

Artist & Main Study Piece



Wassily Kandinsky (1866–1944)

- * Russian painter
- * Explored use of colour and colour mixing
- * Thought about how colours make people feel
- * Explored use of shape
- * Listened to music while he painted

Squares with Concentric Circles (1913)



Curriculum Links

Communication & Language
Physical Development
Maths
Understanding The World
Expressive Arts & Design

Mini Art Projects

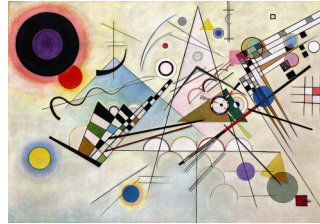
- Autumn 1: Self Portraits & Intro to Colour Mixing
- Autumn 2: Bonfire Night Artwork
- Spring 1: Junk Modelling Vehicles (DT Link)
- Spring 2: Easter Cards
- Summer 1: Whole School Art Week Project
- Summer 2: Kandinsky Artist Study & The Colour Wheel

Art: Year: Reception

Kandinsky

Other Pieces By The Artist & Previous Years Examples

'Composition 8' (1923)



'Yellow, Red and Blue (1925)



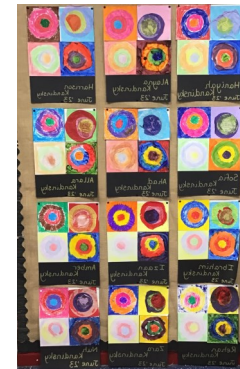
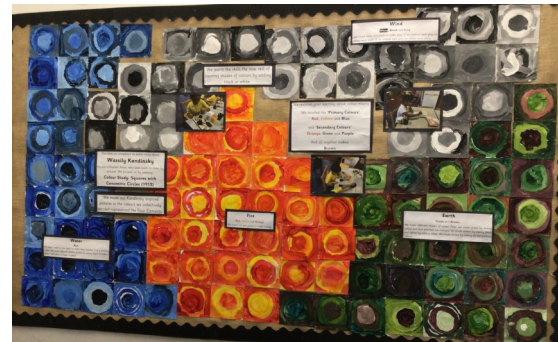
'Circle In A Circle' (1923)



'Swinging' (1925)



Previous Year Groups Kandinsky Pieces



Equipment

chalk pastels



tissue paper shapes



white card



felt tip pens



pencils



paint



paint brushes



attribute shapes (square and circle)



Key Vocabulary

Artist

A person who creates art as a profession or hobby.

Concentric

The same center point. The larger going around the smaller.

Media (in art)

The way a type of art is created and what it is created with.




















Continuous Provision

All children have access to creative materials within 'The Creative Area' of continuous provision. Other than this discreet unit, the development of skills in art, including painting, are supported by the adults in provision time. Using the Common Play Behaviours document, provision is enhanced each term for skill development.

Previous Learning	Future Learning (Year 1)
Children should have had the opportunity to explore a range of creative materials at Nursery to create their own artwork.	<p>Artist Study: Andy Goldsworthy: Focus on shapes - curves, spirals and circles</p> <ul style="list-style-type: none"> • Beginning to work creatively e.g. with a range of media on different scales. • Describe what they think and feel about the world of a chosen artist... • Describe some of the art and design techniques they have used in their work e.g. painting, collage, printing, drawing...

Term: Summer 2	Learning Challenge	Tasks/Activities	Key Learning
1	To understand who Wassily Kandinsky was. To understand that artists create different pieces of work.	<ul style="list-style-type: none"> • To research who Wassily Kandinsky was and find out three key pieces of information. • Look at and discuss what we notice in different pieces of Kandinsky's work. 	<ul style="list-style-type: none"> • I know three facts about Wassily Kandinsky: <ul style="list-style-type: none"> ⇒ He was from Russia. ⇒ He liked to mix colours and paint shapes. ⇒ He listened to music while he painted.
2	To further develop understanding of colour mixing.	<ul style="list-style-type: none"> • To make individual colour wheels and shade scales: <ul style="list-style-type: none"> ⇒ To mix primary paint colours to make secondary colours. ⇒ To mix all primary paint colours to make brown. ⇒ To add white to a colour to make it lighter. ⇒ To add black to a colour to make it darker. 	<ul style="list-style-type: none"> • I can tell you that when you add white to a colour it makes it lighter, and when you add black to a colour it makes it darker. • I can tell you the three primary paint colours and the three secondary paint colours. • I can tell you that when you mix all primary colours together you make brown.
3	To begin creating a final piece.	<ul style="list-style-type: none"> • To create a section in the style of Kandinsky using <u>tissue paper shapes</u>. 	<ul style="list-style-type: none"> • I can place tissue paper shapes accurately, with concentric circles in the correct order i.e. largest > medium > smallest. • I think carefully about the colours I choose.
4	To continue creating a final piece.	<ul style="list-style-type: none"> • To create a section in the style of Kandinsky using <u>felt tip pens</u>. 	<ul style="list-style-type: none"> • I can carefully draw around attribute shapes to create a design. • I can colour in with care, within lines. • I can think carefully about the colours I choose, considering my artwork as a 'whole' piece.
5	To continue creating a final piece.	<ul style="list-style-type: none"> • To create a section in the style of Kandinsky using <u>chalk pastels</u> 	<ul style="list-style-type: none"> • I can recognise how chalk blends. • I can think carefully about the colours I choose
6	To finish creating a final piece.	<ul style="list-style-type: none"> • To create the final section in the style of Kandinsky using <u>paint</u>. 	<ul style="list-style-type: none"> • I can mix paint to create colours I want. • I can paint carefully within lines.
7	To evaluate final pieces.	<ul style="list-style-type: none"> • To evaluate own piece. What they like and what they would change next time. • To evaluate a friends piece of work, with care. 	<ul style="list-style-type: none"> • I can say what I like about my own work, and that of others. • I can say what I would change about my own work and that of others, taking into account their feelings.

Expected Understanding of Paint Colour Mixing

 <p>yellow</p>	$+$	 <p>red</p>	$=$	 <p>orange</p>		
 <p>red</p>	$+$	 <p>blue</p>	$=$	 <p>purple</p>		
 <p>blue</p>	$+$	 <p>yellow</p>	$=$	 <p>green</p>		
 <p>red</p>	$+$	 <p>yellow</p>	$+$	 <p>blue</p>	$=$	 <p>brown</p>
 <p>any colour</p>	$+$	 <p>black</p>	$=$	 <p>darker colour</p>		
 <p>any colour</p>	$+$	 <p>white</p>	$=$	 <p>lighter colour</p>		