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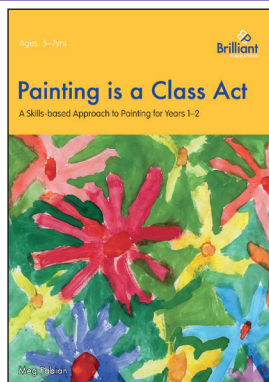


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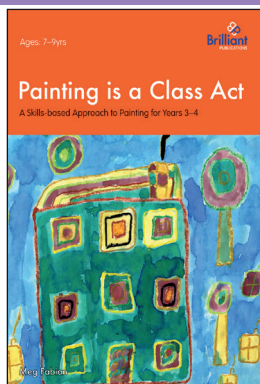


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# Skills-based approach to painting



**Painting is a Class Act**  
Ages 5-7  
978-1-905780-29-7  
120 pages. £21.99  
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**Painting is a Class Act**  
Ages 7-9  
978-1-905780-30-3  
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The three-book **Painting is a Class Act** series:

- Clearly sets out the progression of skills to be taught for colour mixing, colour theory, watercolours, history of painting, using works of art and other techniques and media
- Gives examples of how the skills can be applied
- Contains carefully planned, clearly laid-out lesson plans
- Introduces pupils to great artists. Chapters on history of painting and using works of art help pupils learn about great artists and understand the historical and cultural development of their art forms
- Provides a structured, skills-based approach to developing painting skills

- Supports the non-specialist teacher, but more experienced teachers will find the activities inspirational too
- Helps pupils develop a knowledge and feel for paints and colours: from how to mix colours together to how to achieve a range of effects from certain techniques
- Provides pupils with a way to express their ideas and feelings – confidence and pride will ensue
- Colour examples of children's artwork show clearly what can be achieved.

Using a skill-based approach to painting will:

- Raise standards in art
- Boost children's self-esteem and confidence, which in turn will help promote high standards in other curriculum areas.

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## Develop painting skills



## A Skills-based Approach to Painting Years 5-6

pdf: £13.99

Jack Perkins, Year 8

- The children should make their own compass patterns in their sketchbooks. If they are not keen, the photocopies can be used.
- From the photocopies, cut out the different colours in their sketchbooks.
- Show the children how to make a kind of 'hand' by using the tip of the pencil rather than the point, drawing heavily to begin with and gradually getting lighter to get the full range of tones.
- When the children have got each section of their compass pattern, colouring in the first section, suggest they go on to making the next three successfully later.

**Extension activity**  
Give children just two primary colours and ask them to make the third, eg give them red and yellow and ask them to make a blue. This is a bit mean, but it does reinforce the fact that you cannot make a primary colour unless you have it already. You can only make different blues if you already have a blue.

- A necklace could be made for the cat using clay beads, which the children could paint when the clay has dried.
- Wire or string could be wound around the cat's neck, and other objects attached.
- The patterns could be redefined with black permanent pen outlines.
- Dots and stripes can be over-painted when the first coat is dry to add to the patterns.

- 9 Draw their attention to the way some books are leaning at an angle and some have spines between them.
- Next tell the children to try to paint a shelf of books by drawing the spine of each book a different colour.
- When the paintings are dry, children could paint titles, or squiggles to represent titles, and small images along the spines, in different colours. They could also add books in the classroom to get some ideas.
- Draw their attention to the fact that the writing down the spine is often in a different colour. Encourage them to do the same.
- Lastly, they should mix the darkest colour they can and paint the shadows behind the books, they could use black.
- If the wallpaper is dissolved one above the

- When they have completed the design, it could be photocopied to save the children doing it again, or they could copy it onto white paper.
- Next, tell them to paint it in using bright, well-known colours.
- Explain to the children that the monks would have considered their art to be 'to the glory of their God' and so would want to do their very best work as part of their devotion.
- Remind them that the blue and gold were incredibly expensive and that the monks would have used them very carefully and sparingly.
- When the painting is dry, children could go

Explain that it is important that the tree strokes go from side to side, horizontally across the page, as this will help the liquid water (if the brush is painted vertically or in different background will not look quite like water. This might seem like it makes all the difference.

Next, they should add a few strokes of lavender blue (mix blue and purple pearlescent).

Tell children to switch now to mixed paint and mix the green with a little yellow, to make the grass. They should use variations of paint broad strokes dotted about to be the fly pads.

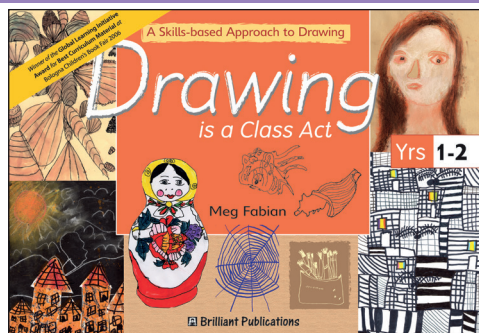
Now they should use the medium blue to make the sky.

- colour of petals and draw circles of colours to represent the flowers around the base of the tree and patterns along the trunk and branches
- Next, tell the children to colour in the trunk and branches in any way they like with oil pastels. They could add leaves in pen if they like, or outline the tree and branches in a different colour pastel.
- Children could then choose a colour for the background and paint right over the tree and the background. A different colour or the same colour could be used for the foreground.
- When the picture is dry they could:
  - scrape off some of the crystals to reveal the colours below with an opened paper clip;
  - over-colour the background behind the

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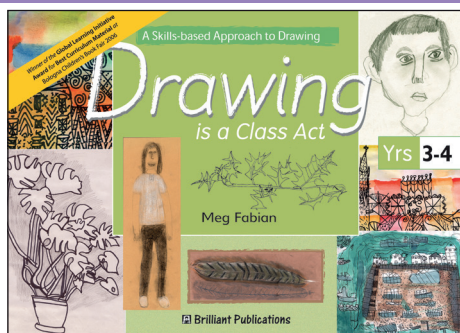
# Skills-based approach to drawing



**Drawing is a Class Act (Ages 5-7)**

978-1-903853-60-3

116 pages. £18.99



**Drawing is a Class Act (Ages 7-9)**

978-1-903853-61-0

148 pages. £18.99



The three-book **Drawing is a Class Act** series:

- Provides a structured skills-based approach to developing drawing skills, setting out the progression of skills to be taught
- Supports the non-specialist art teacher, but more experienced teachers will find it inspirational too
- Contains chapters on: line, tone, texture, pattern, looking, figures and faces, chalk and charcoal, and evaluation and assessment
- Highlights the importance of using sketch books and provides practical activities to help pupils make the most of them – from recording observations to reviewing and revisiting ideas.

Each book:

- Sets out clearly the progression of skills to be taught
- Gives examples of how the skills can be applied
- Contains carefully planned, clearly laid-out lesson plans
- Provides examples of pupils' artwork for every lesson
- Uses works of great artists as starting points.

Using a skill-based approach to drawing will:

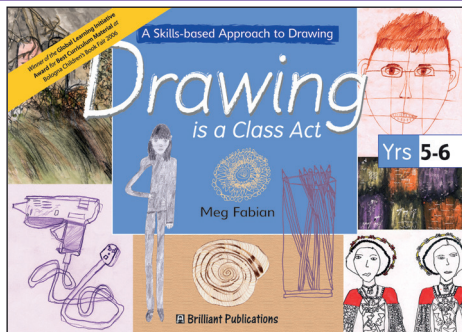
- Raise standards in art
- Boost children's self-esteem and confidence, which in turn will help promote high standards in other curriculum areas.

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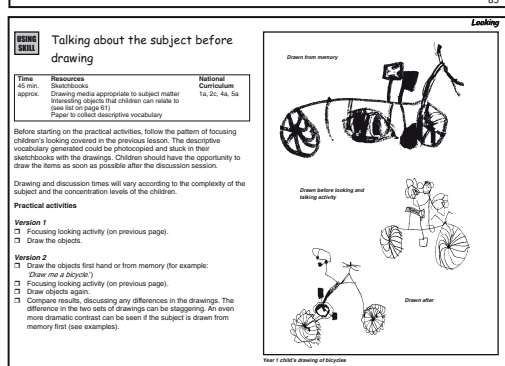
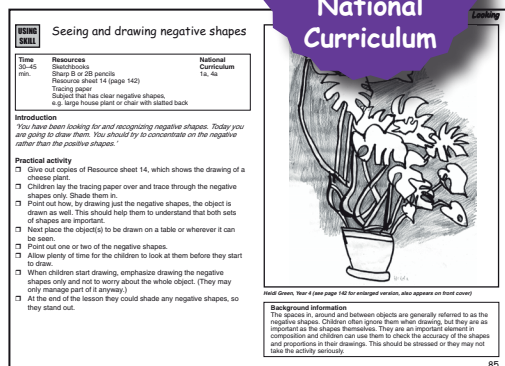
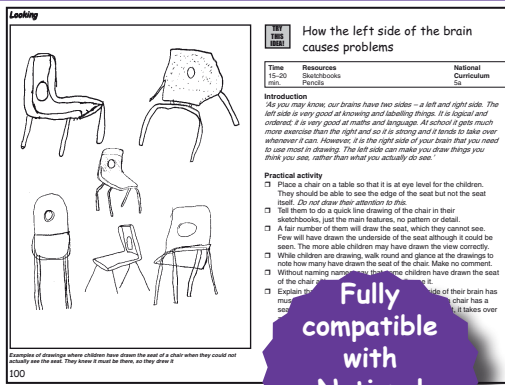
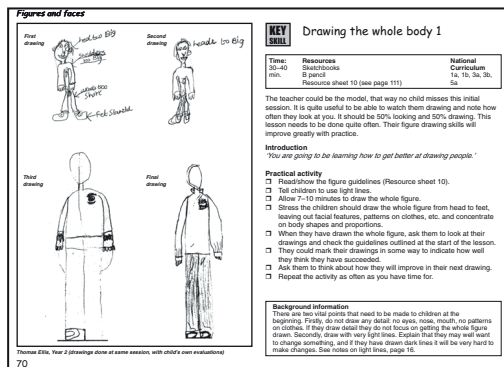
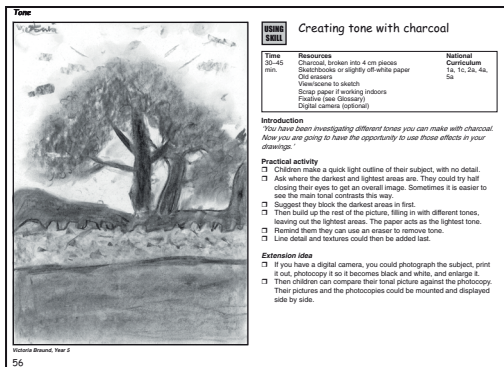
# Develop drawing skills



## Drawing is a Class Act (Ages 9-11)

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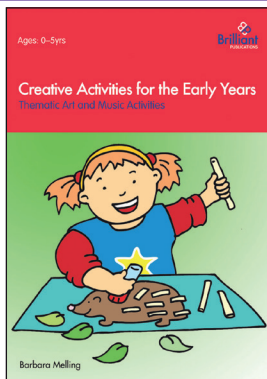
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# Creative ideas for the early years



## Creative Activities for the Early Years

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- Over 160 art and craft activities together with songs and rhymes and story suggestions
- Develops imagination, creative expression and communication
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## Ourselves

### Craft activities

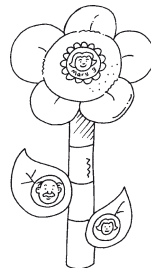
#### Height flower

- What you will need
  - Large sheet of thick coloured paper
  - Strips of green paper 100 x 10cm
  - Photo of a child (optional)

**What to do**  
Before the session, cut a simple flower shape from the coloured paper (cut a circle approximately 30cm across and cut five big petal shapes into the edge). Cut a smaller (12cm) flower from a different coloured paper. Glue the photo, if you have one, to the centre of the smaller flower and write the name and age clearly around it or simply write the name and age in larger letters! Glue the small flower to the centre of the large flower, colour and decorate them.

Attach one end of the strip of green paper to the back of the flower for the stalk, making sure that the writing is the correct way up! Add more strips until the flower is as tall as the child, although young children will only need one. Trim from the bottom of the stalk until the height is right.

Attach the flowers to a wall to measure the height of the child.



#### Self-portrait

If space or time is limited just make the face.

- What you will need for the face
  - Paper plates
  - Lolly sticks or similar
  - Wool, ribbon, shredded paper, material scraps, etc

**What to do**  
Paint or colour the plate, remembering to add a little glue to the paint to make it stick. Add shredded paper or wool for hair, cut-out paper, buttons or milk bottle tops for eyes, paper or felt for lips. Add ribbons, scarves, bow ties. Tape the lolly stick to the bottom of the plate (the chin) for a handle.

Creative Activities for the Early Years © Barbara Melling  
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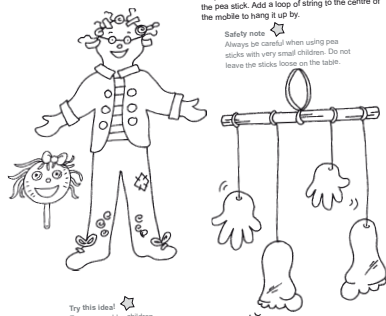
### Hands and feet

#### mobile

- What you will need
  - Thin card
  - String
  - Pea stick (or similar)

**What to do**  
Draw round the hands and (bare) feet of the children and cut out the paper shapes. For a bigger mobile do this twice to end up with eight shapes. Decorate the shapes and write the name, date of age of the child on each one. Tape strings to each shape and suspend them at different heights from the pea stick. Add a loop of string to the centre of the mobile to hang it up by.

**Safety note:**  
Always be careful when using pea sticks with very small children. Do not leave the sticks loose on the table.



#### Painting activity

If you are doing the large self-portraits there will be plenty of painting to keep everyone busy. If not put out brushes, paints and paper and allow 'free painting'.

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Creative Activities for the Early Years

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Just like me,  
I heard him a boom,  
Just like me,  
I looked out of the window,  
Just like me,  
And there I saw a monkey,  
Just like me.

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Creative Activities for the Early Years

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### Once a man walked on my toes

Starting at your toes, 'walk' your fingers up your head.

Once a man walked on my toes,  
Along my legs, up to my nose,  
Go away! I said, and so he jumped...  
Right up onto my head!

**If you should meet a giant**  
Stretch up high to be very tall and crouch down low to be very small.

If you should meet a giant,  
Don't say 'You're very tall!'  
Or he might take you in his hand...  
And say, 'You're very SMALL!'

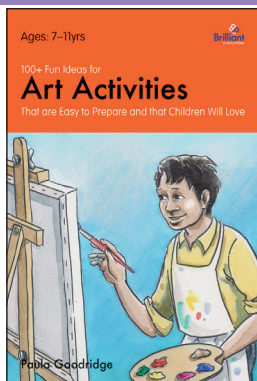
#### Other suggestions

- Heads, shoulders, knees and toes (see page 101)
- One finger, one thumb, keep moving.
- If you're happy and you know it (see page 73)
- We went for a ride on the bus today (see page 75)
- Crisp cross apple sauce (see page 16)
- Here we go, Laddy Loo (see page 36)
- Put your finger on your head (see page 49)
- John Brown stamped his feet  
This is a brilliant song for doing actions to.
- Simple Simon says
- Lil' Liza Jane  
Great fun to dance to.

Finish with the Good-bye song on page 8.

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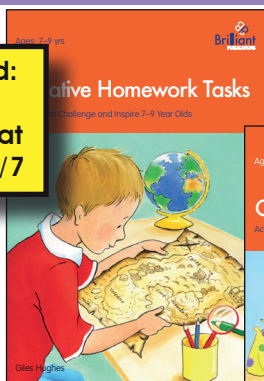
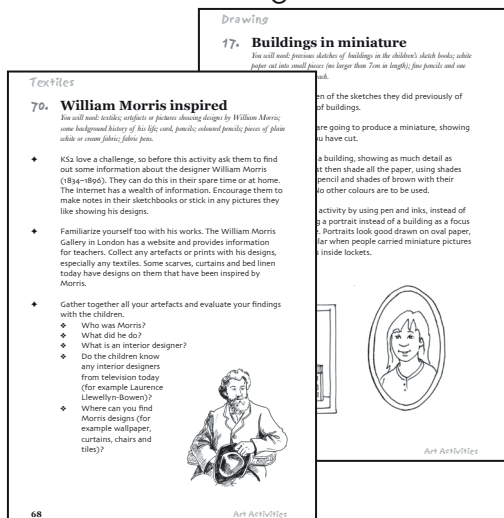
# Art projects your children will want to complete



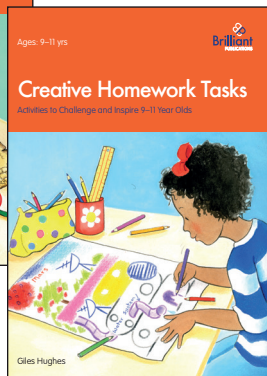
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