YEAR 1: Elements of Art: Colour

Contents Include:
Primary and Secondary Colours
Warm and Cool Colours
A Study of a Famous Artist

Please Note: The activities included in this pack are suggestions only. Teachers should adapt the lessons to ensure they are pitched correctly for their pupils. For an outline of the content included in Year 1 Visual Arts, see the Visual Arts Sequence.
Lesson 1: Introduction to Colour

This lesson should be used to establish what the children know about colour. Children will learn the three primary colours (yellow, red and blue) and will begin to explore colour mixing. By the end of this lesson, children should be able to name the three primary colours and should have some ideas about how to mix primary colours to make various secondary colours, for example, mixing red and yellow to make orange. The colours red, yellow and blue are called primary colours in art because they cannot be made by mixing together any other colours. When two primary colours are mixed together, the colour created is called a secondary colour. In art, some colours can be used to create feelings of warmth (e.g. red, yellow or orange) or feelings of coldness (blue, green or grey). The works of art included in What Your Year 1 Child Needs to Know can be used to discuss this.

See page 155-159 of What your Year 1 Child Needs to Know

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<td>To show what I know about colour in art.</td>
<td>To know that the primary colours are red, yellow and blue. To know that primary colours can be mixed to make secondary colours. Extension: To know that colours can be grouped into warm and cool colours.</td>
<td>Give children a blank piece of paper and a range of coloured paints. Ask them to paint the primary colours onto the page. Use this information to assess if children are secure in their knowledge of primary colours. If this is a new concept for children, teach this explicitly. If children can confidently identify primary colours, move on to a new piece of paper and ask children to mix the primary colours to make secondary colours. Carefully assess how controlled children are when creating secondary colours, adjust following lessons if necessary. For example if children are making brown sludge by adding too much paint at one time then they may need to be taught explicitly how to mix colours. If children are confidently and accurately mixing colours, they will be ready for the following lessons on shades and tints. Use your discretion when deciding how much lesson time needs to be spent on colour mixing, ensure children are developing good mixing skills before moving on. Extension: Introduce children to the idea of grouping colours into warm and cool.</td>
<td>primary secondary warm cool mixing Relevant artists’ names: Van Gogh Mondrian Hockney</td>
<td>What can you tell me about primary colours? How would I make a secondary colour? Which famous artists used warm/cold colours? What do you think artists might need to think about when they are choosing colours?</td>
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Resources:
Poster paints, palettes, brushes, water pots with lids, sugar paper.
Images of relevant art works: Van Gogh’s Sunflowers, Mondrian’s Compositions, Hockney’s A Bigger Splash, Henri Rousseau’s Surprised! and Pieter Bruegel’s Hunters in the Snow.
Lesson 2: Adding White to a Colour: Tints

In colour theory, a tint is the mixture of a colour with white, which increases lightness, and a shade is the mixture of a colour with black, which reduces lightness. A tone is produced either by the mixture of a colour with grey, or by both tinting and shading. In this lesson children will be introduced to the concept of tint. You make tints by adding white to a colour, the more white you add, the lighter the tint. Children should be shown through teacher demonstration, how to gradually add small amounts of white to a colour, mixing in between each addition and stopping to look at the result. If possible, have some colour charts (easily obtained from a DIY shop) to show children the huge range of colours that can be made through tinting. By the end of this lesson children should be secure in their knowledge and should be able to show how to create tints from any given colour. Children can discuss how the feeling created by their colour changes, perhaps starting as a warm colour but then becoming cooler.

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<td>To understand that a tint is a mixture of a colour with white.</td>
<td>To know that a tint can be made by adding white to a colour.</td>
<td>Introduce the lesson by showing children a pre-prepared colour chart that the teacher has made. (for example a dab of blue, then a dab of blue with a tiny amount of white added, then a dab of blue with more white added etc until the last dab is almost completely white.) How do you think I made this? Teacher to demonstrate for children how a little bit of white paint was added several times over. Explain this is called tinting. Discuss success criteria for tints of colour- what makes a good tint? Focus on the skills the children need to be demonstrating such as brush control. Children to explore and create tints on sugar paper (into pre-prepared boxes if possible). Start with blue (as children will need this for their final piece) and move onto using red or yellow if there is time. Discuss how the feeling of warm or cool might change as the tint changes.</td>
<td>tint white mixing adding gradually alter pale lighter</td>
<td>What is a tint? What happens to a colour when you add white to it? Tell me about the colours on your paper. Today we have been talking about adding white to a colour, what do you think would happen if we added black?</td>
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<td>To know that a tint can be made by adding white to a colour.</td>
<td>To be able to use knowledge of tinting to experiment with colour mixing.</td>
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<td>To be able to explain how colours have been altered to create a tint.</td>
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Resources:  
Dulux Colour Charts  
Poster paints (a lot of blue and white), palettes, brushes, sugar paper, water pots with lids.
Lesson 3: Adding Black to a Colour: Shades

In this lesson, children will build on their learning from the previous lesson and will be introduced to the concept of shading. A shade is a mixture of a colour with black. In the same way that children made tints of colour in the previous lesson, they will create shades of colours in this lesson. Teachers should demonstrate adding black very gradually and if necessary show children what happens when you add too much black too quickly (to avoid this happening!). Artists use shading to show light and shadows. When artists make the colour of what they are painting darker, it makes it look further away from the light and three-dimensional. This can be seen in Vermeer’s *Girl with a Pearl Earring* where her head scarf and her blouse are painted using shades.

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<td>To understand that a shade is a mixture of a colour with black.</td>
<td>To know that a shade can be made by adding black to a colour. To be able to use knowledge of shading to experiment with colour mixing. To be able to explain how colours have been altered to create a shade.</td>
<td>Introduce the lesson by showing children a pre-prepared colour chart that the teacher has made. (For example a dab of blue, then a dab of blue with a tiny amount of black added, then a dab of blue with more black added etc until the last dab is almost completely black.) <em>How do you think I made this?</em> Teacher to demonstrate for children how a little bit of black paint was added several times over. Explain this is called shading. Discuss success criteria for shades of colour- <em>what makes good shading?</em> Focus on the skills the children need to be demonstrating such as brush control. Children to explore and create shades on sugar paper (into pre-prepared boxes if possible). Start with blue (as children will need this for their final piece) and move onto using red or yellow if there is time. Near the end of the lesson, provide children with a variety of tints and shade and ask them which is which. Use this information as an assessment of their understanding.</td>
<td>shade black mixing adding gradually alter dark darker</td>
<td>What is a shade? What happens to a colour when you add black to it? Tell me about the colours on your paper. Why might artists use shades of colours?</td>
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**Resources:**
- Dulux Colour Charts
- Poster paints including blue and black, palettes, brushes, sugar paper water pots with lids.
Lesson 4: Artist Study: David Hockney’s A Bigger Splash

In the 1960s English artist, David Hockney, left cold damp England behind to visit the warm west coast of America near LA. He was impressed by the strong colours the Californian sunlight created. A Bigger Splash is a painting Hockney made in LA. Its warm vibrant colours make us feel the hot sun and show us the bright clear skies that he saw. Children can use this painting to think carefully about what colours you would need to paint a splash. Paintings of water are useful when showing children tints and shades because artists often use lots of different shades and tints of blue when painting water. A great resource to use for this lesson is the Royal Academy of Art’s Impressionists by the Sea. There are lots of examples of water that has been painted using shades and tints of blue. Particularly useful is Claude Monet’s Shadows on the Sea on page 24 of the guide (see link above).

See page 159 of What your Year 1 Child Needs to Know

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<td>To understand that artists uses shades and tints of blue to paint water.</td>
<td>To know that artists use shades and tints of blue to paint water. To independently mix colours to create colours needed. To know that David Hockney painted A Bigger Splash. To be able to use descriptive vocabulary when responding to work of famous artists.</td>
<td>Give the children an envelope (in pairs) containing a colour version of Hockney’s A Bigger Splash cut up into jigsaw pieces. Ask them to put the painting back together. This will help them to look in depth at the painting. Whilst they are completing this task, assess how well they are using relevant vocabulary. Discuss how Hockney has painted the splash. Give children lots of examples of splashes (photos and artists representations) to explore. Ask them to create some shades and tints of blue and explore painting their own splashes. Look at how many different ways children have painted water and discuss their use of colours.</td>
<td>David Hockney America cool warm mixing shades tints</td>
<td>What colour do you feel is the strongest? How does the painting of the sky contrast with and relate to the pool? How is the splash different from the rest of the swimming pool? What do you think happened just before the moment in this painting? What made the splash?</td>
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Resources:
At lunch time or another relevant time, encourage children to splash in real water!
Poster paints: blue, white and black, brushes, palettes, water pots with lids.
Images of water, waves and splashes (photos and artists representations).
Hockney’s A Bigger Splash
Lesson 5: Painting the Sea: Monet

In this lesson children will look at an additional artist and will explore how to use tints and shades to paint the sea. Monet was interested in the different effects of the weather on the sea. He visited coastal locations in France at different times of year to look at how the sea changes in different seasons. Sometimes Monet worked on as many as half a dozen different paintings at the same time, moving between them according to the weather and light conditions. Show children Monet’s Shadows on the Sea where he has used different blues to show the shadow of a cliff on the water. It would be useful to show children a range of work showing the different conditions of the sea (see resources).

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| To understand that artists use shades and tints of blue to paint the sea. | To know that artists use shades and tints of blue to paint the sea.  
To independently mix colours to create colours needed.  
To know that Monet painted a variety of seascapes.  
To be able to use descriptive vocabulary when responding to work of famous artists. | Give half the children an envelope (in pairs) containing a colour version of Monet’s Shadows on the Sea cut up into nine jigsaw pieces. Give the other half of the class an envelope (in pairs) containing a version of The Sea at Fecamp. Ask them to put the painting back together. This will help them to look in depth at the painting. Whilst they are completing this task, assess how well they are using relevant vocabulary. Discuss how Monet has painted the sea in two very different ways.  
Give children lots of examples of water and waves (photos and artists representations) to explore. Ask them to create some shades and tints of blue and explore painting their own waves in the sea.  
Look at how many different ways children have painted the sea and discuss the moods reflected. | seascape  
Monet shadow  
shade  
tint  
cliff | How does the painting of the sky contrast with and relate to the sea?  
How has Monet used his brush to show the choppy sea?  
How has Monet used colour to show the shadow of the cliff?  
How do the two paintings reflect different moods? |

Resources:  
Royal Academy of Art’s Impressionists by the Sea  
Monet and the Sea
**Lesson 6: Independent Task: Using Tints and Shades**

This lesson offers an opportunity for children to create their own individual interpretation of the paintings they have seen throughout this unit of work. Children will be able to confidently use tints and shades to paint their own splash or seascape. They can either copy one of the paintings they have seen or they can use their imagination to create their own painting of water. This lesson should be used to assess how much progress the children have made both with their knowledge of colour and artists and their colour mixing skills.

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| To use shades and tints to paint a picture of water. | To independently mix colours to create colours needed.  
To know that a shade can be made by adding black to a colour.  
To know that a tint can be made by adding white to a colour. | Recap as necessary any of the previously learned skills.  
Show children a range of paintings depicting water in various forms to inspire them.  
Allow children enough time for their independent painting. | All previously learned vocabulary. | Invite children to ask each other about their paintings. Encourage constructive comments and feedback.  
Tell me what you know about colour and explain how you have used it in your painting. |

**Resources:**
- Poster paints: blue, white and black, brushes, palettes, water pots with lids.
- Images of water, waves and splashes (photos and artists representations).
- Slideshow of interesting paintings of water in different forms.