

Learning Intention and Success Criteria	Teaching Notes and Differentiated Tasks			Output	Assessment Mode	Resources
<p><i>I know how to experiment with watercolours.</i></p>	<p>Introduce the children to watercolour paints by showing them a watercolour palette. Use the paints and a variety of different sized brushes to model the properties of watercolours, including its translucency. Show the children how to mix colours in a palette, and on the paper itself. Provide the practical materials and encourage children to freely explore the properties of the paint in their sketchbooks. Encourage them to add annotations to describe the paint's properties and describe any colours they make. At the end of the session, invite the children to compare their findings, sharing tips and challenges they faced along the way. Recap and model any teaching points.</p>			<p><i>Pages with watercolour experiment inc. annotations.</i></p>	<p><i>Are different techniques used?</i></p> <p><i>Different patterns</i></p>	<ul style="list-style-type: none"> • Watercolour paints • Paintbrushes • Cartridge paper • Mixing palettes • Sketchbooks
	<p><i>All: to experiment with water colour.</i></p>	<p><i>Most: To produce some different textures.</i></p>	<p><i>Some: Some textures explored</i></p>			
<p><i>I know how to identify, mix and use warm and</i></p>	<p>Use the Colour theory presentation to introduce the principles of the warm, cool, tertiary, analogous and complementary colour families. After sharing the presentation, show the Colour theory poster and use this to discuss what they have learned. Give each</p>			<p><i>Colour wheel completed.</i></p>	<p><i>How are children using colours.</i></p>	<ul style="list-style-type: none"> • Watercolour paints • Paintbrushes • Cartridge paper

<p><i>cool paint colours to evoke warmth or coolness in a painting.</i></p>	<p>child a Colour wheel cut out and ask them to stick it into their sketchbook. Challenge them to mix a matching paint colour for each colour on the wheel, adding a sample next to the corresponding segment. At the end of the session, invite the children to share and compare their work, asking questions, such as 'Can you name a pair of complementary colours? Can you show me warm colours on your wheel? Can you show me two tertiary colours?'</p>				<ul style="list-style-type: none"> Mixing palettes <p>Sketchbooks</p>
<p><i>I know how to compare and contrast artwork from different times and cultures.</i></p>	<p>Recap on what the children have learned so far about colour families. Show the children the colour in art presentation and use the colour in art question sheet to engage them in a group discussion about the similarities and differences between each pair of paintings. Encourage children to use a good range of artistic vocabulary to make comparisons and evaluations of how each artwork uses colour and colour theory. Organise the children into pairs and ask them to choose one of the Colour in art activity sheets to complete. Allow them to work together and discuss their answers before recording them in their sketchbook. On completion, invite the children to share and compare their findings.</p>	.	<p><i>Comparisons recorded in books.</i></p> <p><i>Discussion around how artists use colour.</i></p>	<p><i>Use of vocab Critique of artists.</i></p>	<p><i>Colour in art presentation. Paintings Vocab cards Colour in art activity sheets</i></p>
	<p>Display the Gallery presentation and invite children to discuss the use of colour in each painting, using the</p>				

<p><i>I know how to use colour in different way to create different effects.</i></p>	<p>questions included as a prompt. Explain to the children that they will be exploring the use of colour in more detail, by looking closely at a chosen Artwork picture card, mixing, and recording the colours within it. Children can use the colour collector instructions to guide them through the task. At the end of the session, invite the children to talk about their work, including what they felt was challenging.</p> <p>Note: Children will need to use their mixed colours in the Innovate challenge, so encourage them to record how they mixed the colours or store their mixed colours.</p>		<p>Collection of colours created.</p>	<p>How are children creating colour and recording how they have made it?</p> <p>How are children using different techniques?</p>	<p>Gallery presentation.</p> <ul style="list-style-type: none"> • Watercolour paints • Paintbrushes • Cartridge paper • Mixing palettes <p>Sketchbooks</p>						
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<p><i>I know how to develop techniques through experimentation to create different types of art.</i></p>	<p>Recap on everything the children have learned so far about colour and colour theory. Then show them the Innovate challenge presentation. Allow time for the children to discuss and clarify the task. Model how to use the Shape templates or 2-D maths shapes to create a composition. Provide all the practical resources and encourage the children to work independently to complete their Innovate challenge. Ask the children to write an evaluation of their work in their sketchbooks.</p>										
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	All: Innovate challenge	Most: some colours	Using mixed	Some: base colours with support.				
<i>I know</i>	Artist lesson:							
	All:	Most:	Some:					

							
							
							
							
							
							