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Subject: ART
 Year group: 2
 Term: Spring
 Unit name: Expressive Painting

Prior knowledge:

R -Painting, mark– making drawing, exploring colour, finger puppets, self portrait photography, printmaking shapes.
 Y1– Drawing spirals, exploring water colour and making birds

Hope

"I say this because I know what I have planned for you," says the Lord. "I have good plans for you. I don't plan to hurt you. I plan to give you hope and a good future. Jeremiah 29:11

Big ideas:

Children are introduced to the idea that they can use paint in an intuitive and exploratory way.

Children explore primary colours and secondary colours through expressive mark making, connecting colour, mark making and texture (of paint) through abstract work.

Explore how painters use paint in expressive and gestural ways.

Explore colour mixing and experimental mark making to create abstract still life.

Understand that the properties of the paint that you use, and how you use it, will affect your mark making.



Imple-

mentation:

- That artists sometimes use loose, gestural brush marks to create expressive painting.
- Expressive painting can be representational or more abstract.
- Artists use impasto and sgraffito to give texture to the painting.
- Artists sometimes use colour intuitively and in an exploratory manner.
- That we can enjoy, and respond to, the way paint and colour exist on the page.
- That children can evaluate and form opinions on their work.

Key vocabulary:

Mix expressive primary secondary ab-
 abstract colour shape still life

Key Artists:

Marela Zacarías & Charlie French