

# LIFT OFF

INTRODUCING PAINTING

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Both painting and drawing use 'mark making' and the visual language, with painting emphasising colour and texture. Using paint and colour are exciting experiences in themselves but working with them leads to a greater awareness of colour in the world around us, and how different cultures use colour. Learning simple colour theory links with the science of light and involves practical skills in colour mixing.

Painting is very versatile and works can range from the most delicate and precise to bigger, bolder and more powerful forms of expression. Painting can be done on a variety of materials, paper, textiles, and objects. Very often paintings progress from a quick sketch or drawing.

In the Art Framework painting is being explored through the following forms:

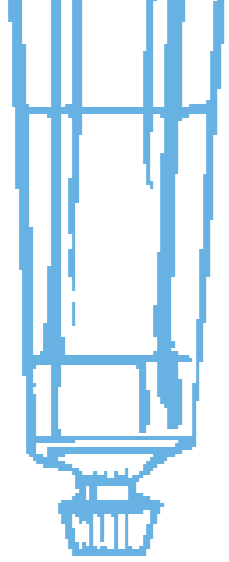
- **Mark making:** developing control over tools, media and materials, techniques and processes. Mark making and painting exercises help children to increase their skill and understanding and will broaden their repertoire of marks and contribute to the growth of eye-hand-brain skills. Through exploring line, shape, form, structure, colour, pattern, texture, proportion, scale and space children develop an understanding of the visual language
- **Narrative and Expressive paintings:** These forms of painting allow children to represent what they know, feel and imagine. Paintings can be based on reality or fantasy
- **Observational paintings:** Recording what is seen. This can help children to look more closely, analysing the world around them, as well as communicating to others
- **Illustrative paintings:** Paintings used to convey specific ideas, scenes, animals and characters.

Through these forms children will work on some of the traditional themes used by artists.

- **Portrait:** a painting of a person, group of people, or animals
- **Still Life:** a painting of non-moving or arranged objects
- **Land and Seascapes:** paintings of natural and urban scenes and subjects

Key aims of the Painting Programme are to enable children:

- To have the opportunity to explore a number of different ways of painting
- To have the opportunity to enjoy painting freely in their own way
- To be able to use colour and texture to record observations and express ideas and emotions
- To learn simple colour theory
- For older children, to have the experience of working on an extended project of their own choice
- To know about and enjoy a variety of paintings made by other artists, contemporary and historical and from different cultures



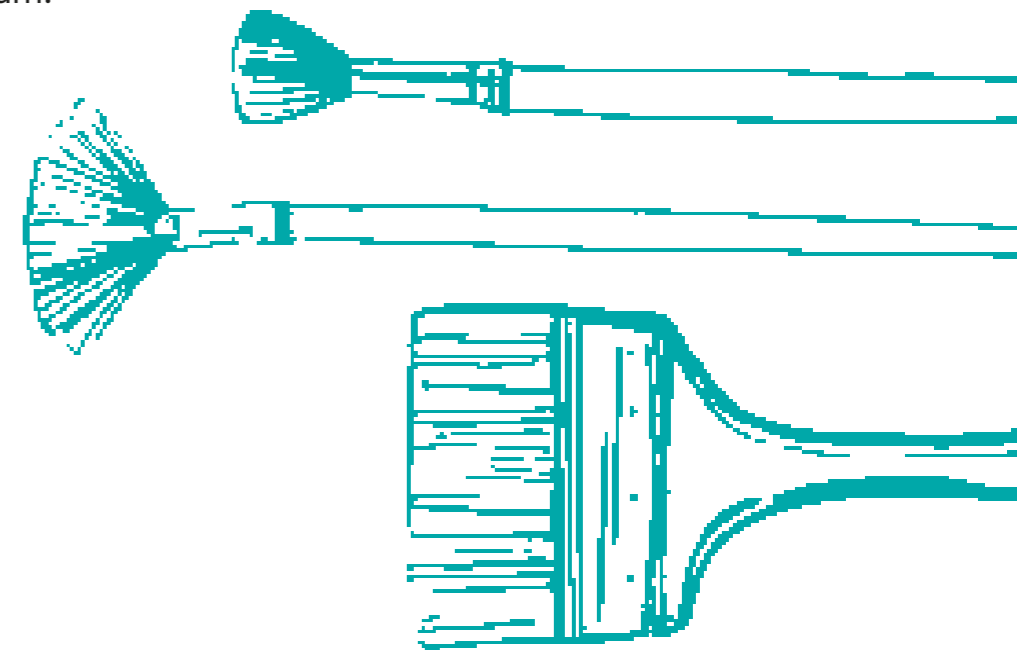
# HOW DO WE MAKE A PAINTING?

A painting, like a drawing, is a series of marks which convey meaning through the use of the visual language. But in painting the predominant visual qualities are colour and texture.

We make a painting by using a variety of tools, small and large brushes in round and flat shapes ranging from fine brushes for detailed work to bigger brushes for covering large areas. Also other tools such as sponges, rollers, palette knives and sticks working on different surfaces, paper, card, canvas, fabric, clay, wood.

Paint comes in different forms for example powder, ready-mixed, watercolour blocks and acrylic are mostly used in Primary schools. Each of these will produce a different result and children should be given the opportunity to experiment, test and choose.

Many types of paint are hard to control and children when painting can have a tendency to be 'messy'. They can be frustrated by the sheer difficulty of controlling the medium. They need to work with good tools and materials in a well organised work space with enough room to keep their resources in order and to work freely. They need time to practice and experiment and will benefit from advice on how to plan their work and control the tools, materials and particularly the painting medium.





# PAINTING

## 5-7

As with drawing, at this stage, the 'schema' dominates and, as a result, many paintings have the appearance of 'coloured-in' drawings. But the use of colour extends children's power to express, depict and communicate. They will greatly enjoy the tactile qualities of paint and the excitement of using bright colours.

They begin to be capable of using paint, brushes and other tools in a more controlled way. Children take pleasure in increasing their control and choice over the marks they make and the colours they use.

# PAINTING

# 5-7

## Making Paintings

As well as painting freely, all children should have the opportunity to develop painting in some of the following ways

### 1 Mark Making

By experimenting and exploring the quality of paint, children develop an awareness of the varying qualities of the medium. Over time a variety of tools should be introduced that can be used to apply paint in different ways. It will be essential to structure the children's exploration to help learning and avoid disappointment and chaos!

- Experiment with paint and a variety of tools to see what marks they make. Use brushes of different sizes, sponges, rollers, and found objects
- Introduce different types of paint, ready mix, block paint. Learn to use and control paint of the right consistency
- Make named marks for example, long and short strokes, fine and thick strokes, zig-zag, dots
- Use colours and brush strokes to express feelings for example, happy, sad, angry, excited
- Experiment with mixing colours using the primary colours, red, yellow, blue, to make secondary colours. Identify and name the colours

### 2 Narrative and expressive paintings

Children can use their schema to record memories, events, places, people and animals. Paint and colour are a good way of expressing feelings and ideas. At this age many children work very quickly and may need to be encouraged to slow down and think carefully about what they are doing and to begin to plan ahead:

- A family event
- My hero or heroine
- An imaginary place
- A painting made to music
- Take a bold black line for a walk and fill in the shapes with colour, perhaps choosing one colour only

### 3 Observational Paintings

Paint can be used in observational work, it is particularly useful to focus children's attention on colour and texture. Their awareness of colour can be encouraged by looking at and discussing natural objects and examples found in the environment:

- Look closely at and paint natural objects such as fruit and flowers trying to match the colours
- My pet or the pet I would like to have working from a photograph
- Myself or my friend
- Look closely at a photograph or illustration and try to copy the colours

# PAINTING 7-9



The main characteristics of this stage are a growing awareness of the world outside school and the development of personal ideas, values and ways of working. It is important to enable children to develop manual and technical skills so that they can express themselves freely using paint. This needs time to practice and so gain confidence.

Children should be encouraged to take more of their own decisions about the best tools, materials and media for a particular painting.

They can sustain work on a single painting or model over a longer period of time and can begin to plan ahead using images from their sketchbooks.

# PAINTING

# 7-9

## Making Paintings

As well as painting freely, all children should have the opportunity to focus their work on some of the following themes, portraits, still lives, land and seascapes.

### 1 Mark Making

Purposeful exploration of tools, media, materials, techniques and processes building on and developing the exercises introduced at the 5 to 7 stage:

- Experiment with new tools to apply paint
- Experiment with painting on new materials
- Try out colours and textures before using them on a painting
- Make a colour wheel
- Mix a range of colours from a limited palette, how many types of one colour can be made by adding only white to produce a tint or black to produce a shade
- Extending the exercise on tints and shades, see how many varieties of one colour (hue) you can mix for example matching the greens of a range of leaves

### 2 Narrative and expressive paintings

Children now often combine fantasy with reality and can move quickly between the two. They are very aware of imagery from the media, advertising, comics and the work of other artists and they begin to copy these ideas and styles in their own work. They are developing an understanding of the relationship between the way the paint is applied, the colours that are used, and the subject matter in the painting. They should now be encouraged to plan their painting carefully, gathering information, testing ideas and planning the composition in advance through discussion and sketching out alternatives:

- Paintings to convey feeling and emotions, angry, scary, happy, sad
- Paintings related to a strong personal interest
- Use other art forms to inspire a painting, music, drama, poetry, stories
- Paintings about a historical event or person
- Work with others to produce a group project

### 3 Observational Paintings

Observational Painting and Drawing go hand in hand. The starting point for a painting will often be a drawing. They should try to match observed colours, and textures accurately. They can now make a closer relationship between what they see and what they can represent:

- Take a small part of an artist's painting and reproduce it matching colours and textures
- Make a self-portrait being careful to capture the proportion and placement of features and the colours and textures
- Paint directly from a still life
- Paint a familiar land or townscape



# PAINTING 9-11

Children should now have gained the confidence and experience needed to take the initiative in planning their own work and using the correct vocabulary to talk about it. The predominant feature of this age group is the full emergence of personal ideas and ways of working. They are now very aware of personal, social and global issues. It will become evident that some children have particular abilities and skills in this area. It is also the age when they can easily become dissatisfied with their own ability. They need to be encouraged, reassured and taught simple techniques that will help them improve.

They are now capable of a more sustained piece of work of their own choosing. Ideas and starting points can partly develop from their own sketchbook and other materials and objects that they might have collected. Encourage them to look at artists' sketchbooks.



# PAINTING



## Making Paintings

As well as painting freely, all children should have the opportunity to continue their work from choosing from the different forms and themes but now adding the opportunity for abstract work. They should be able to transfer knowledge and techniques between different types of painting.

### 1 Mark Making

If they have worked through the earlier stages, children should now have achieved a reasonable degree of 'mastery' over their tools, media, materials, techniques and processes. They become more self-motivated, working out and planning what they need to try out and test before starting a piece of work, making decisions and choices about what tools, media and materials are best suited to expressing their ideas. Mark making can now become the preparatory work for a painting.

**Mark making can also be used to free up the imagination:**

- Develop ideas by playing with doodles using different size brushes and colours
- Paint over a photograph to create new imagery
- Paint to music, sounds or words
- Make marks with your eyes closed
- Make an image without taking your brush off the paper
- Paint 15cm paper squares in different shades of one colour, cut freely into different shapes and arrange on a contrasting background

### 2 Narrative and expressive paintings

Children now need to experience a variety of stimulus, particularly from the world of past and contemporary art including other cultures. There can be a rich interaction between understanding art and making art. The aim is to help each individual develop their own interests, values, and ways of working and personal style:

- Paintings to explore community and global issues
- Painting in the style of a favourite artist or of another culture
- Making a painting for a particular purpose or audience which could be an individual or group work. For example, stage set, mural, poster, school event
- Using paint with other media for example, photographs, paper, card
- Paintings linked to science fiction stories or films

### 3 Observational Paintings

Children's ability to represent what they see continues to develop with greater competence and sophistication. They will benefit from studying how other artists have tackled portraits, landscapes and still lives. They should be encouraged to spend time studying their subject before and during the process, really understanding the importance of 'looking more closely' and to draw and paint what they see not what they think they see. Their use and choice of colour will begin to be more exact, sometimes capturing the effect of light and movement.

All these qualities will also be valuable in Expressive and Narrative painting:

- Set up and work from their own still life
- Paintings of details of plants or objects, concentrating on textures, patterns and colours
- Take a series of photographs of land or townscape as the basis for a painting
- Paint a person or animal in action



### IN LOVING MEMORY OF PROFESSOR KEN BAYNES

Ken and his partner Krysia have worked with the Harley Gallery for many years, developing exhibitions and art activities for children of all ages. Their input has been invaluable and, they have worked tirelessly to help us offer our visitors the highest quality educational experiences, through educational resources for schools and curated exhibitions designed with children in mind. Ken was fun loving and a true inspiration. His belief in the importance of creativity in children's education and development has shaped and determined our Educational Programme.

### ACKNOWLEDGEMENTS

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Please visit our website [www.harleygallery.co.uk](http://www.harleygallery.co.uk) to find out more about our education programme and learning resources.

**Dayle Green, Education and Outreach Manager,  
Harley Foundation, December 2020**

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THE  
HARLEY  
GALLERY

Welbeck, Worksop,  
Nottinghamshire S80 3LW

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