

A vibrant collage of various paint colors and textures. At the top left, a glass jar holds several brushes. A large, thick green brushstroke arches across the top. Below it, a rainbow is formed by thick, curved strokes of red, yellow, and blue. A large, horizontal orange stroke is prominent in the middle. The background features a mix of colors, including a blue and white abstract pattern, a yellow and green landscape, and a brown textured area. At the bottom, a row of small, colorful brushstrokes in yellow, green, blue, pink, and red is visible. The word "PAINTING" is written in large, bold, black letters across the bottom, with "FOR PURPOSE" in smaller, bold, black letters below it.

PAINTING

FOR PURPOSE

Painting Projects

Please Google [8 Principles of Composition in Art - Painting Lessons With Marla](#) for help with explaining compositions to students or teachers!

Year 1	Repeated Compositions Using poster paint and simple brush strokes
Year 2	Balanced Compositions Creating hues of colour using black and white
Year 3	Rhythmic Compositions Using watercolours and texture
Year 4	Emphasised Compositions Using acrylic paint with tools for texture
Year 5	Movement Compositions Using watercolours and different paper types
Year 6	Contrast/Harmony Compositions Using acrylic paint and preferred painting techniques

Vocabulary

Year 1	<ul style="list-style-type: none">• Primary• Secondary• Sweep• Dab	<ul style="list-style-type: none">• Pattern• Repetition• Texture• Composition
Year 2	<ul style="list-style-type: none">• Hues• Wash• Tint• Shade	<ul style="list-style-type: none">• Symmetry• Balance• Texture• Composition
Year 3	<ul style="list-style-type: none">• Watercolour• Wash• Background• Complimentary	<ul style="list-style-type: none">• Texture• Composition• Harmony• Rhythm
Year 4	<ul style="list-style-type: none">• Acrylic• Detail• Contrast• Blend	<ul style="list-style-type: none">• Impressionism• Texture• Composition• Emphasis
Year 5	<ul style="list-style-type: none">• Blend• Technique• Canvas• Texture	<ul style="list-style-type: none">• Colour Palette• Composition• Movement• Watercolour
Year 6	<ul style="list-style-type: none">• Form• Blend• Texture• Acrylic	<ul style="list-style-type: none">• Colour Palette• Composition• Contrast• Harmony

Artists

Year 1

Alma Thomas



Year 2

Charlie French



Year 3

Emma Burleigh



Year 4

Leonid Afremov



Year 5

Maida Noor



Year 6

Huang Yuxing



Year 1 – Repeated Compositions

Week 1: LO: Use poster paint to explore colour mixing.

Have children mixing colour, getting used to brush strokes and colours. Can they name all of the colours (e.g. can they distinguish do lighter and darker shades have different names)? What happens when you mix colours together?

Week 2: LO: Understand that primary colour can be mixed to make secondary colours.

Use a colour wheel or colour algorithms to mix colours together. Get these in sketchbooks as written equations (e.g. yellow + blue = green). Notice how many primary colours there are and how many secondary colours they make. Why are they called 'secondary' colours?



Week 3: LO: To experiment with brushes and tools to create texture.

Use a range of brushes and tools to create texture. What do the brush strokes do when you use a thinner brush instead of a thicker brush? What if you brush lightly? What if you dab the end of the paintbrush instead of using a stroke?

Week 4: LO: Discuss how Alma Thomas has used a repeated pattern.

Look and understand the artwork of Alma Thomas. How has she used the paint to make a picture? What colours has she used for the sky, or the mountain? Do you think she has mixed any of the colours to make another colour? Practise painting repeated bricks in lines. For lower ability children, increase the size of the brush and bricks. Perhaps use a grid for the bricks.



Week 5: LO: Understand pattern and repetition in composition.

Complete a final piece – use repeated pattern of small brush strokes to create artwork inspired by Alma Thomas. Use a simple picture design, or have one designed by the children before painting (e.g. of a mountain).

Week 6: LO: Describe key features of paint and what happens when colour is mixed. (Evaluate)

Evaluate work using sentence stems. This can be done immediately after the lesson whilst they remember what they have done!

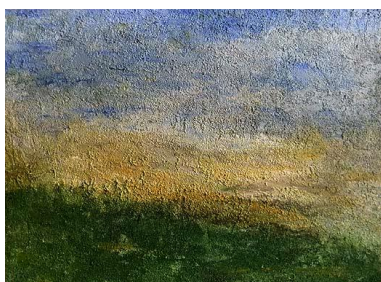
Year 2 – Balanced Compositions

Week 1: LO: Use black and white paint to colours to alter tints and shades.

Have children mixing colours with black and white, getting used to brush strokes and colours. Can they show what happens with adding colours to other colours to change the shade? Can they use a variety of brush strokes? What happens when you add a darker colour to a lighter colour?

Week 2: LO: Experiment with lightening and darkening colours without the use of black and white.

Use white and black to create a variety of hues. Note in sketchbooks what happens to colours compared to others, e.g. white + red = pink, whereas white + blue = lighter blue. Does black and another colour create a brand new one?



Week 3: LO: Experiment with adding grainy materials to paint for effect.

When you add sand, salt or sugar to paint, what happens? What does texture mean? Practise painting with grainy materials added to paint. What works? What does the paint look like? Make comments and talk about why artists might do this.

Week 4: LO: Discuss how Charlie French has balanced his artwork.

Who is Charlie French? Explore his art and sort his abstract artwork with what you might see as balanced and what isn't balanced (opportunity for sorting activity). Some artists show balance in their artwork if they feel happy and content in life. Which piece of artwork is the most calming? Plan a balanced piece of art.



Week 5: LO: Understand creating balance in composition.

Complete a final piece – use balance in art using white and black to create different tints and shades of colour. This doesn't all have to be planned – but the balanced composition does! Does balance mean everything has to be completely symmetrical (answer: no)?

Week 6: LO: Talk about why artists use paint instead of other materials.
(Evaluate) Use sentence stems. How have I used balance? What skill have I used?

Year 3 – Rhythmic Compositions

Week 1: LO: Use watercolours and a range of brush strokes to create washes.

Experiment and explore with different washes and brush strokes to get used to watercolours and how they work. What do you need to add to the palette? Does the paper need to be wet first, or can I put watercolour on dry paper? Annotate sketchbooks if possible, with ideas.

Week 2: LO: Use complimenting colours in artwork through a variety of tints and shades.

Choose complimenting colours. You could have a visual picture or stimulus, and ask children to create a colour palette to match the picture (e.g. a beach might have warm browns and golds, or cool blues and dark skies). How do you change the colour or shade using watercolours (because you can't just add black paint – or can you?)



Week 3: LO: Use salt on watercolour to create texture.



Create swirling patterns of colour on a page (ready for rhythm composition studies next week), and when doing so, see what happens when you add salt to the wet paint. Add to the page – not the palette! What effect does this have? How much salt do I add? How does this add 'texture'?

Week 4: LO: Discuss how Emma Burleigh has create rhythm in her painting.

Look at the work of the artist. How does the art show the composition movement? What is it? Annotate piece if necessary. What colours has the used? What elements of the painting are 'moving' and which are still? If we were to create our own piece of art, how could we show movement (e.g. add salt to show rainfall and swirls in the ocean to show a moving landscape).



Week 5: LO: Create rhythm in composition.

Create piece of artwork using movement. Maybe sketch out where you would like to show movement first in the form of arrows before adding watercolours. Watercolours can dry quickly, but you cannot soak the page otherwise all of the colours will mix.

Week 6: LO: To explain how they used rhythm whilst painting.

Use sentence stems. A moving part of my image is... I added salt because...

Year 4 – Emphasised Compositions

Week 1: LO: Use acrylic paints and detailing brushes.

Get used to the medium of acrylic paints. We don't need to use much, and creating colours is simpler with acrylic paints. Discuss and perhaps note down what is good about acrylic paints. Do they mix well? Can you layer easily? Would this be a paint to use if you wanted to add a lot of detail? Why might you use different brushes?



Week 2: LO: Develop an understanding of contrasting colours for striking effect.



Create an understanding of the word 'contrast'. This will be needed for the study of emphasis compositions. For example, here is an image of rainclouds: what brush stroke and colour might be added for striking effect? Why does an artist do this? What colours are 'striking'? In the mountain image, can only lighter colours be striking? Practise contrast.

Week 3: LO: Experiment with sponges and other tools to create texture in acrylic paint.

Create a wash of colour on a part of the page, and when doing so (when the acrylic paint is still wet), add to the page either a contrasting light colour or dark colour to the paint using a sponge. What effect does this have? How does this add 'texture'? How does this create contrast?

Here is Leonid Afremov's work. We will look more at the artist next week. Where might I dab acrylic paint for it to stand out and add texture?



Week 4: LO: Discuss how Leonid Afremov has created emphasis in his painting.

What part of the paintings stand out? Look at a range of paintings. Is this Afremov's style? How does this fit the work 'emphasis'? What happens if you take the emphasis away from the painting? Annotate and draw conclusions of emphasis from a range of works. Can you find a piece of Afremov's work where he doesn't emphasise his composition? Plan a simple painting for next week, e.g. creating a candle in a window or a dark object in a wash of bright colour.

Week 5: LO: Understand creating emphasis (in one part of a picture) in composition.

Create piece of planned art. This is completely up to teachers with what you would like them to create, but if unsure, a candle in a painting is a simple use of emphasis.

Week 6: LO: Evaluate how multiple techniques have led to their own work.

What techniques have I used from what I have learned? Evaluate use of acrylic paint itself.

Year 5 – Movement Compositions

Week 1: LO: Use watercolours to explore painting techniques (e.g. wet on wet, wet on dry, etc.)

Get used to the medium of watercolour paints and watercolour pencils. Discuss and perhaps note down what is good about watercolour paints. Do they mix well? Can you layer easily? Discuss and contrast different methods of using watercolour as some artists prefer different ways, e.g. wet on wet. Which do you prefer?



Week 2: LO: Mix and match colours to create a colour palette for purpose.

Still getting used to watercolour and colour mixing, we can explore movement through colour as well as space on a page. For example, if I were to paint a leaf, gradually moving from green to yellow, what does this show? Practise creating a colour palette of emotions using colour mixing and shades.

Week 3: LO: Investigate a change of canvas or paper to alter texture.

Use watercolour on sketchbook paper, normal paper and then watercolour paper. Notice the differences between them and a preferred choice of paper. How does this alter the texture (how the paint looks on the page)?

Week 4: LO: Discuss how Maaida Noor has created movement in her painting.



Study Noor's paintings of movement, particularly her portrait pieces. Imagine this is a snapshot or freeze frame of a video. If I were to un-pause the picture, what would move next and where to? How does this create a wonderful effect for movement? Maybe practise this using a portrait of a crying child or thinking man?



Week 5: LO: Understand the movement composition technique.

Having planned a piece of work, create visually striking movement paintings using a preferred choice of paper. How are you going to show movement? Perhaps draw arrows on the page first? Paint carefully using either a scaffold (portrait) or from scratch.

Week 6: LO: Discuss the processes used and how they intend to improve work.

Why is movement a great composition in portraits? How have you used the whole space? What can you do next time to improve techniques? What skills have you used in your work?

Year 6 – Contrast and Harmony Compositions

Week 1: LO: Use acrylic paints and plan brush strokes and brushes.

Plan, experiment and have discussions on how to use paints and brushes. Create detailed swirling patterns, and have a 'relaxed' experimental lesson building ideas on how the paint works. Explore some form of colour mixing for next week.

Week 2: LO: Develop a painting from a drawing using appropriate colour.

Here is one image of Huang Yuxing's work. What is it? If you were to paint this in the 'right' colour, create a colour palette for it (e.g. if it shows mountains, what greens could you create from acrylics?) Practise drawing a mountain, then painting over it.



Week 3: LO: Develop preferred techniques of creating texture.

Have a few materials on tables with acrylics. What could you add to make texture visible? Recreate the mountain from last week using a variety of texture techniques e.g. adding graining materials or not 'flattening' the paint on the page but leaving it thicker and bumpy.

Week 4: LO: Discuss how Huang Yuxing has created harmony in his painting.

Huang Yuxing shows artistic creativity and careful composition with both 'harmony' AND 'contrast' in his paintings. What colours and shapes are similar? What is strikingly different? Make notes, annotate, and discuss what he has done. Does it work as a piece of art, or doesn't it make any sense?



Week 5: LO: Utilise contrast and harmony composition techniques.

Going back a few weeks, we carefully considered a picture and how that may turn into a 'piece of art'. Today you are doing the same, creating a piece inspired by Huang. Use 'harmony', 'contrast' or both to create a piece of art – it must be carefully considered because you are going to explain the composition to your arts' viewers.

Week 6: LO: Give reasoned evaluations for their own and others' work.

Explain what composition you have used and why. Is it harmonious, contrasting or both? How have you used colours to make this effective?