



EWELL GROVE PRIMARY AND NURSERY SCHOOL
Art – Autumn 1a
Colour and Tone



Mondrian, Van Gogh and Kandinsky		William Turner and Van Gogh	Edgar Degas and Jackson Pollock	Paul Signac and Picasso	Beauford Delaney, Paul Klee, Picasso, and Paul Signac	Edgar Degas and Arthur Stieglitz	Van Gogh, Andy Warhol and James Whistler
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Can name the primary colours.</p> <p>Can experiment mixing the primary colours and describe what they can see.</p> <p>Can make collections of different colours by sorting and grouping.</p> <p>Can talk about why/how they have sorted or grouped objects.</p> <p>Can experiment mark making, naming and using a variety of media e.g. oil pastels, chalk and paint</p> <p>Can respond to open-ended questions as they experiment</p>	<p>Can experiment mark making, naming and using a variety of media e.g. oil pastels, chalk and paint</p> <p>Can respond to open-ended questions as they experiment</p> <p>Can name the secondary colours.</p> <p>Can experiment and talk about the differences between colours.</p> <p>How does blue become green?</p> <p>Can mix oil pastels to achieve the right shade by drawing with one colour over another colour in circular motion.</p> <p>Can describe the different shades.</p>	<p>Can mix oil pastels to achieve the right shade by drawing with one colour over another colour in circular motion.</p> <p>Can describe the different shades.</p> <p>Can use white, grey, or black pastels to change the value of a colour and its brightness.</p> <p>Can explain why and how e.g. I have used white to make a lighter shade of green for the leaves.</p> <p>Can use water colour techniques e.g. mixing colours; wet on dry, wet on wet and a background wash.</p> <p>Can explain the process.</p>	<p>Can use water colour techniques e.g. mixing colours; wet on dry, wet on wet and a background wash.</p> <p>Can explain the process.</p> <p>Can apply pressure and blending to create a desired effect when using chalk and oil pastels (fingers/cotton bud/cotton wool).</p> <p>Can explain why and how e.g. I have used more pressure to show the strong, rough bark on the tree.</p> <p>Can explore different types of brushes and apply colour using: dotting and splashing.</p> <p>Can share a point of view.</p>	<p>Can explore different types of brushes and apply colour using: dotting and splashing.</p> <p>Can share a point of view.</p> <p>Can make a colour wheel to show tertiary colours.</p> <p>Can talk about the differences between colours.</p> <p>Can observe colours, and colour to reflect mood.</p> <p>Can express thoughts and feelings.</p>	<p>Can observe colours, and use colour to reflect mood.</p> <p>Can express thoughts and feelings.</p> <p>Can explore warm and cool colours to express and mood and setting.</p> <p>Can explain the differences and how the colours make them feel.</p> <p>Can use a variety of colours and tones to create a piece of work in response to a stimulus e.g. mixing and matching; tint, tone, shade and hue.</p>	<p>Can use a variety of colours and tones to create a piece of work in response to a stimulus e.g. mixing and matching; tint, tone, shade and hue.</p> <p>Can use a harmonious colour scheme (three-five) to create an atmosphere and mood.</p> <p>Can explain their choices and talk about what they would do differently next time.</p> <p>Can explore, discuss and debate the wider social and cultural ideas we associate with certain colours e.g. red – warning, anger or love.</p>	<p>Can explore, discuss and debate the wider social and cultural ideas we associate with certain colours e.g. red – warning, anger or love</p> <p>Can use complimentary colours to create a strong contrast within a piece of artwork.</p> <p>Can present their work and explain choices.</p> <p>Can explain and use appropriate techniques.</p> <p>Can discuss and evaluate the effectiveness.</p>

Key Vocabulary

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Primary colours and secondary colours</p> <p>Shapes – circles, squares, rectangles,</p> <p>Oil pastels, paints, collage, watercolours, pencil, felt tip.</p> <p>Equal – the same number or amount</p> <p>Bold – easy to notice; attracting attention.</p> <p>Shades – slowly adding black to create a darker colour.</p>		<p>Watercolours</p> <p>Pigment</p> <p>Primary Colours</p> <p>Secondary Colours</p> <p>Shade.</p> <p>Tone</p>	<p>Hue</p> <p>Blending</p> <p>Layer</p> <p>Highlighting</p>	<p>Tint</p> <p>Shade</p> <p>Tone</p> <p>An artist may decide to create a piece of artwork which is monochromatic. This means that the artist uses tints, shades and tones of a single colour.</p>	<p>Influence</p> <p>Recede</p> <p>Vibrant</p> <p>Recap tint, shade, hue from Year 3 Learning Organiser.</p>	<p>Contrast</p> <p>Harmony</p> <p>Composition</p> <p>Tint</p> <p>Shade</p> <p>Tone</p> <p>Hue</p> <p>An artist may decide to create a piece of artwork which is monochromatic. This means that the artist uses tints, shades and tones of a single colour.</p>	<p>Contrast</p> <p>Harmony</p> <p>Composition</p> <p>Complementary</p> <p>Silhouette</p> <p>Nocturnes</p> <p>Analogous</p>