

Year 1 - Spring Term – Painting (linked with Antarctica Topic)

Session 1: Observe

Dear in the Snow, by Franz Marc

Look at animal art work by Franz Marc (Dog Lying in the Snow, Yellow Cow are some other examples)



Analyse:
Children make observations, ask questions and discuss their thoughts about the painting.

Prompt questions might include:

What does this painting make you think about?

What colours can you see?

What do you think the deer are doing?

What do you like about the painting?

Learn a little about the artist and the reasons for painting animals (animals in harmony in their own environment, freedom)

Vocab: Discuss key vocabulary for the topic.

painting, primary colours, secondary colours, mix, thick, thin, brushes, see, colour, shape, dark, light

Session 4: Create

Work on their planned piece

Use their plans to begin their final masterpiece (or they could begin painting on their plan from the previous session if copied on to cartridge paper).

Children look back at their sketches and the colours they used to practise painting the snow.

Children use different sized brushes and talk about using bigger brushes for larger areas and thinner brushes for smaller areas and details.

Begin with background painting – sky, snow, mountains/trees etc, focusing on white and different shades of blue as practised.



Session 2: Experience

Skills building and practising techniques

Look at pictures/models/toys of animals (or one key animal) being studied in Antarctica topic and practise sketching them.



Look at different pictures of snow and white animals to see how artists can use blue and other colours to show shadows on white things.



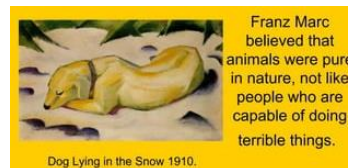
Practise using white and different shades of blue to paint snow, using Franz Marc's painting to guide them.

Session 5: Refine

Adapt and complete their final piece

Focus on the painting and detail of their animal, using thinner brushes and very careful painting.

When dry, children could use pencils, pastels or charcoal to add finer detail onto their paintings if needed/appropriate.



Session 3: Imagine

Plan their own piece:

Use photocopies of their sketches and painting experiments to play around with positioning of their animal and snowy landscape. Once they have decided on a composition, children write a sentence or talk to an adult to explain their choices.

Talk to their peers about what their artwork is going to look like. Can they collect some words about how their painting is going to look.

Do they want to include anything in the background? Sketch these on to their designs.

Session 6: Reflect

Around/underneath a photo of their artwork, write a few sentences about their work.

Give their artwork an appropriate title.

e.g.

My artwork is called because

I think my final artwork is..... because

I am pleased with how I

Arrange the children's artwork on tables/walls in the classroom or the hall for the other children look at, like a mini exhibition.

Display with their title and some of their sentences.