy and respond to the way paint and colour exist on the page.
Lesson 3: Brushwork	How do old masters use brushwork in expressive paintings?	To identify different brushwork used by old masters Van Gogh and Cezanne.	Pupils will explore the brushwork of two old masters. They will focus in on details of paintings to understand how they built the work. Pupils will respond through class discussion and creating visual notes in their sketchbooks. Pupils will record similar brush marks that they see in paintings and capture the colour that stand	I have seen how old masters painted in expressive, loose ways to create paintings full of life and colour. I can start to share my response to the work of other artists.	Focus, Detail, Dissect, Imagine, Intention	Expressive paintings can be representational or more abstract. That artists sometimes use loose, gestural brush marks to create expressive painting. Artists use impasto and sgraffito to give texture to the painting.

Cross Curricular Opportunity:

- **Geography:** After looking at the expressive landscapes by Van Gogh and Cezanne, be inspired by your local landscape (United Kingdom) and use gestural brush strokes to paint a scene you know or see, or explore weather, habitat, river or sea.

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.