

TOPIC	NATIONAL CURRICULUM
PAINTING	- Use painting to share ideas, experiences, and imagination. - Develop key painting techniques using colour, pattern, texture, line, and shape. - Learn about famous artists (Gustav Klimt, Monet) and express individual preferences.
VOCABULARY	Primary colours (red, yellow, blue), secondary colours, mix, shade, tint, texture, brushwork, wash, Gustav Klimt, Monet, portrait, landscape, still life.
POSSIBLE VISIT OR EXPERIENCE	An outdoor en plein air painting session in the school garden inspired by Monet's nature paintings. A visit to an art gallery to study classic and modern paintings.
PRIOR LEARNING	EYFS Identifying primary colours and experimenting with colour mixing. Using different paintbrush sizes for observational paintings and cleaning brushes correctly after use.

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
LEARNING OBJECTIVES AND CONCEPT	Primary Colour Mixing To identify primary colours by name and mix them to create secondary colours.	Famous Artist Focus (Klimt & Monet) To explore and evaluate paintings by Gustav Klimt and Claude Monet.	Applying Paint with Alternative Tools To apply paint in different ways using varied brushes and tools.	Creating Textured Paint To create and use textured paint by adding materials.	Final Piece — Still Life or Landscape Painting To create a final painting (e.g., fruit still life or tree/landscape) applying selected painting techniques.	Reflective Evaluation To evaluate personal painting outcomes and reflect on skill progression.
ACTIVITY	Identify primary colours (red, yellow, blue). Experiment on palettes mixing pairs of primary colours to create orange, green, and purple. Record secondary colour wheels in sketchbooks.	Examine Klimt's Tree of Life and Monet's light-focused landscapes. Compare color choices and brushwork. Express likes/dislikes in sketchbooks.	Apply paint onto test sheets using brushes, fingers, sticks, combs, rollers, and sponges. Document the different lines, marks, and visual textures created.	Mix sand or plaster into poster paint. Apply thick textured paint to paper and experiment with techniques such as scratching through wet paint to reveal underlying layers.	Plan composition in sketchbooks. Paint a final outcome (such as a fruit still life or a Klimt-inspired Tree of Life) using mixed primary colours, chosen brush sizes, and textured paint effects.	Display finished paintings. Discuss colour choices, brushwork techniques, and texture application. Self-assess work against Year 1 painting criteria.

ASSESSMENT	Teacher judgement based on sketchbook experimentation, final piece execution, and self-assessment against Key Stage 1 expectations (Working Towards, At, or Above).
INCLUSION & ADAPTATION	• Use chunky triangular brushes or adaptive grip holders for pupils needing fine motor support. • Provide pre-portioned paint trays and clear pictorial step-by-step colour mixing guides.
GREATER DEPTH	Pupils independently adjust tint and shade with white/black paint and select specific brush sizes to convey mood, detail, and light in their paintings.
RESOURCES	Ready-mixed poster or acrylic paint (primary colours: red, yellow, blue, plus white and black). Brushes in various sizes (flat, round, fan brushes). Alternative painting tools: combs, sticks, sponges, rollers, palette knives. Texture additives: sand, plaster. Mixing palettes, water pots, heavy cartridge paper, canvas boards.