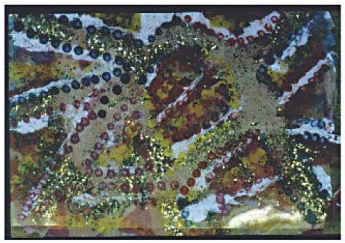
	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Learning Intention Children should learn:	To produce multi-surface images in response to the work of the artist Chris Ofili.	To apply their experience of materials and processes developing their control of tools and techniques for painting.	To compare ideas, methods and approaches in Fauvist paintings. To use a sketchbook to develop ideas in response to Fauvist imagery.	To question and make thoughtful observation about using the work of the Fauvists as a starting point and select ideas to use in their work. To review and modify work as it progresses.	To mix, match and extend colours and patterns.	To apply their experience to mix and match colours and experiment with different tools and techniques.
Activity	CHRIS OFILI- LAYERED SURFACE Ask children to look at work by Turner Prize winning artist Chris Ofili. Talk to the children about the way in which Ofili builds his work up in layers. Ask the children to develop an idea for an abstract piece of work on A5 paper using colours and lines referenced from Ofili's images. These layers could include coloured tissue, Brusho colour, printing techniques with white ready -mix paint and glitter. TEACHERS SHOULD SELECT THE ARTIST'S IMAGES AS APPROPRIATE AS SOME MAY BE CONSIDERED UNSUITABLE FOR YEAR 5 CHILDREN.	>CHRIS OFILI ACETATE OVERLAY Show the children how Ofili applies his paint in flowing, dotted lines. Ask the children to explore a number of ideas in their sketchbooks using this dotted linear approach. Transpose final sketchbook designs onto A5 acetate sheets using acrylic paint, applied with cotton buds. Show the children how, when dry, the acetate sheet will be fixed onto their layered A4 pieces from week 1 to complete the fully layered effect.	FAUVIST PAINTING Ask the children to look at examples of Fauvist paintings (Derain and Matisse) and discuss the vibrant, contrasting and unrealistic colours. Ask children to select an area of the school interior as the starting point for a Fauvist's style painting. Offer viewfinders and encourage the children to use them in selecting and drawing into their sketchbook from an interesting viewpoint. Again, looking at the work of the Fauvists, explain to the children that the emphasis is on shapes and contrasting areas of vibrant colour and not a photo-real image.	>FAUVIST PAINTINGS Ask the children to develop their ideas through enlarging their selected view using chalks on sugar paper. Encourage them to mix, use and apply similar colours to the Fauvists i.e. contrasting and vibrant colours. Ask the children to look at and use similar expressive brush strokes in applying their contrasting colours to adjacent shapes within their image.	MIXING, MATCHING AND EXTENDING PATTERNS Ask the children to look at a selection of pieces of multi-coloured and patterned fabric. Explain that the objective will be to mix, match and extend the colours and patterns. Ask them to select a piece of fabric for this purpose and attach it to a piece of off-white sugar paper. Using chalks and pencils, begin to outline the areas to be worked in colour, both this week and next. Patterned fabrics could be scanned and work developed using ICT.	>DEVELOPING WITH DIFFERENT TOOLS AND MEDIA Ask the children to continue to mix and match colour. Ask them to consider employing a variety of applicators, e.g. fingers, sponges etc. to achieve desired effects. Ask them to consider mixing media for example, applying pastel to dried paint as well as employing tonking and sgraffito techniques.

Skills, concepts, knowledge and understanding	Making a multi-layered piece with a variety of media. Responding to the work of a contemporary artist.	Using different techniques and materials to produce acetate overlay. Reflecting the style of Chris Ofili.	Recording and collecting visual information to inform ideas. Understanding the use of contrasting, adjacent colours.	Exploring the Fauvist use of colour. Knowing about the use of vibrant and unrealistic application of 'Fauvist' colours.	Producing extended images by mixing and matching colours and patterns in response to a piece of patterned fabric. Mixing and matching colours and patterns.	Using a range of tools and techniques to develop, modify and enhance work.
Vocabulary	Layers Abstract	Linear Acetate Transpose Layered	Vibrant Unrealistic Viewfinder Contrasting Photo-real image	Palettes Expressive Adjacent Fauvist Review Modify	Fabric Extend Select Mix Match	Media Tonking Sgraffito Applicators Modify
Curriculum links	Literacy – speaking and listening. ICT – layers.	SMSC/PSHE/Citizenship – respecting the differences between people. ICT – layers.	ICT – research skills. Literacy – group discussion, qualify or justify what they think.	ICT – research skills.	ICT – scanning, cloning, pattern repeats. Numeracy – position and movement.	Numeracy – position and movement.
Resources	A5 paper, Coloured tissue, Brusho colour, Coloured glitters and glitter pens, Ready-mix paint (white), Objects for printing. Chris Ofili – Tate Google images	Acetate sheets – A5, Acrylic paint, Cotton buds, Uhu type glue to fix to underlay or pins.	Viewfinders, Sketchbooks, Drawing pencils. Acrylic paint. Fauvist images – Andre Derain, Henri Matisse – Tate Google images	Off-white sugar paper, Light coloured chalk, Ready-mix paints, Palettes.	Ready-mix paint, Powder colour, Brushes, Paper, Selection of patterned fabrics, Light coloured chalk, Pencils.	As previous session + Cotton buds, Lolly sticks etc. Pastels, Chalks.
Time	1 hour	1 hour	1 hour	1 hour	1 hour	1 hour

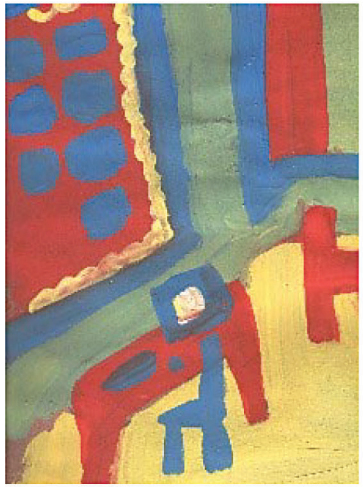
Expectations	Names	Next Steps
Some children will have made limited progress. They will be able to… use painting techniques to communicate ideas and talk about what they think and feel about their work and suggest improvements that may be made. They will be able to discuss and respond to the work of artists and show some understanding of their style and techniques employed when producing images. They will be able to talk about different patterns and record what they see.		
Most children will be able to… share their ideas about painting techniques and use painting materials and techniques to communicate their ideas to others. They will be able to discuss their work and that of others and produce images in response to well-known artists especially focusing on the use of colour in their work. They will be able to explore patterns and record, enlarge, match and extend them to realise their intentions.	**YEAR 6 – PAINTING UNIT**	
Some children will have progressed further. They will be able to… investigate and use materials and processes to communicate ideas and meanings about an image and work with others to share ideas. Make confident responses to the work of other artists commenting on their own and others' work and evaluating their achievements. They will be able to explore patterns and record, enlarge, match and extend them and modify their ideas in order to realise their intentions.		



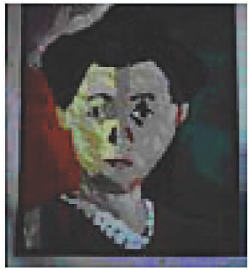
Individual responses to Chris Ofili.

Part of class display in response to Chris Ofili.

Shoe boxes decorated in the style of Chris Ofili.



Images in the Fauvist style.



Sketchbook work on extending fabric patterns.