

# Year 1 Art – Kandinsky

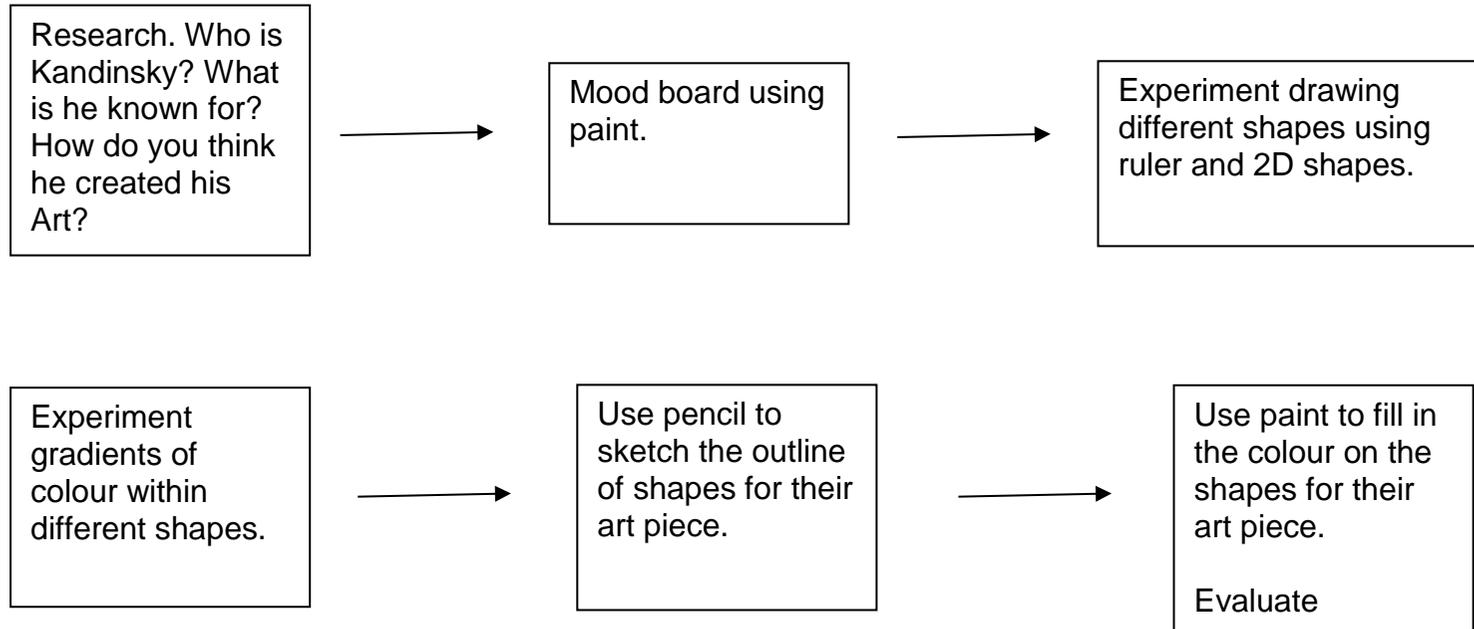
## National curriculum:

- Use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- 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 works.
- Evaluate and analyse.

## Vocabulary:

Abstract, colour, mix, Kandinsky, artist, shapes, lines, primary colour, 2D, mood board, gradient, lighter, darker, circle, square, triangle, ruler, straight

## Snapshot overview



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## Art Medium Term Planning

Year Group: 1

Term:

Topic: Art

	Learning Objective	Input (including key questions and vocabulary)
Session 1	I can research an artist.	<p>Introduce Wassily Kandinsky – who is he? What is he famous for? Show children pictures of his work. What do you notice about these? What do you like? What do you not like? How does he create his work? What colours does he use? Discuss abstract and what this is.</p> <p>Have a selection of pictures on the tables. Ask children to analyse what they see, are they all the same? Are they different? What do you notice about the lines? What do you notice about the shapes? What do you notice about the colours?</p> <p>Children to create a mood board of what colours Kandinsky uses.</p>

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Session 2		<p>Show children a mood board – explain we are going to make our own mood board of colours that Kandinsky would have used. Choose one of Kandinsky’s pieces of art and write a list of all colours used. Show children the grid and model how to use paint to start with a primary colour and add a drop of other colours to make light/darker – question the children with what colours we might use to make these lighter/darker.</p> <p>Children to use the list of colours we have made and create their own mood board.</p>
Session 3		<p>Have a picture by Kandinsky on the board (one with lots of different lines and shapes). Discuss with the children what different shapes we can see, write a list of shapes that we can see.</p> <p>Model how to use shapes and rulers to draw these shapes and lines.</p> <p>Children to use this list to experiment and draw different shapes and lines in the style of Kandinsky</p>
Session 4		<p>Have a picture by Kandinsky on the board (one with lots of different gradients of colours within shapes). Remind children about mood board and how we made colours lighter/darker. Model filling in a shape, changing the colour within.</p> <p>Children to choose a variety of shapes and paint with different gradients of colour.</p>

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Session 5	<p>Explain to the children that we are going to create our own picture in the style of Kandinsky. Today they will be planning their picture. Model drawing a rough sketch of what their end piece of Art will look like and what colours they will use (children to write in shapes what colours they would use).</p> <p>Children to plan their Kandinsky picture.</p>
Session 6	<p>Tell children that they are creating their final piece today – model using a plan to recreate (using rulers and shapes) their final piece of art. Remind children of skills learnt so far.</p> <p>Children to create their piece of art (using pencil and then gradient paint).</p> <p>Children to evaluate their work at the end and write the favourite skill that they have learnt.</p>

## Impact:

All children will recognise Kandinsky's work.

All children will know how to make a colour lighter and darker.

All children will have experience of using a ruler to make a straight line.