

Knowledge Organiser: Art –Painting

'Do you need to be able to read and write to be able to paint?'

Key Vocabulary

Clementine Hunter	Colour scheme	Colour wash	technique	Water colour	Colour spectrum
primary	secondary	tertiary	Acrylic	Skin tone	depth
shade	Similarities	Differences	tone	hue	tint



Clementine Hunter

1887–1988

Louisiana USA

In Year 3, you learnt to:

- Set up and clear away painting equipment.
- Select appropriate brush for task.
- Use brushmarks and effects fit for purpose.
- Mix tints and shades of colours and use them in work.
- Discuss artists work and compare with their own representations.

Key sketchbook moments

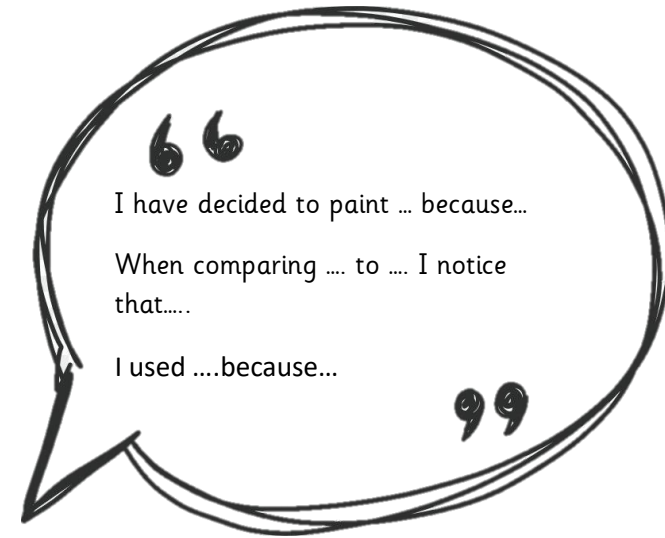
- Artist research —children look and discuss the work of Clementine Hunter
- Children experiment with brush strokes and colour on different media
- Annotations to show reflections on their work and that of others.
- Compare to UK artist Lowry – another artist painting 'normal everyday people doing everyday things' note similarities and differences, likes and dislikes, colours
- Outcome: Think about how Hunter painted everyday moments- use sketch books to capture a timeline of 'a day in the life of ...' such as walking to school, cooking dinner, feeding cat-which of these moments would you like to remember?
- Paint your final picture



"I paint the story of my people"
Clementine Hunter



"I just get it in my mind and I just go ahead and paint but I can't look at nothing and paint. No trees, no nothing. I just make my own tree in my mind, that's the way I paint." Clementine Hunter



Key Skills

- Use different painting and brushstroke techniques for effects.
- Create own colours and use to convey ideas.
- Select appropriate brush for task and explain why.
- Work on sustained pieces and review and refine.
- To discuss and evaluate the creative process of planning, designing, making and adapting art work.