

Learning From Home 2021 Term 3 Week 6

Stage 2
Wed - Fri

Wednesday

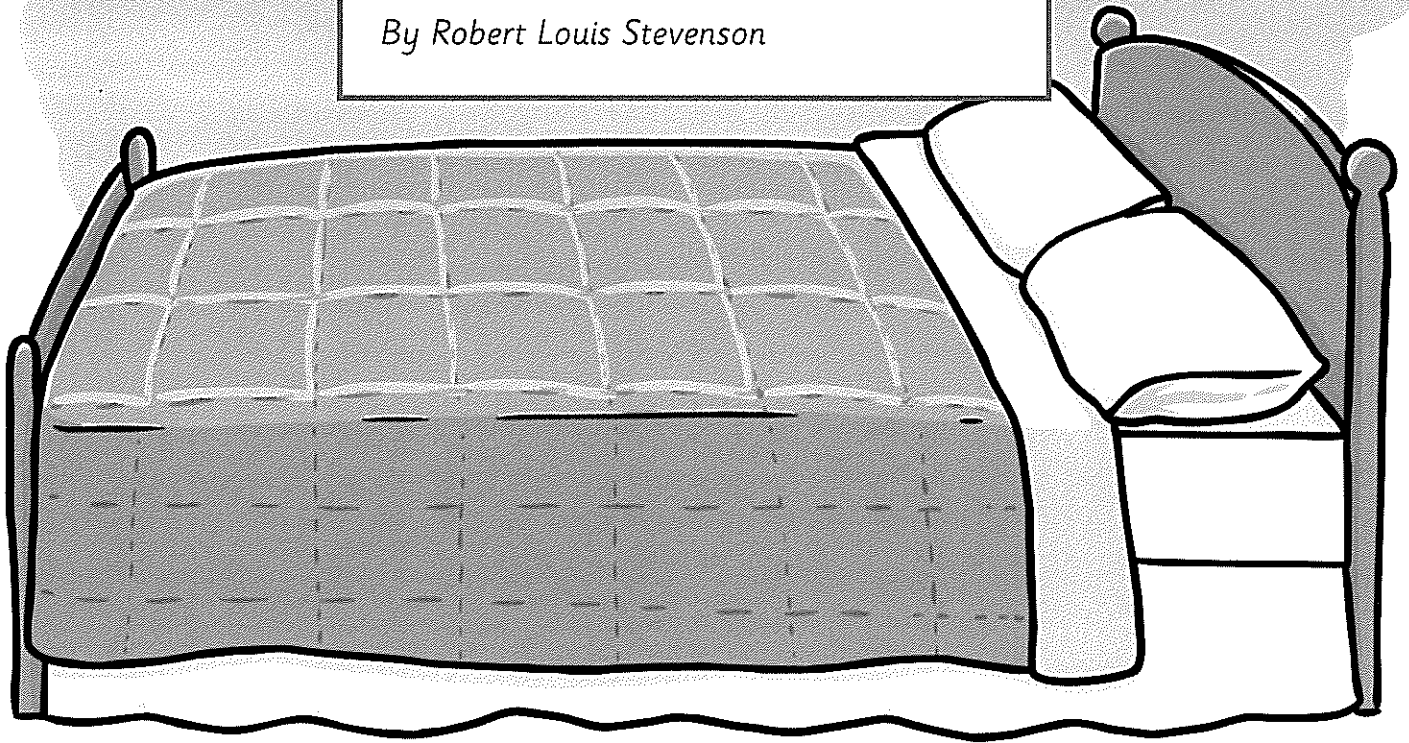
Bed In Summer

In winter I get up at night
And dress by yellow candle-light.
In summer, quite the other way,
I have to go to bed by day.

I have to go to bed and see
The birds still hopping on the tree,
Or hear the grown-up people's feet
Still going past me in the street.

And does it not seem hard to you,
When all the sky is clear and blue,
And I should like so much to play,
To have to go to bed by day?

By Robert Louis Stevenson



Questions 28 to 35 are about the poem '*Bed In Summer*'

28. What is this poem about?

1 mark

29. Choose the best word or group of words to fit the sentences below and put a ring around your choice.

4 marks

a. The seasons mentioned in this poem are

spring and
summer.

spring and
autumn.

autumn
and
summer.

summer
and winter.

winter and
summer.

b. The child has to go to bed

early.

while it is
still light.

with the
grown-ups.

all the
time.

when he is
ill.

c. As he goes to bed he can hear and see

birds and
children.

traffic and
people.

teddy
bears and
blue sky.

birds and
people's
feet.

birds and
pyjamas.

d. The poet finds it hard

to go to
bed when
there is
a lot of
noise.

to go to
bed before
the grown-
ups.

to go to
bed while
it is light.

to go to
bed when
it is cold.

to go to
bed all the
time.

total for
this page

30. Look at the verse beginning: *In winter I get up at night.*

Find and copy a phrase that indicates that it is dark.

1 mark

31. 'I have to go to bed and see
The birds still hopping on the tree.' (verse 2)

How does this show us the poet's feelings about going to bed?

2 marks

32. Use the text below to answer questions 5 (a) and (b).

And does it not seem hard to you,
When all the sky is clear and blue,
And I should like so much to play,
To have to go to bed by day?

- (a). **Underline** the verb that shows what the poet would prefer to be doing.
(b). **Find and copy** the phrase that suggests that the poet does not want to go to bed.

2 marks

total for
this page

33. How does this poem make you feel sorry for the poet?
Give three ways.

3 marks

1. _____

2. _____

3. _____

34. What do phrases such as *dress by yellow candle-light* tell you about this poem?

1 mark

35. Look at the poem again.

1 mark

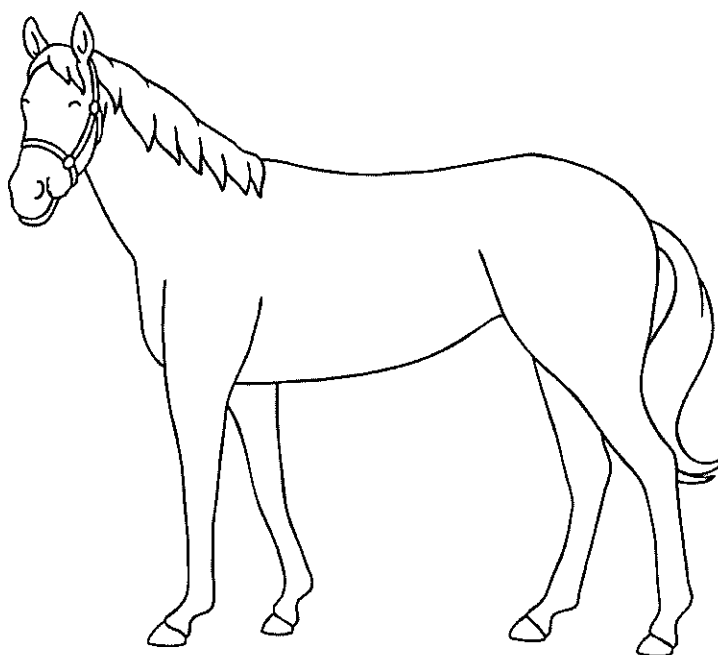
Find and copy one sentence that shows that the poet is young.

End of questions about 'Bed In Summer'

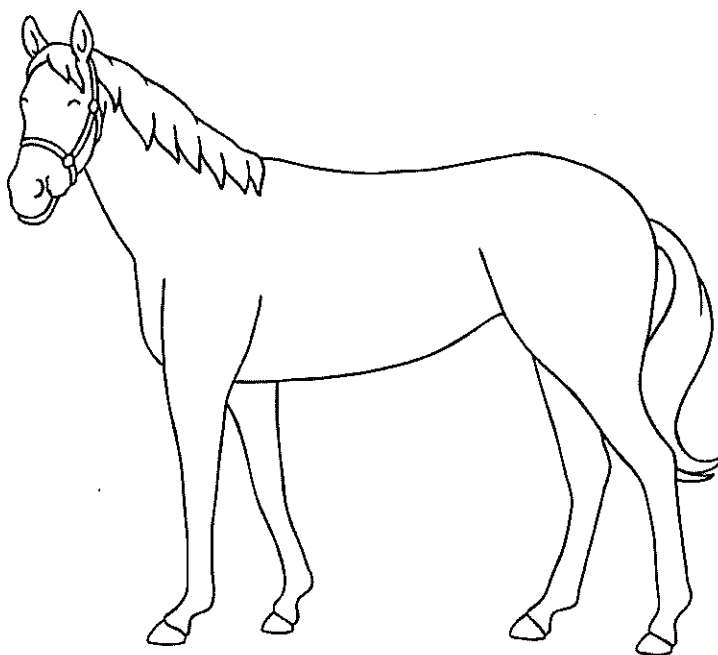
****END OF TEST****

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Full Stops and Capital Letters

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Full Stops and Capital Letters

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Advertising and the Consumer - Brands, Logos and Slogans

Which famous brands do you know? What does their logo or badge look like? Do they have a slogan? Record your answers below.

Brand Name	Brand Logo	Slogan	Why Do You Think People Want to Buy This Brand?

Name: _____

Number of Questions: **40**

Testing: **3×, 4×, 5×**

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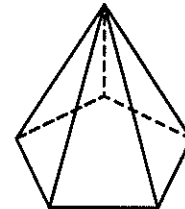
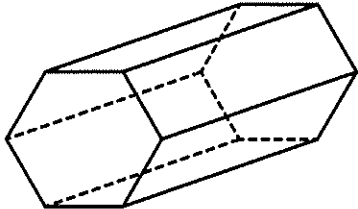


Name: _____

Date: _____

2D Shapes and 3D Objects

1. Write the name and features of these 3D objects.



Name: _____

faces

corners

edges

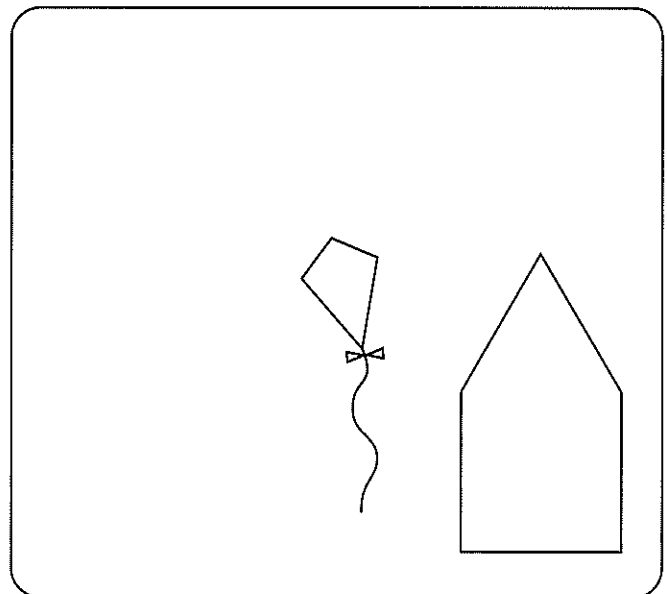
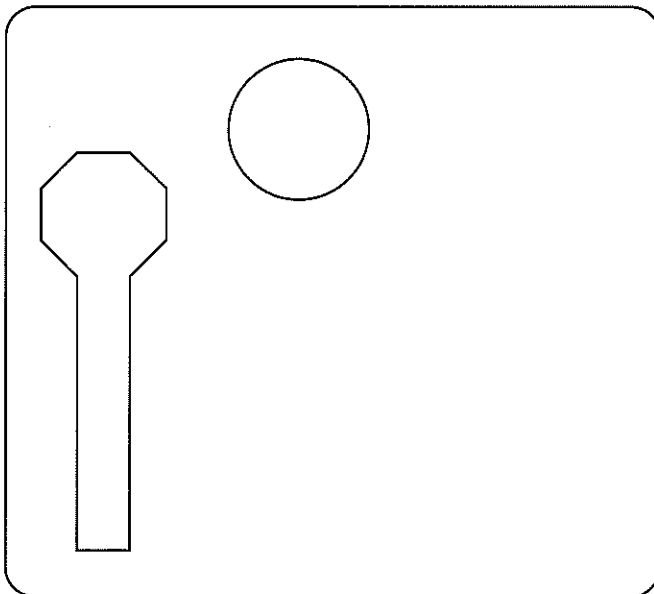
Name: _____

faces

corners

edges

2. The boxes below need to have the same shapes and lines. Draw the missing shapes and lines in each box so they match.



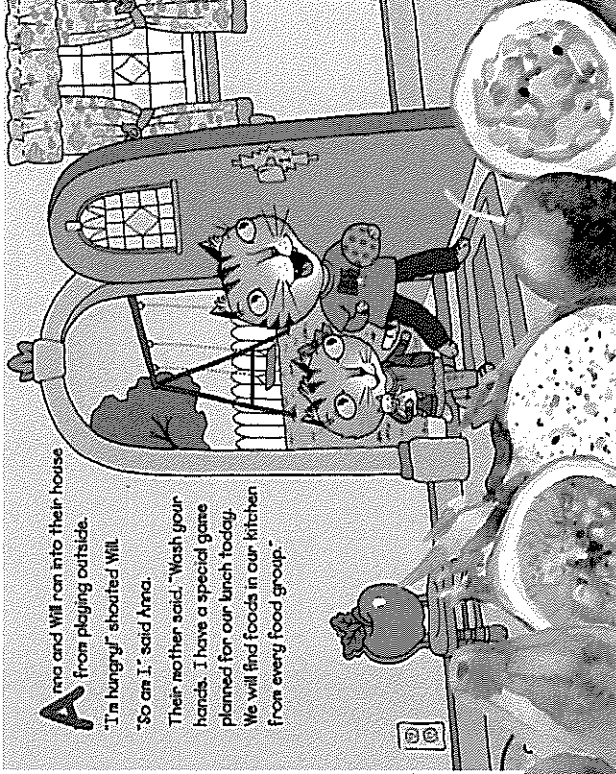
3. Can you split these shapes to create new ones? Draw lines through the shapes to show where you would split them.

4. Draw a five-sided shape to the right of the circle in both boxes.

5. Add labels by writing the names of the new shapes.

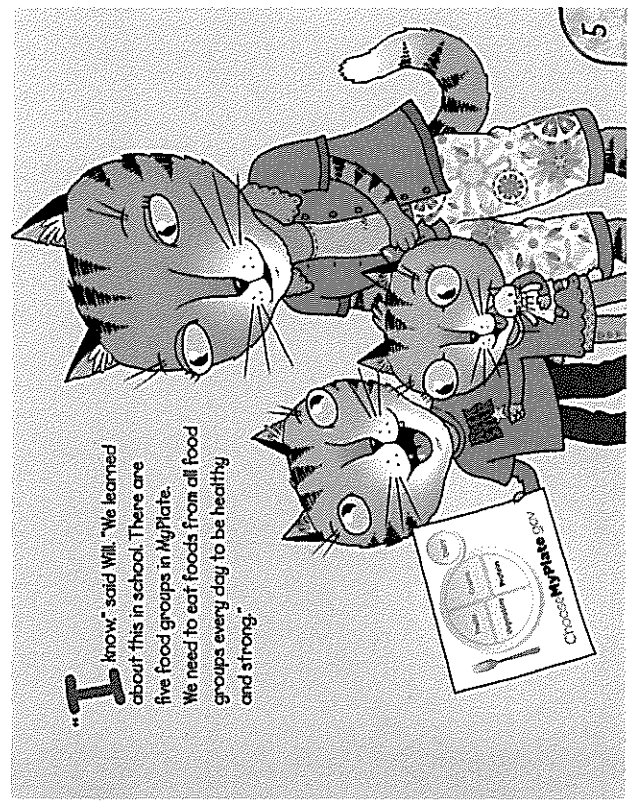
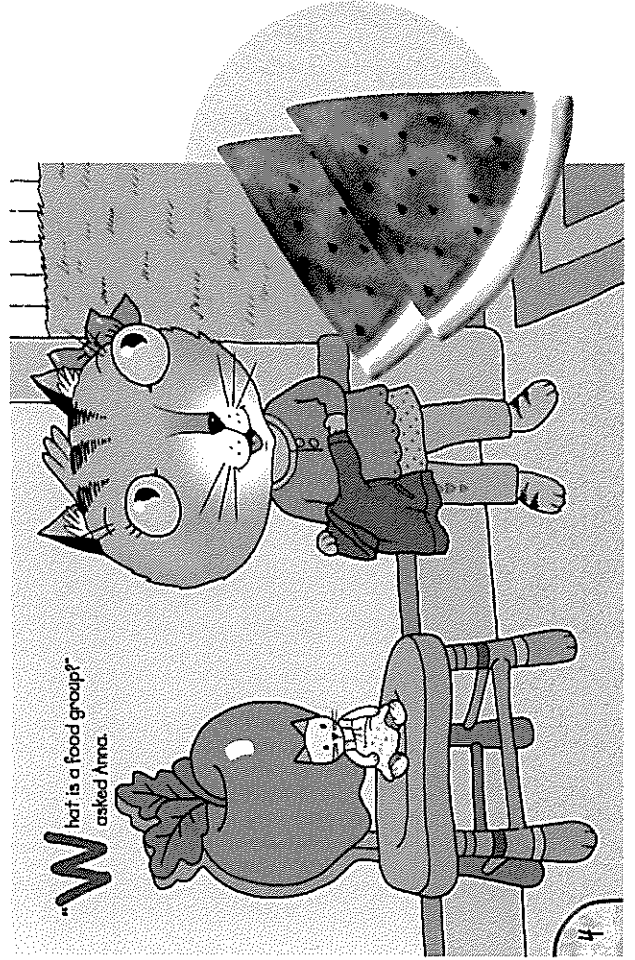
6. Draw a smaller circle inside each circle.





40

40



5

4

"What is a food group?" asked Anna.

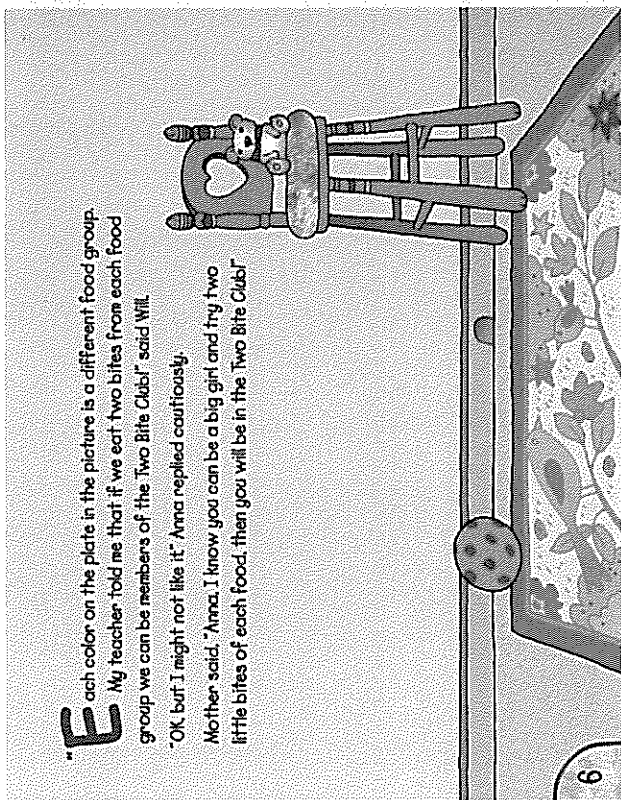
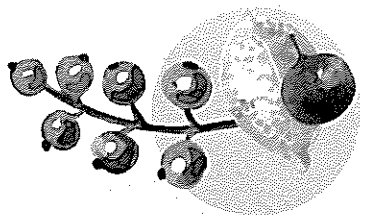
"I know," said Will. "We learned about this in school. There are five food groups in MyPlate. We need to eat foods from all food groups every day to be healthy and strong."



40

40





Each color on the plate in the picture is a different food group. My teacher told me that if we eat two bites from each food group we can be members of the Two Bite Club!" said Will.

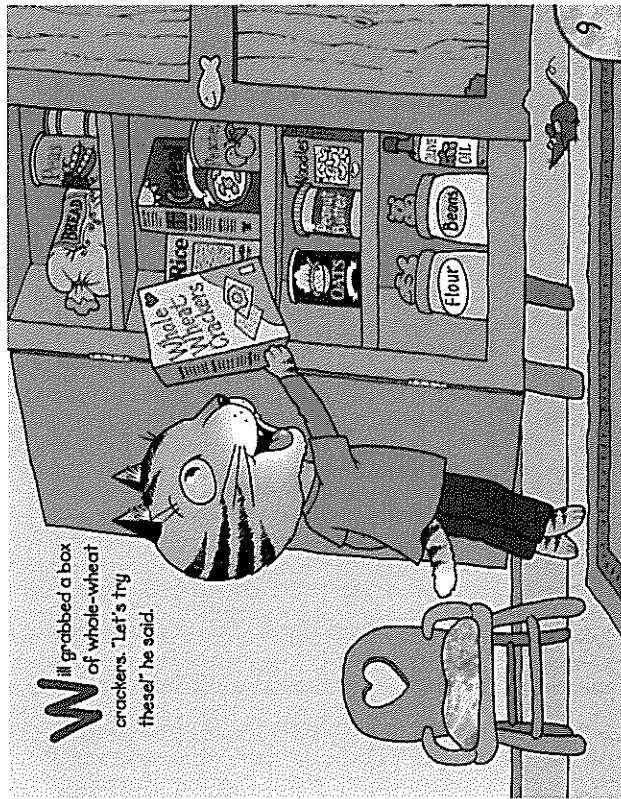
"OK, but I might not like it," Anna replied cautiously.

Mother said, "Anna, I know you can be a big girl and try two little bites of each food, then you will be in the Two Bite Club!"

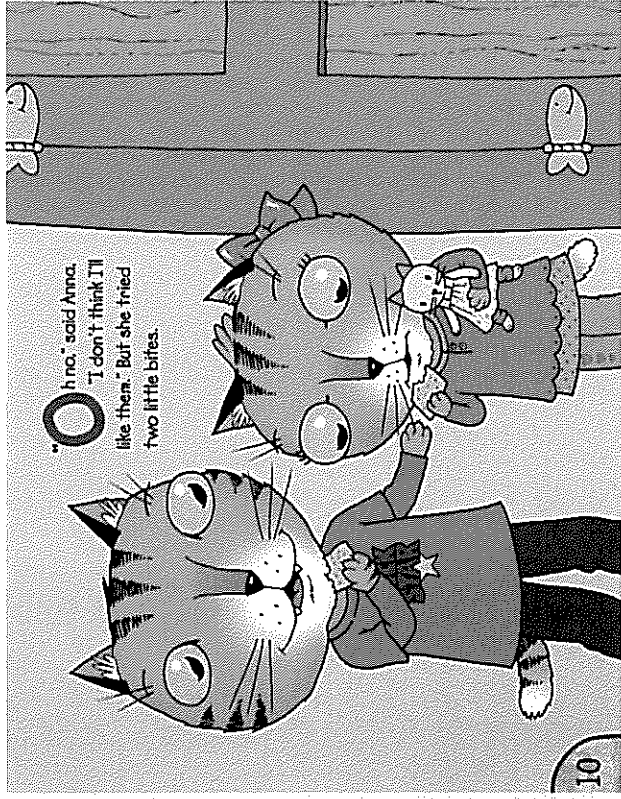


The first food group is colored orange, and it's the Grains Group—see?" said Will. "There are bread, crackers, rice, and noodles."

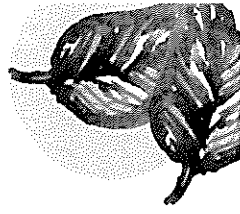
"That's right," said Mother. "Can you find something from the Grains Group?"

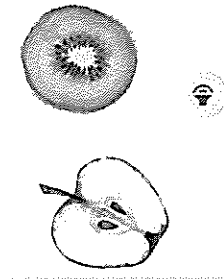
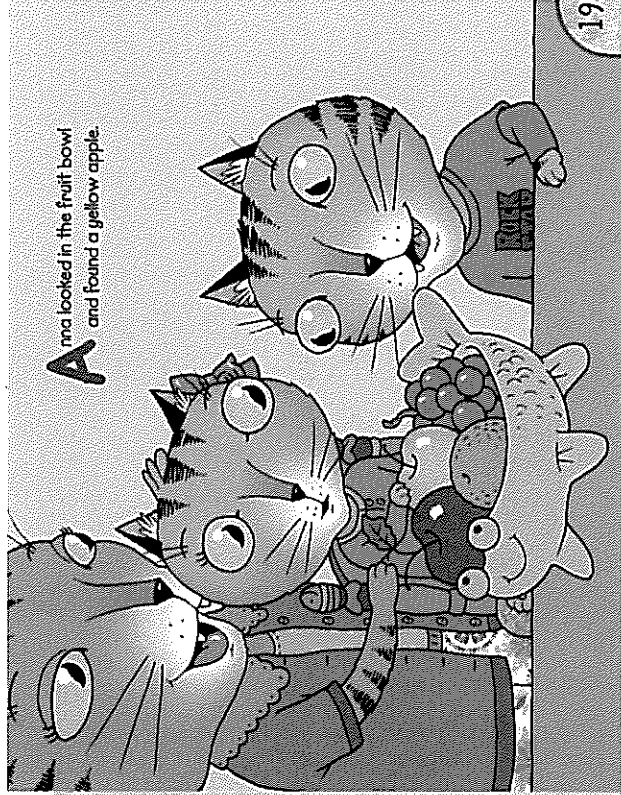
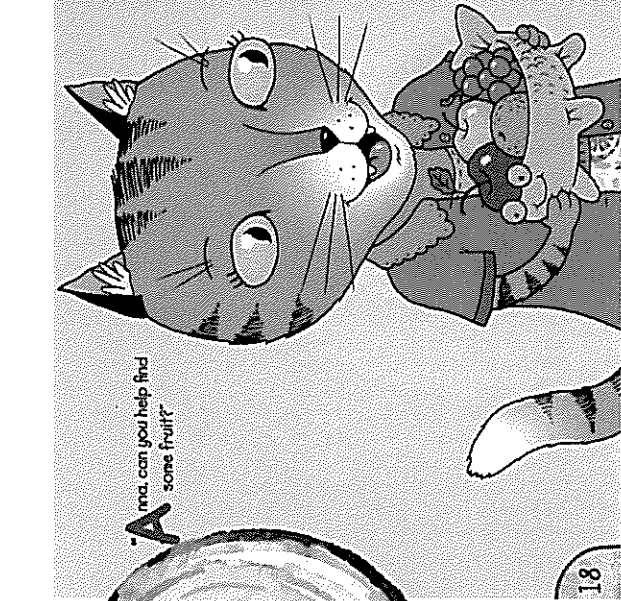
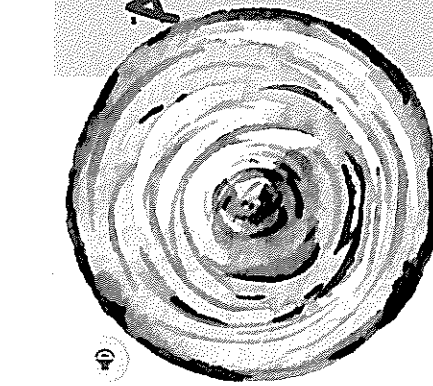
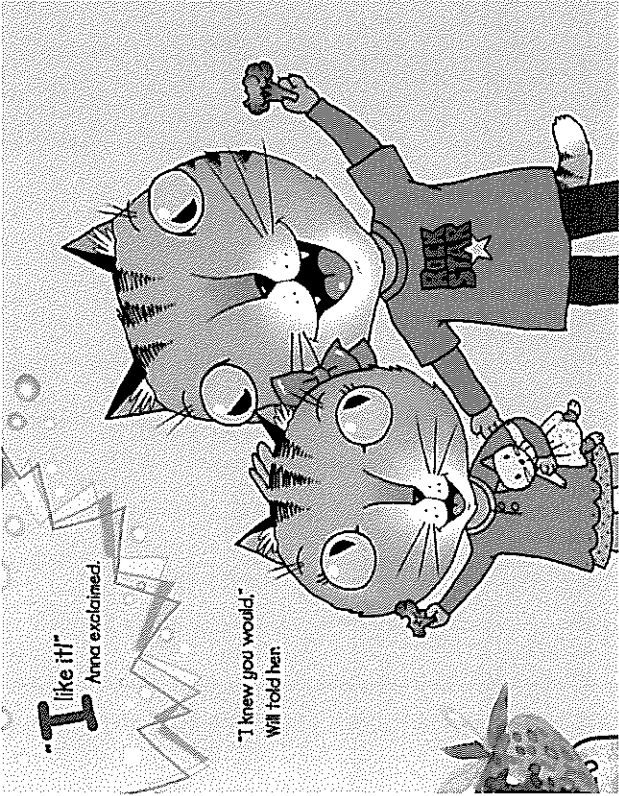


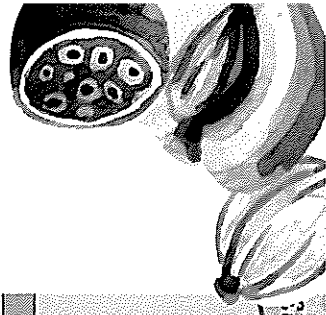
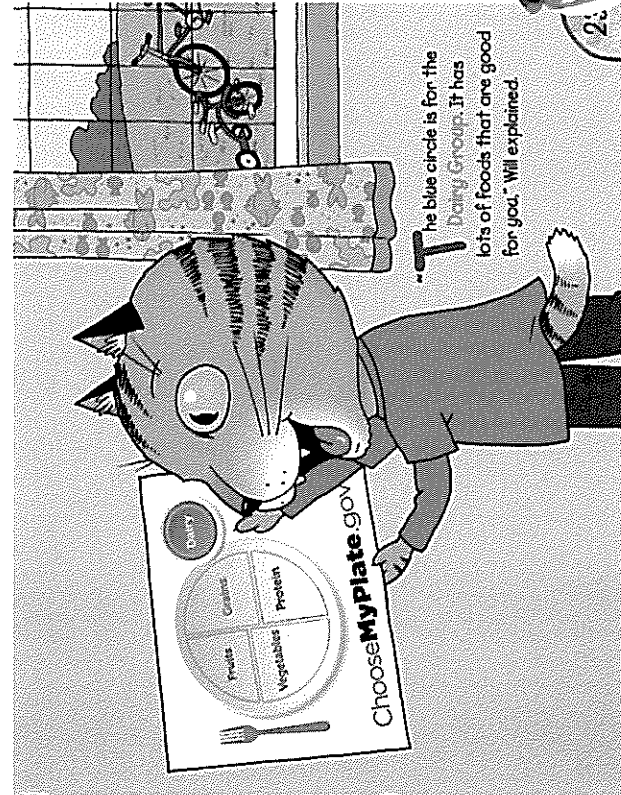
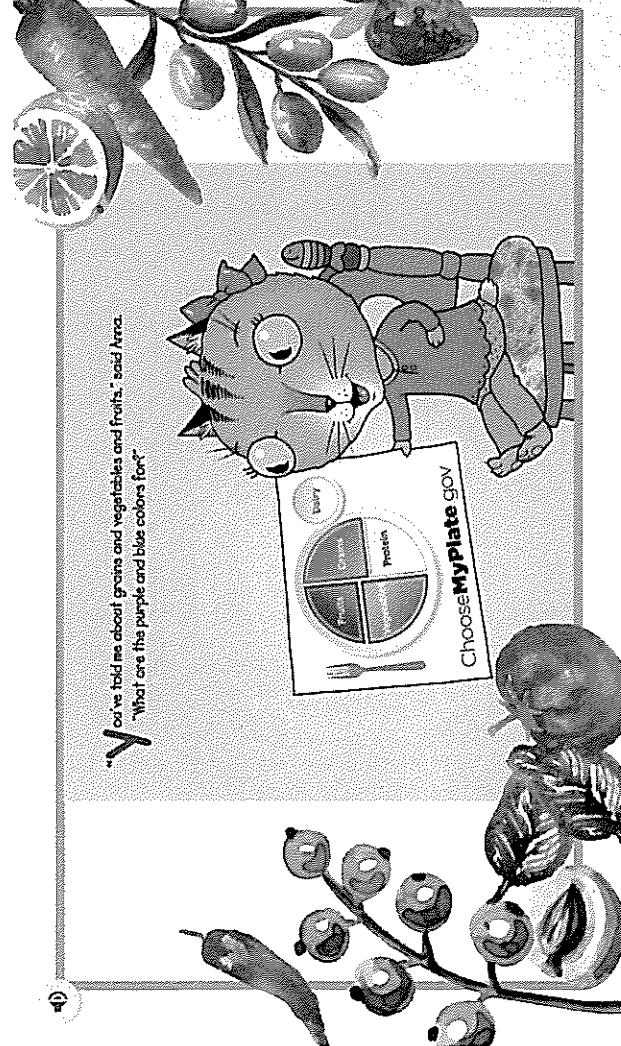
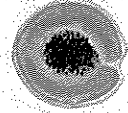
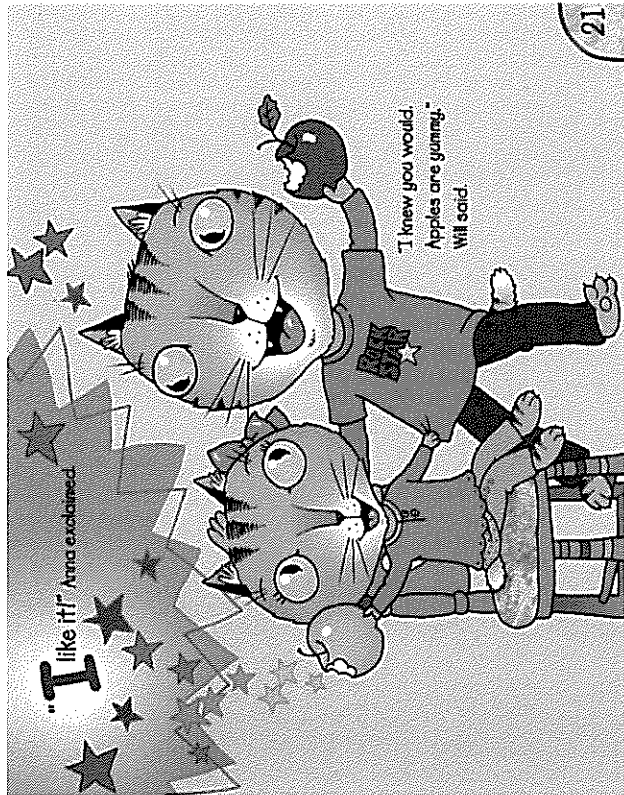
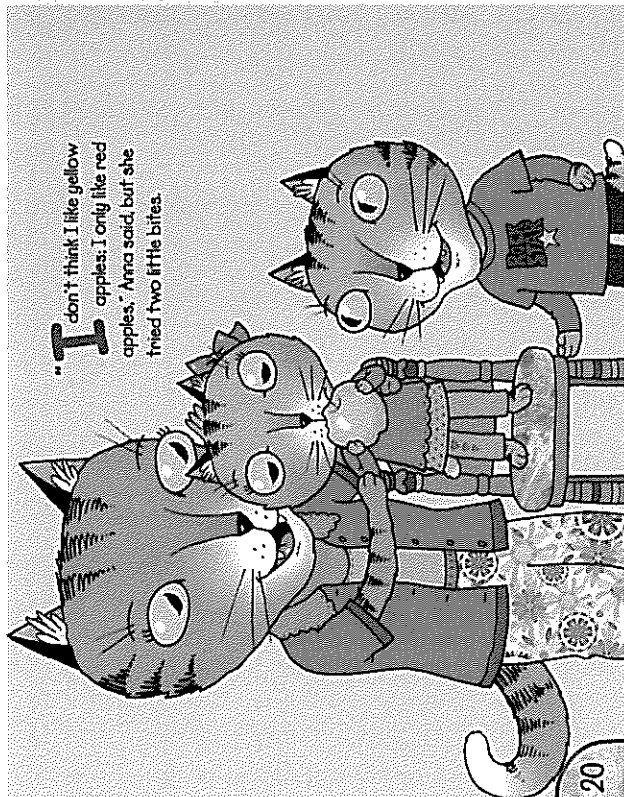
Will grabbed a box of whole-wheat crackers. "Let's try these!" he said.

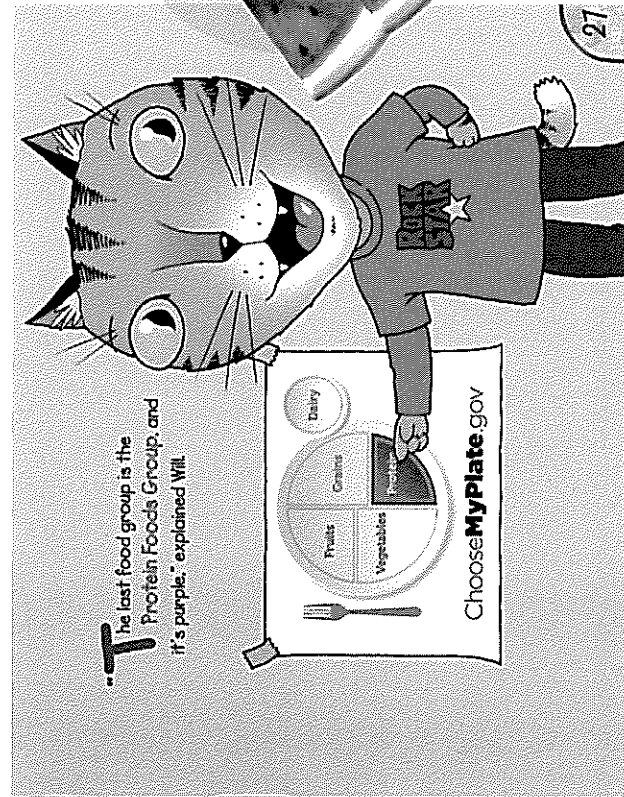
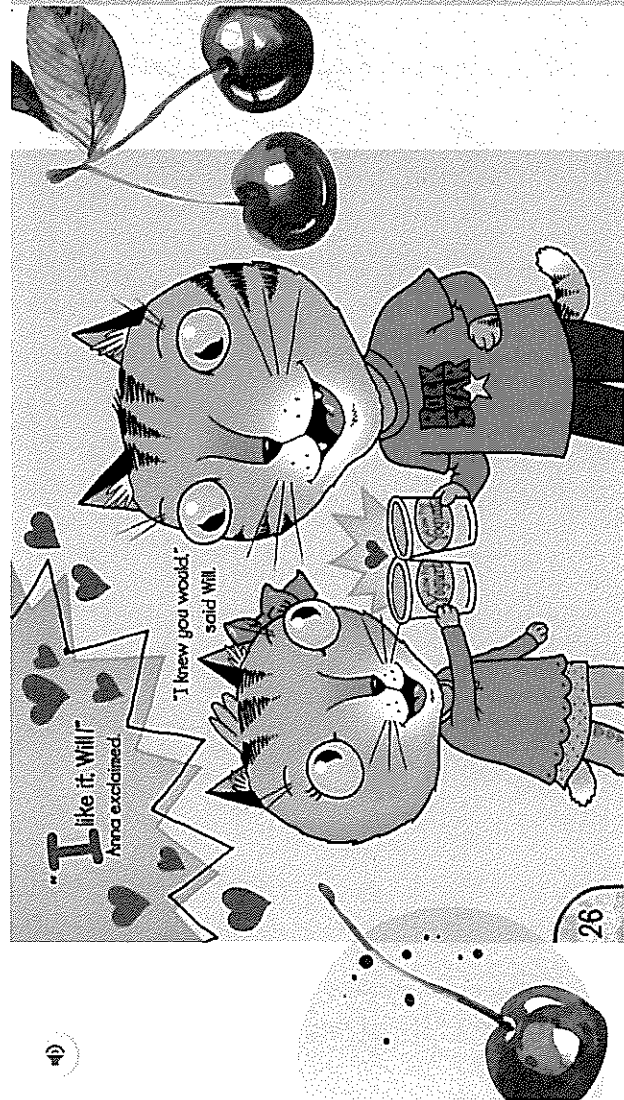
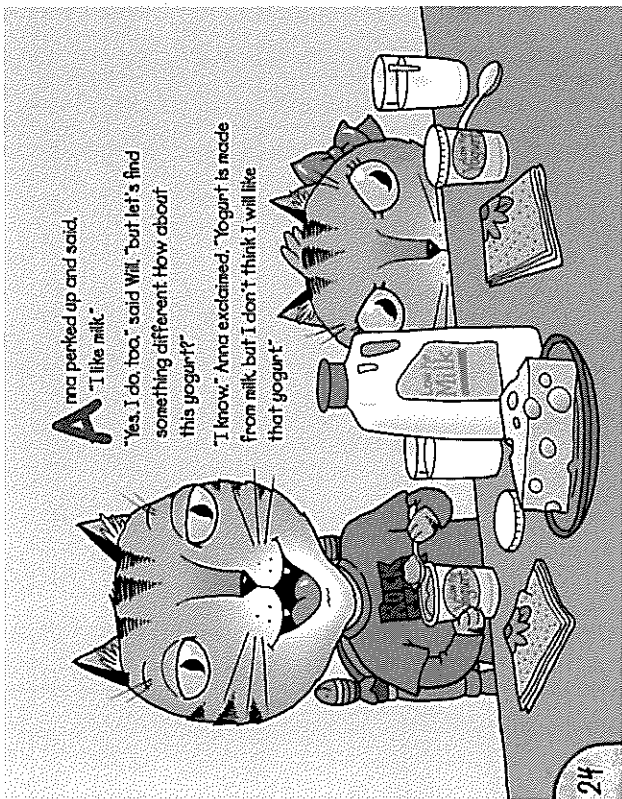


Oh no," said Anna. "I don't think I'll like them." But she tried two little bites.



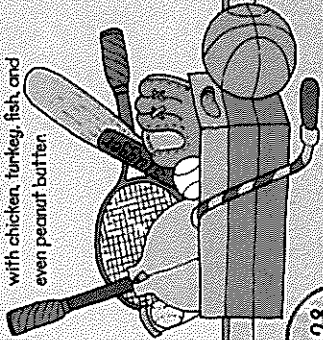




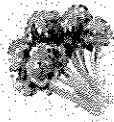
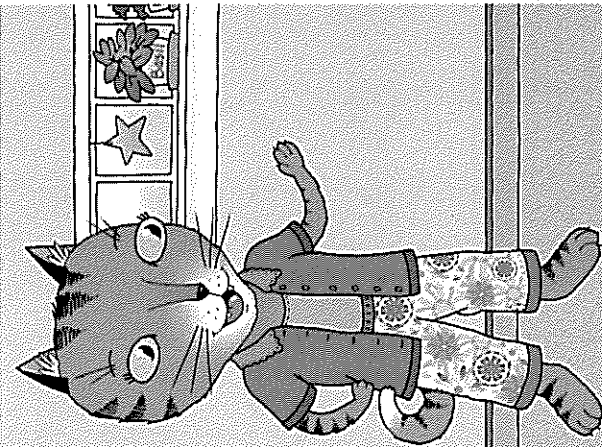




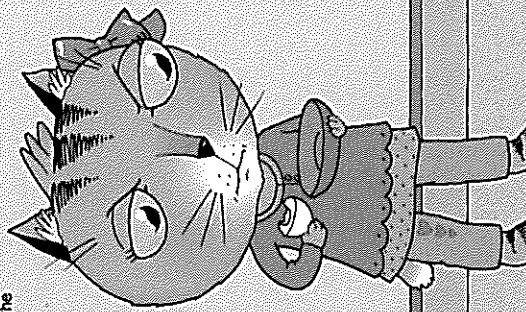
"What are you going to find from that group?" Mother asked.
"I know. I'll eat a hard-cooked egg," said Will.
Mother explained that eggs are in the Protein Foods Group, along with chicken, turkey, fish, and even peanut butter.



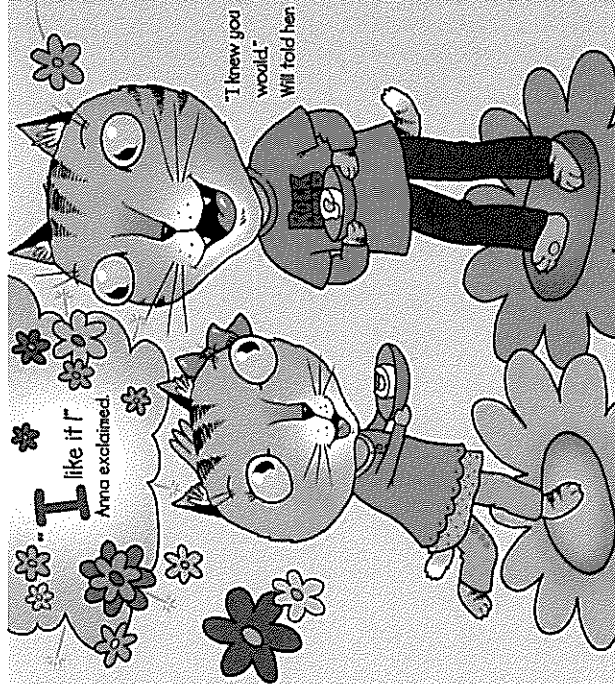
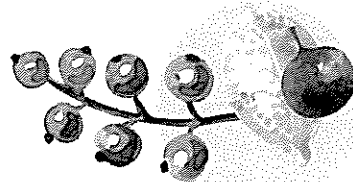
28



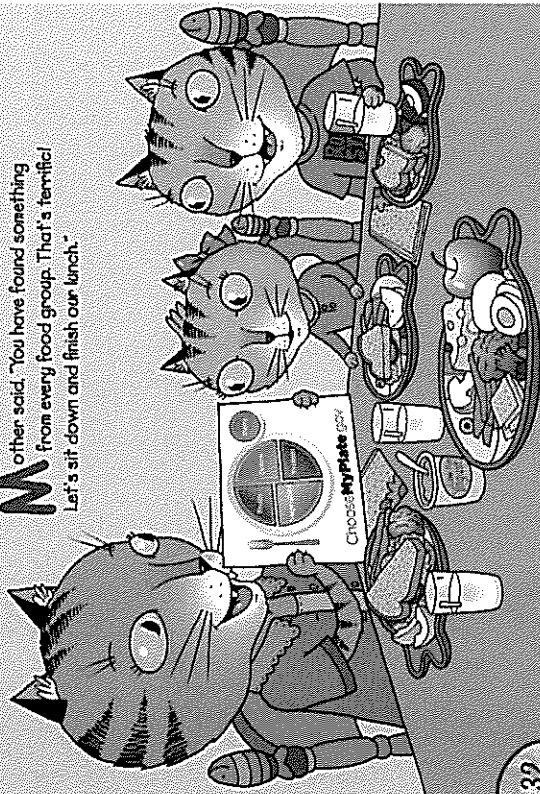
"I don't think I'll like the egg," said Anna. But she tried two bites.



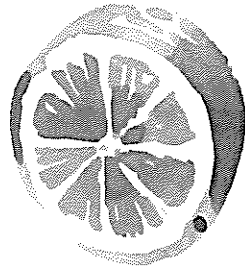
30



Mother said, "You have found something from every food group. That's terrific! Let's sit down and finish our lunch."



31 32

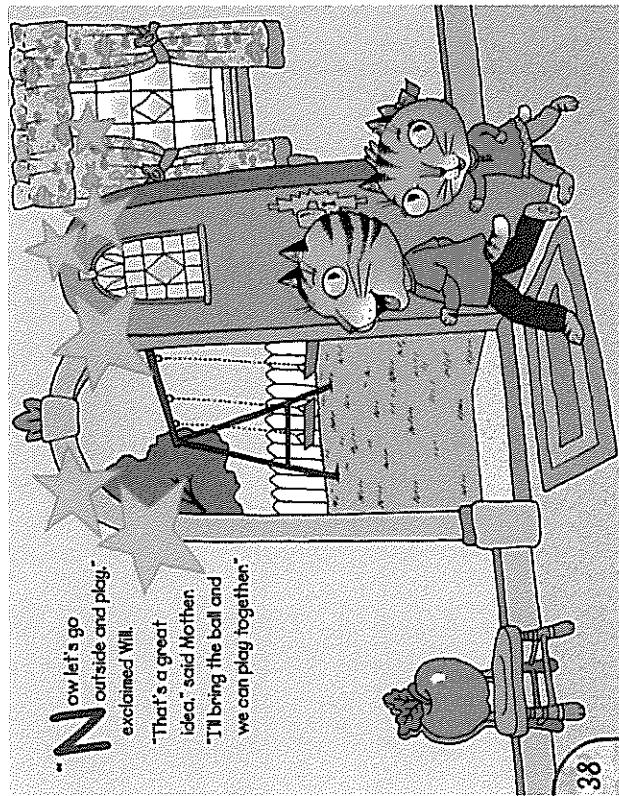


Anna exclaimed, "I've tried two bites from every food group, and I love new foods."
 "Yeah, you did it Anna!" said Will.



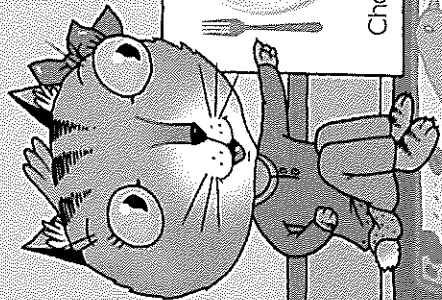
33

Now let's go outside and play," exclaimed Will.
 "That's a great idea," said Mothen.
 "I'll bring the ball and we can play together."



38

I am so proud of myself," said Anna.
 "I tried some new foods and I learned about MyPlate."



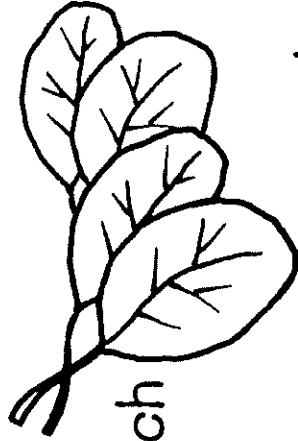
Choose **MyPlate.gov**

3

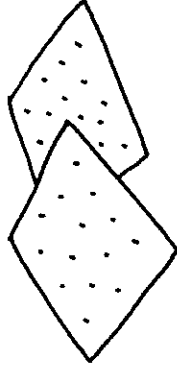
Circle all the foods you
might like to try.



black beans



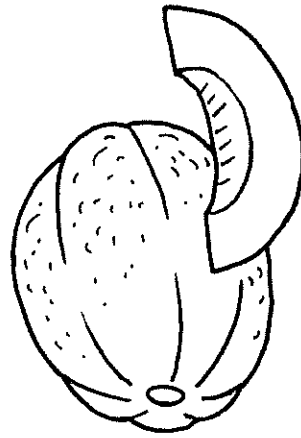
spinach



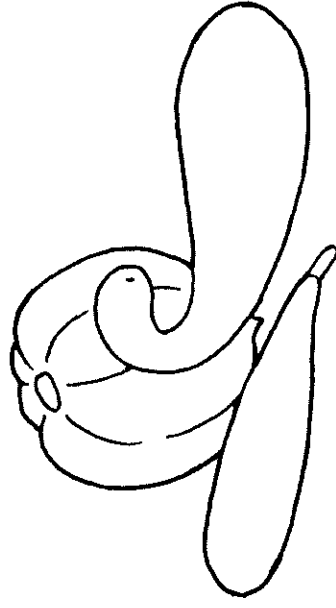
whole wheat crackers



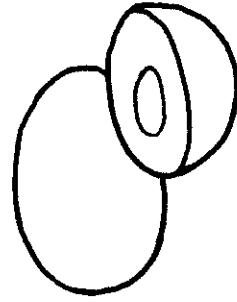
cheese sticks



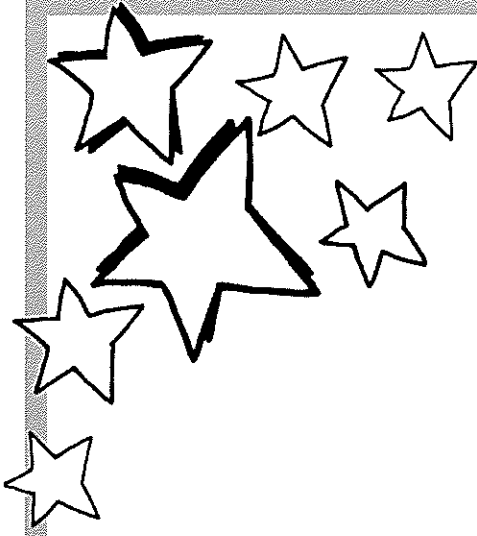
cantaloupe



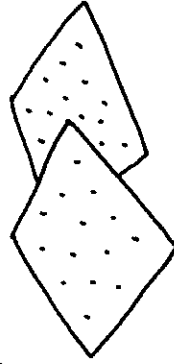
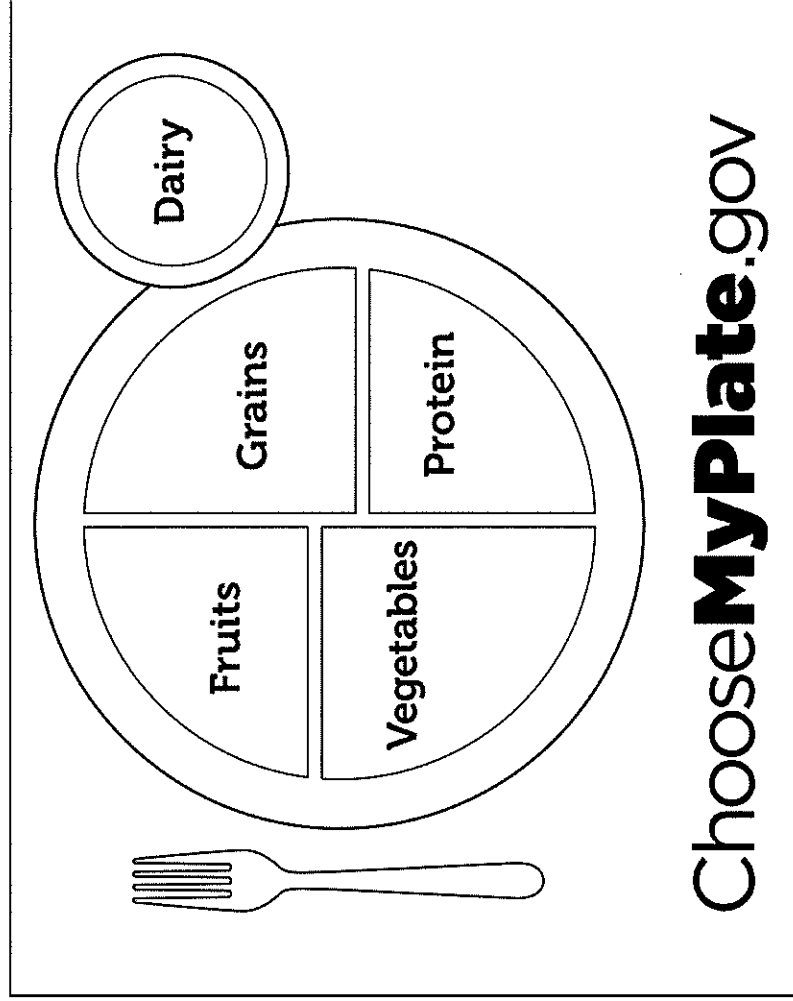
squash



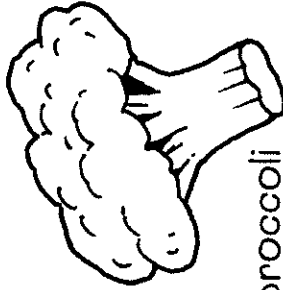
hard-cooked eggs



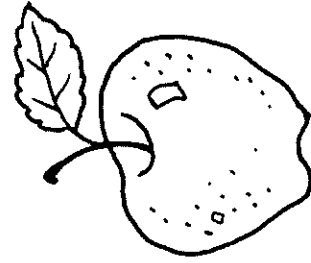
Draw a line
from the food to the
correct food group.



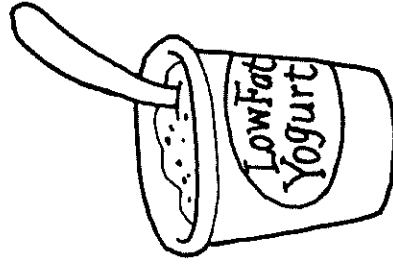
whole wheat
crackers



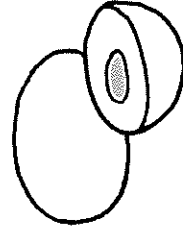
broccoli



yellow apple



low-fat yogurt

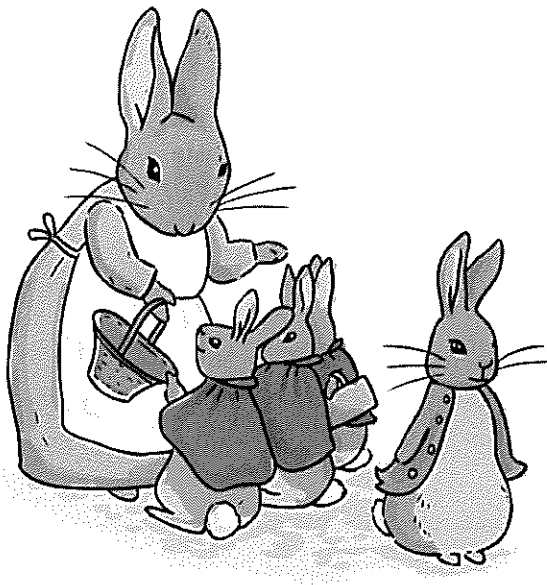


hard-cooked
eggs

Thursday

THE TALE OF PETER RABBIT

by Beatrix Potter, adapted by Twinkl

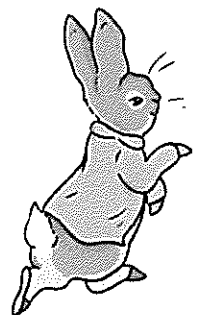


Once upon a time there were four little Rabbits, and their names were Flopsy, Mopsy, Cottontail, and Peter. They lived with their Mother in a sand-bank, underneath the root of a very big fir-tree.

"Now, my dears," said old Mrs. Rabbit one morning, "you may go into the fields or down the lane, but don't go into Mr. McGregor's garden: your Father had an accident there; he was put in a pie by Mrs. McGregor."

"Now run along, and don't get into mischief. I am going out." Then old Mrs. Rabbit took a basket and her umbrella, and went through the wood to the baker's. She bought a loaf of brown bread and five currant buns.

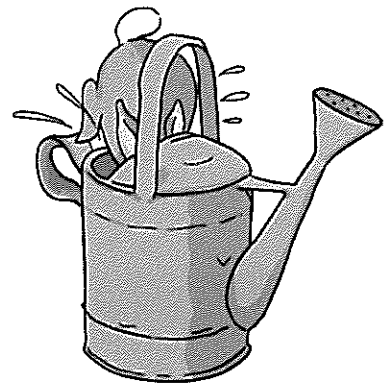
Flopsy, Mopsy, and Cottontail, who were good little bunnies, went down the lane to gather blackberries; but Peter, who was very naughty, ran straight away to Mr. McGregor's garden, and squeezed under the gate! First he ate some lettuces and some French beans; and then he ate some radishes; and then, feeling rather sick, he went to look for some parsley. But round the end of a cucumber frame, whom should he meet but Mr. McGregor!



The Tale of Peter Rabbit

Mr. McGregor was on his hands and knees planting out young cabbages, but he jumped up and ran after Peter, waving a rake and calling out, "Stop thief!"

Peter was most dreadfully frightened; he rushed all over the garden, for he had forgotten the way back to the gate. He lost one of his shoes among the cabbages, and the other shoe amongst the potatoes. After losing them, he ran on four legs and went faster, so that I think he might have got away altogether if he had not unfortunately run into a gooseberry net, and got caught by the large buttons on his jacket. It was a blue jacket with brass buttons, quite new. Peter gave himself up for lost, and shed big tears; but his sobs were overheard by some friendly sparrows, who flew to him in great excitement, and implored him to exert himself. Mr. McGregor came up with a sieve, which he intended to pop upon the top of Peter; but Peter wriggled out just in time, leaving his jacket behind him and rushed into the toolshed, and jumped into a can. It would have been a beautiful thing to hide in, if it had not had so much water in it. Mr. McGregor was quite sure that Peter was somewhere in the tool shed, perhaps hidden underneath a flowerpot. He began to turn them over carefully, looking under each.



Presently Peter sneezed, "Kertyschoo!"

Mr. McGregor was after him in no time, and tried to put his foot upon Peter, who jumped out of a window, upsetting three plants. The window was too small for Mr. McGregor, and he was tired of running after Peter. He went back to his work. Peter sat down to rest; he was out of breath and trembling with fright, and he had not the least idea which way to go. Also he was very damp with sitting in that can.

The Tale of Peter Rabbit

Quite close to him, he heard the noise of a hoe - scr-r-ritch, scratch, scratch, scritch. The first thing he saw was Mr. McGregor hoeing onions. His back was turned towards Peter, and beyond him was the gate! Peter got down very quietly off the wheelbarrow, and started running as fast as he could go, along a straight walk behind some blackcurrant bushes. Mr. McGregor hung up the little jacket and the shoes for a scarecrow to frighten the blackbirds. Peter never stopped running or looked behind him till he got home to the big fir-tree. He was so tired that he flopped down upon the nice soft sand on the floor of the rabbit-hole, and shut his eyes. His mother was busy cooking; she wondered what he had done with his clothes. It was the second little jacket and pair of shoes that Peter had lost in a fortnight!

I am sorry to say that Peter was not very well during the evening. His mother put him to bed, and made some camomile tea; and she gave a dose of it to Peter!

“One table-spoonful to be taken at bed-time.”

But Flopsy, Mopsy, and Cottontail had bread and milk and blackberries for supper.

Questions 1 to 15 are about '*The Tale of Peter Rabbit*'

1. What were the names of the four little rabbits?

2 marks

2. What happened to Peter Rabbit's father?

1 mark

3. Why were the rabbits left alone?

2 marks

4. Find and copy a phrase which tells the reader that Flopsy, Mopsy and Cottontail were well behaved.

1 mark

5. Where did Flopsy, Mopsy and Cottontail go after their mother had left?

1 mark

total for
this page

6. In paragraph 4, what does the phrase *feeling rather sick* imply about Peter?

1 mark

7. Look at the paragraph beginning *Peter was most dreadfully frightened...*
Choose another phrase in the text that creates a feeling of panic.

2 marks

8. Look at the paragraph beginning *Mr. McGregor was after him in no time...*
Find and copy **three** phrases or sentences that show that Peter was uncomfortable.

1 mark

1. _____
2. _____
3. _____

9. Match the following pieces of lost clothing to the places where they were left.

1 mark

first shoe

gooseberry net

second shoe

in the cabbages

blue jacket with brass buttons

amongst the potatoes

total for
this page

10. Number the events below to show the order in which they happened in the story.
The first one has been done for you.

2 marks

Peter sneezed.**Peter left his clothes behind in the garden.****Once upon a time there were four little Rabbits.**

1

Peter ran to Mr. McGregor's garden.**Peter had camomile tea in bed.****Mr. McGregor was hoeing some onions.****Mrs Rabbit went through the wood to the baker's.**

11. How does Peter Rabbit's mother react to the state of her son?

1 mark

12. In what ways is Peter Rabbit a hero?

2 marks

total for
this page

13. Look at the paragraph beginning **Mr. McGregor was after him in no time...**
Find and copy **one** phrase which shows that Peter was scared of Mr. McGregor.

1. _____

1 mark

14. What do the rabbits eat at the end of the story?

1 mark

15. Find and copy a phrase near the end of the story that shows the author cares about Peter Rabbit.

1 mark

End of questions about *'The Tale of Peter Rabbit'*

END OF TEST

total for
this page

Correct the Sentence Punctuation

Write the correct sentence underneath by adding in capital letters, full stops and question marks.

1. my brother's dog is called tess

2. on sunday she went to the park

3. the titanic sank in 1912

4. toby and mark are going to spain in march

5. martha took her children to the zoo yesterday

6. when i go to the shop i will get some crisps

7. sameera and i are going to town on friday

8. did you sell buns at the fair

9. my mum has a cat he is called tom

10. have you got a dress for the prom



Honey Nut Cheerios

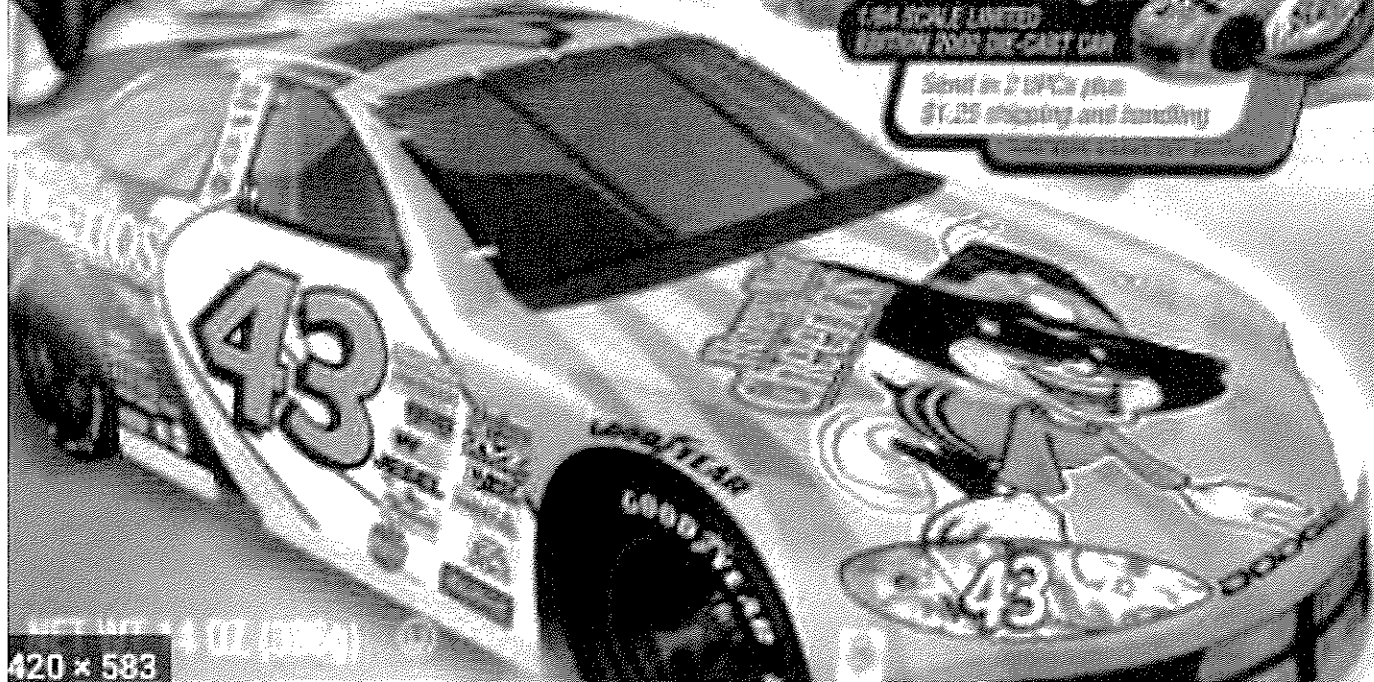
Sweetened Whole Grain Oat Cereal
with Real Honey & Almonds



FREE

1:64 SCALE LIMITED
EDITION ROAD DIE-CAST CAR

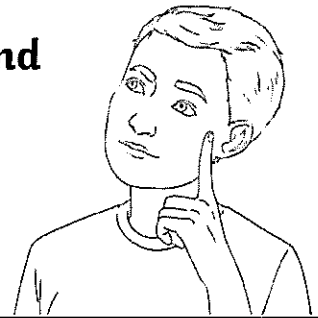
Send in 2 UPCs plus
\$1.25 shipping and handling



NET WT 4 OZ (113g)
420 x 583

Advertising Analysis Template

Use this writing frame to analyse and respond to any advertisement.



What is the product being advertised?	
Who is responsible for the advertisement?	
Who is the target audience?	
What advertising techniques have been used? (List the technique and an example from the ad.)	
Do you think this is a good persuasive advertisement? Explain your answer.	

Name: _____

Number of Questions: **40**

Testing: **4×, 5×, 6×**

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$4 \times 3 = \underline{\hspace{2cm}}$

$4 \times 12 = \underline{\hspace{2cm}}$

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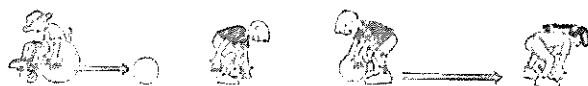
Back-to-back passing challenge

Time: 10 minutes

Activity

Partner game

- With one ball per pair, players must pass the ball back and forth.
- The ball must change hands completely.
- Explore different passes – make up new ones.
- Set a time period, for example, number of passes in 30 seconds.



Equipment

- Ball/object to pass such as a basketball, soccer ball, netball, cushion, teddy bear, soft toy.
- Can be played indoors and outside.

Activity variations

- Change the ball/object size.
- Play in a group and swap partners to see which combination can do the most passes in a set time.
- Try this activity in a swimming pool.
- Move closer together.
- Move further apart.
- Roll the ball between players.
- Change direction clockwise/anti-clockwise.



© 2019 Sport Australia

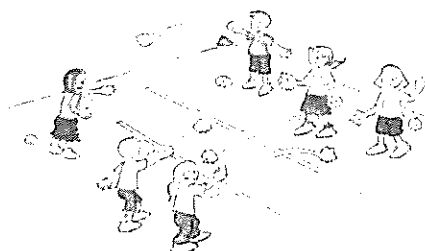
Adapted from Sport Australia, 2019, Playing for life *Back to back pass*

Let's throw

Activity

Partner/group

- Players face each other standing behind a line about 4 metres apart.
- Each player has a pile of recycled paper, about 15 to 20 sheets each.
- When the game begins, players scrunch a sheet of paper into a ball and then throw it into the other players' area.
- Only one ball of paper may be thrown at a time.
- Players continue to throw paper for 30 seconds.
- Players can also throw balls of paper back.
- At the end of a set time, the player with the least amount of balls of paper on his/her side wins.
- Repeat the game but re-use the paper balls.
- If more than two people are playing, split into teams.



Equipment

- Markers to separate partners/teams.
- Recycled sheets of A4 paper.

Activity variations

- Vary the distance between players.
- Add a basket to each side - if a paper ball lands in the basket, it stays there and the player gets points.
- Sitting - same game but players must stay seated.
- Backwards - players face away from each other and throw backwards over their heads.
- Between the legs - players throw between the legs (face forward or backward).
- Change the time frame.
- Introduce some coloured paper and each colour could be worth different points.



© 2019 Sport Australia

Adapted from Sport Australia, 2019, Playing for life *Throw throw throw*

Mini golf

Time: 30 minutes

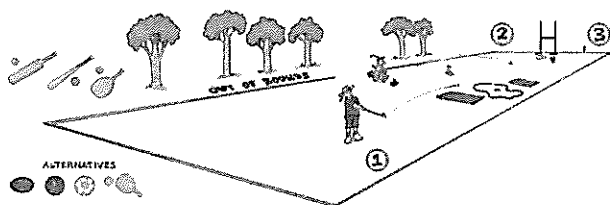
Activity

Individual/partner

- Use your imagination to design a mini golf course.
- The aim is to get the "ball" to the "hole" in the least number of attempts as possible.
- The mini golf course can be played outside or in a small indoor space.
- Vary the way you get the "ball" to the "hole" (kick/throw instead of hitting, flick a coin or roll a marble on a table for small spaces).

Safety

- Make sure the "holes" are not too close to each other.
- Players waiting to hit must be at least 3 metres from the hitter.



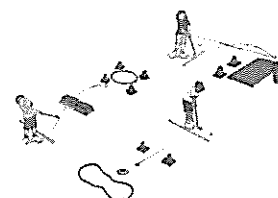
Equipment

- Various objects for the golf club e.g. bat, racquet, stick.
- Various objects for "holes", such as:
 - door mat or towel
 - hoola hoop, string or rope
 - buckets, cups, bins or containers.
- Various objects for "balls", such as:
 - tennis ball, rubber handball
 - frisbee
 - soccer ball or football
 - rolled-up socks
 - coins or marbles for indoor use.



Activity variations

- Add more obstacles to make the course harder.
- If space is restricted, set up shorter "holes" that only require chipping or short game shots.
- Incorporate parts of the natural or built environment outdoors as obstacles at each "hole".



© 2019 Sport Australia

Adapted from Sport Australia, 2019, Playing for life *Mini Golf*

Week 5 - Package 4 - K - Year 6 Physical activity - GetActive@Home

Things your child will need

Have these things available so your child can complete this task.

Ideal

Kindergarten - Year 2 episodes

- [GetActive@Home Kindergarten - Year 2 episode 4 - Kicking](#)

Year 3 - 6 episodes

- [GetActive@Home Years 3 - 6 episode 4 - Kicking](#)

Other resources

- [Activity logbook](#)
- [Tracking card](#)
- Specific equipment for each episode is described at the beginning of each lesson video. They are typical items found around the home.

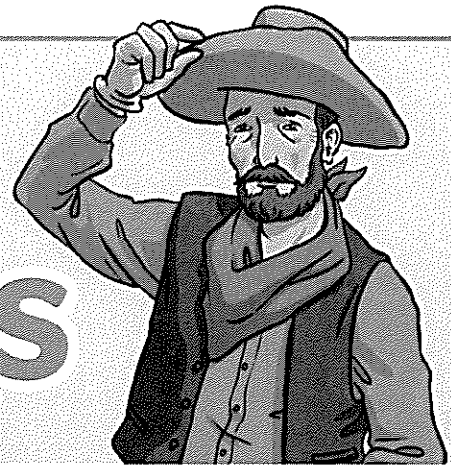
Back up

The episode guides can be downloaded, printed or viewed online and act as a summary of the activities in each episode.

- [Episode guide Kindergarten - Year 2 episode 4](#)
- [Episode guide Year 3 - 6 episode 4](#)

Friday

Cowboys



Cowboys were men who often lived in the American west during the 19th century. The land where they lived was an enormous open space and they lived lonely lives on horseback. In fact, cowboys still exist today, but they behave quite differently, now using technology to help them do their jobs. Cowgirls were first described in the 19th century also, but their roles attracted much less attention so we know a lot less about these women.

Living in the American West Many Years Ago

Life was hard – many men began training as a cowboy at the ages of 12 or 13. Cowboys lived in dry and often wild conditions. They could die of thirst if they didn't find water to drink. Cowboys often caused trouble in the towns that they encountered because they were quick gun shooters and liked having fun.

The Job of a Cowboy

In the past, cowboys were drawn to the open lands of the west because the men were often young, wanting adventures and freedom. They didn't get paid much for their job and worked long, physically tiring days, often alone. Their jobs included herding cows to a ranch and guarding cows from rustlers, so they usually camped out in the open air near the animals. Some cowboys took cows on trail drives. These were long journeys taken by the cowboys and the cows they looked after. These could last for months and were really tiring, but they were useful for taking the cows to sell in other parts of the country.

How did Cowboys Travel Around?

It is thought that cowboys preferred not to walk anywhere, but rather rode on horses. Their horses were very important because they helped the cowboys to do their job properly and were also their companions on the long, lonely cattle trail drives.

What Did Cowboys Wear?

Cowboys were well known for wearing big hats, lassos and tall brown leather boots with spurs. The spurs were small, jagged discs of metal attached to the back of their boots. The cowboys could kick their horses with these to make them run faster in a chase.

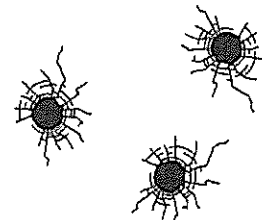
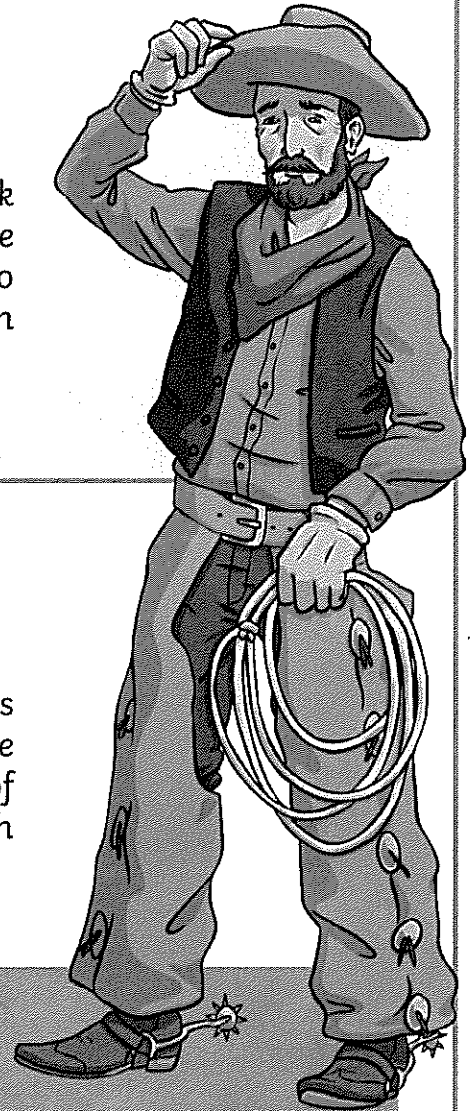
Cowboys in Films

Many films have been made about the lives and adventures of cowboys in the Wild West. These are called 'Westerns'. Actors such as John Wayne and Clint Eastwood were made famous through their cowboy characters.

Rustlers - people who steal cows

Ranch - farm

Lasso - a rope knotted into a loop at the end for throwing round an animals' neck to capture them



Questions 16 to 28 are about 'Cowboys'

16. Explain what a cowboy is.

1 mark

17. What ideas are we given about cowgirls?

1 mark

18. Draw a line to match each heading with the correct information.

2 marks

The Job of a Cowboy

An introduction to the cowboys text.

Cowboys

The cowboys had fun and were quick shooters.

Living in the American West Many Years Ago

'Westerns' are still very popular today.

Cowboys in Films

The young men had to take the cattle on cattle drives.

19. Find and copy **one** phrase in the introduction that tells us that cowboys did not live in cities.

1 mark

1. _____

total for this page

20. What is a 'trail drive'?

1 mark

21. Name **one** characteristic a cowboy might have.

1 mark

1. _____

22. Fill in the table below.

2 marks

Occupation	Cowboy
Transport	
Tasks that a Cowboy completed	
The Life of a Cowboy	

23. Look at the paragraph headed **How Did Cowboys Travel Around?**
Find and copy **one** phrase which shows that nobody knows for sure.

1 mark

1. _____

total for
this page

24. They were companions on the long, lonely cattle trail drives...

Draw a line to the word that is closest in meaning to the word **companion**.

companion**neighbour****partner****enemy**

1 mark

25. Explain why young men might have wanted to become cowboys. Give **two reasons.**

1. _____

2. _____

2 marks

26. Name **one piece of clothing that a cowboy wore.**

1. _____

1 mark

27. Find and copy **one word that means **small, jagged discs of metal**.**

1. _____

1 mark

28. Name **one actor who has played the role of a cowboy.**

1. _____

1 mark

End of questions about 'Cowboys'total for
this page

Correct the Sentence Punctuation

Write the correct sentence underneath by adding in capital letters, full stops, question marks and inverted commas.

1. one warm, sunny day jessica and lilly went to the zoo when they arrived, they visited the monkeys

2. i like the zoo, said jessica lilly looked up and saw a monkey had stolen her lunchbox

3. do we have any money to buy more food asked jessica

4. lilly replied no now we dont have anything for lunch

5. dont worry girls, a voice called from behind them it was the zookeeper, who was holding their lunchbox, with a big smile on his face

An Awesome Advert

Amazing Fact

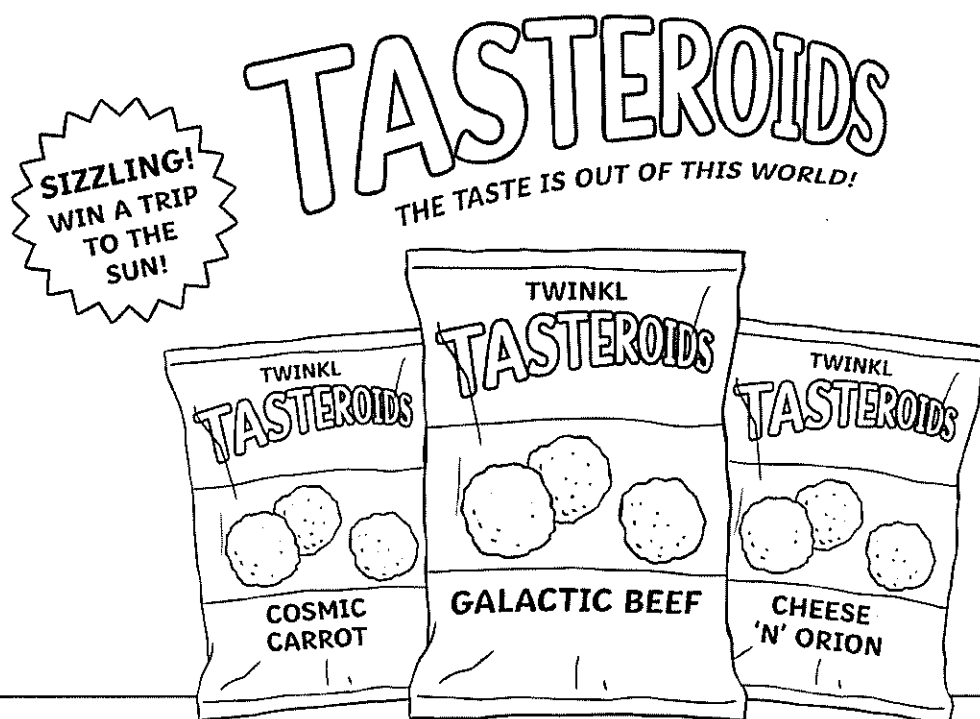
In Sweden and Norway, advertising to children under the age of 12 is illegal.

When a company wants to sell their products, they advertise it to the people who might be interested in buying it.

Challenge

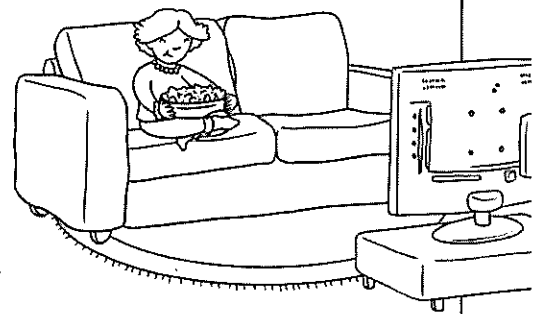
Think about your favourite toy, object or computer game. Think about why you like it, what makes you want to keep using it and if you would recommend it to your friends. If so, why?

Design an advert to encourage others to buy your favourite item. Make it clear what is great about it and why children might want to get one. Make your advert bold and colourful.



You could also try to find out:

- what the first advert shown on TV was for;
- how much TV advertising costs;
- what the most expensive TV advert ever was.



An Awesome Advert

Name: _____

Number of Questions: **40**

Testing: **4×, 5×, 6×**

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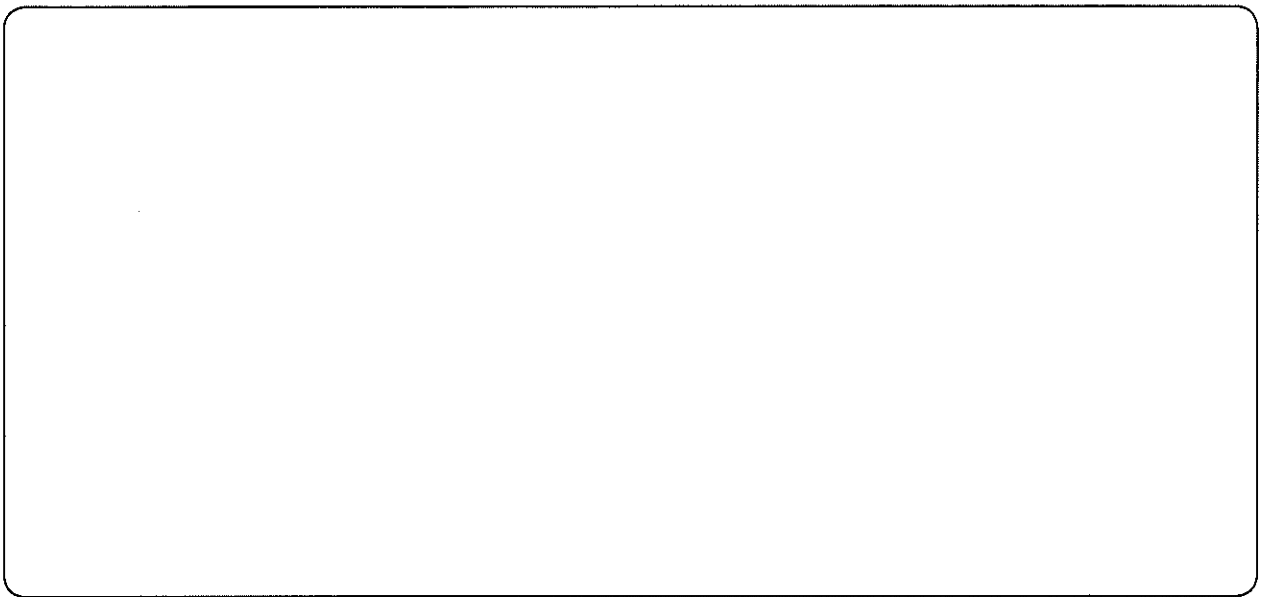
$1 \times 5 = \underline{\hspace{2cm}}$

3D Objects and Their Faces

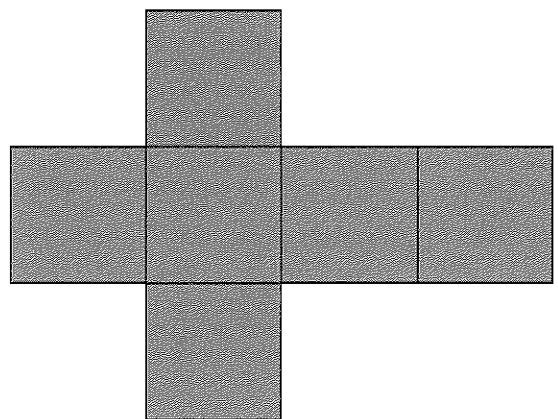
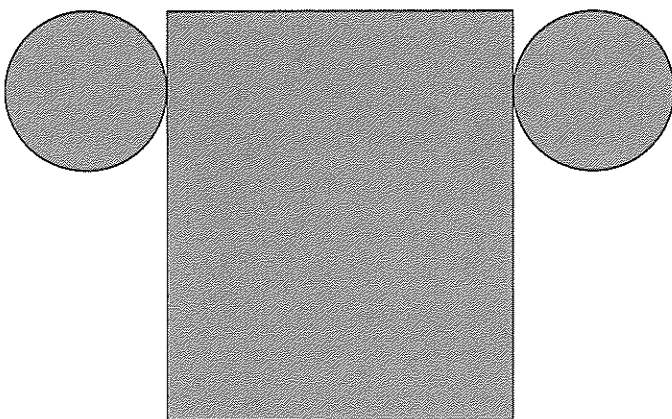
1. How many faces does a triangular prism have?

2. What shape are the faces?

3. Draw the faces below:



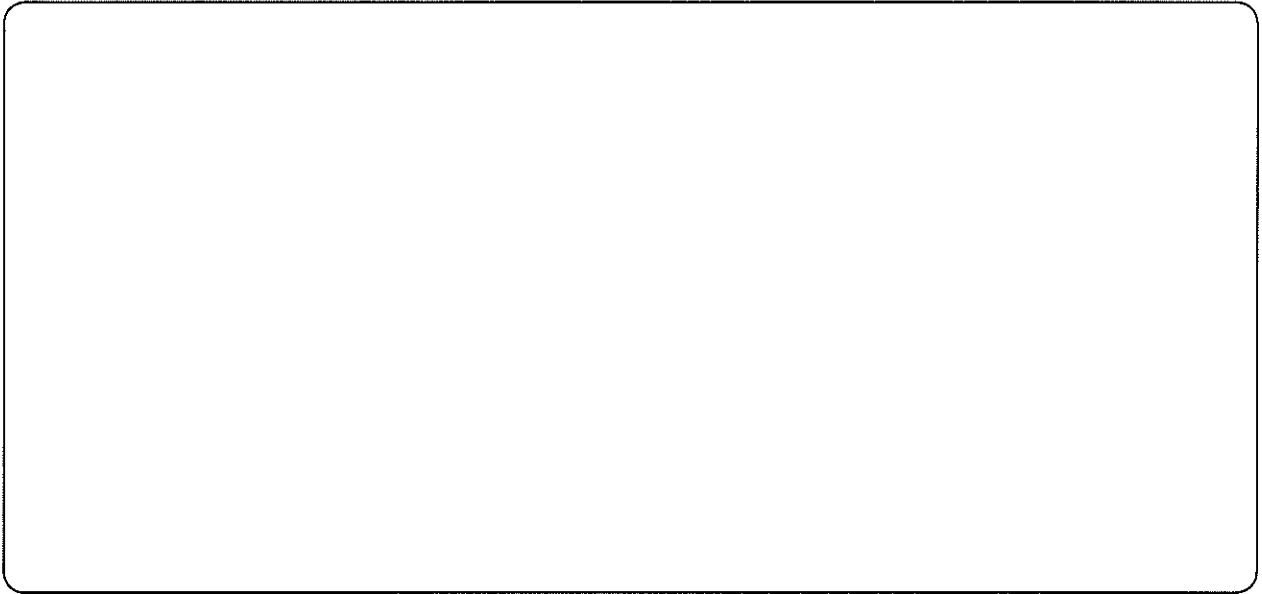
4. Look at the nets below. What 3D object do they make when folded?



5. How many faces does a rectangular prism have?

6. What shape are the faces?

7. Draw the faces below:

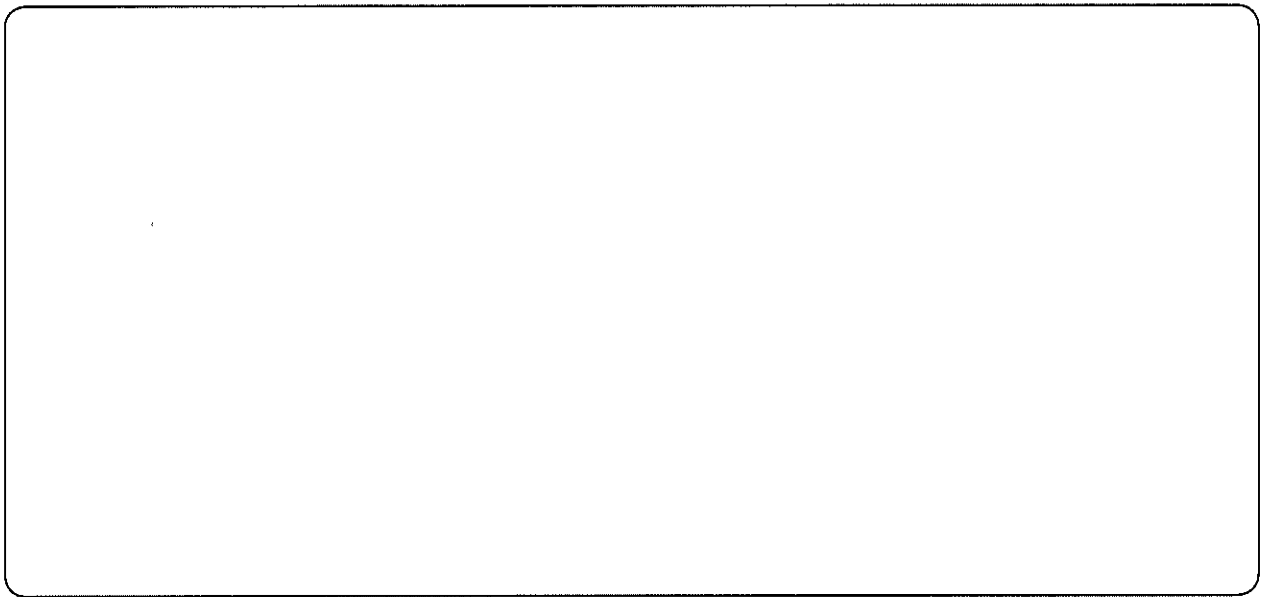


3D Objects and Their Faces

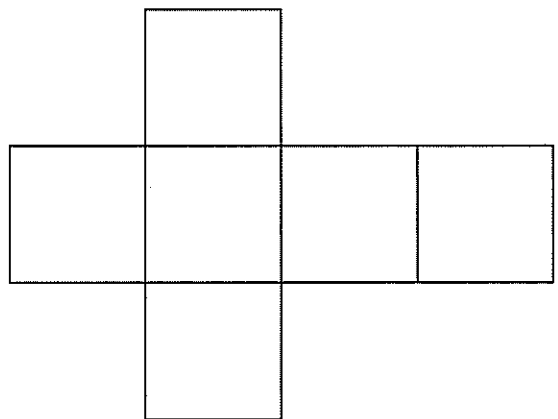
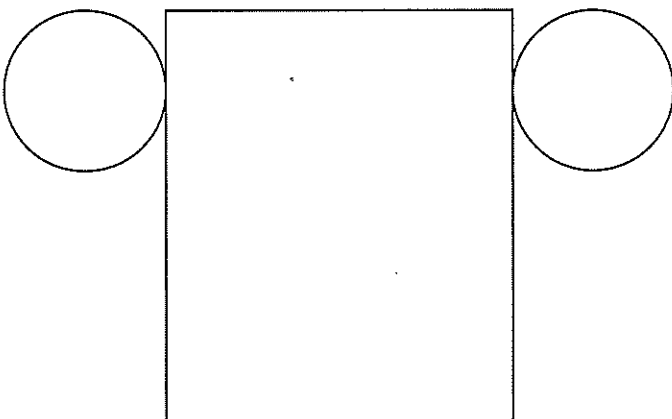
1. How many faces does a triangular prism have?

2. What shape are the faces?

3. Draw the faces below:



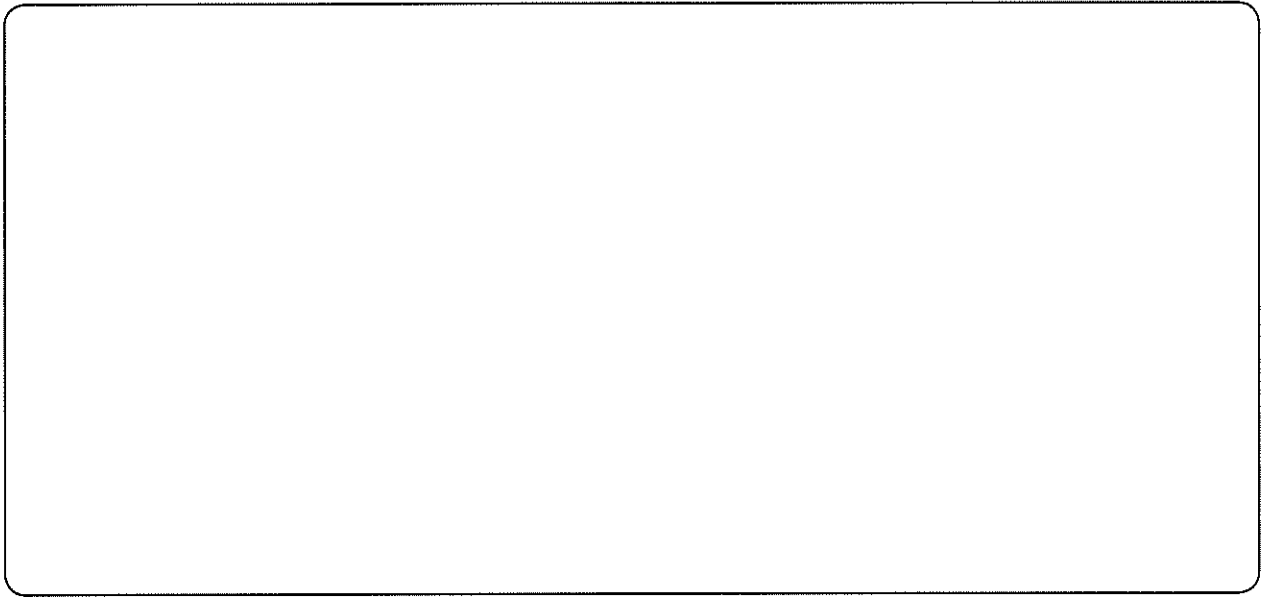
4. Look at the nets below. What 3D object do they make when folded?



5. How many faces does a rectangular prism have?

6. What shape are the faces?

7. Draw the faces below:



Wassily Kandinsky

twinkl

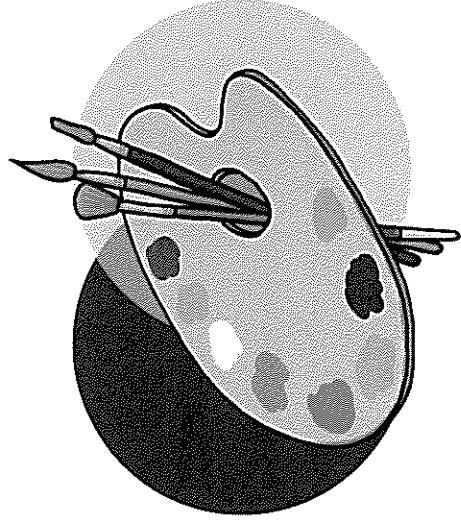
Aim

- To learn about the work of Wassily Kandinsky and create a circles painting, using the colours I have mixed myself.

Success Criteria

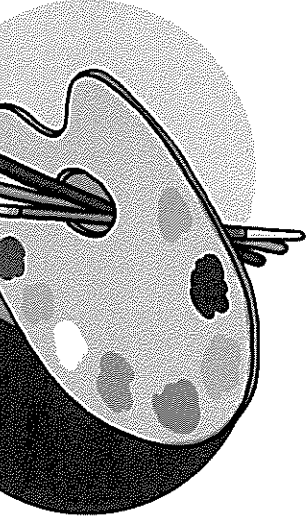
- I can mix colours, tints and shades.
- I can use my colours to paint a circles painting.
- I can tell you an interesting fact about Wassily Kandinsky.
- I can tell you about one of Kandinsky's paintings.

Colour Mixing

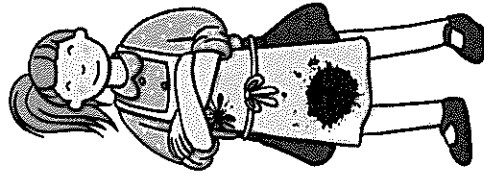


Colour Mixing

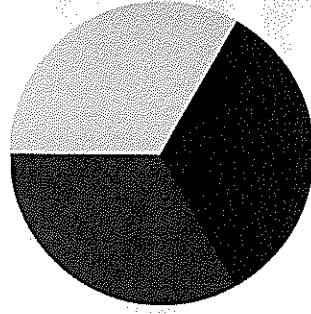
We have been learning about colour mixing.



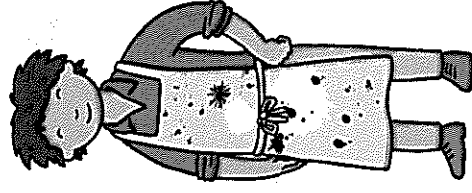
Primary Colours



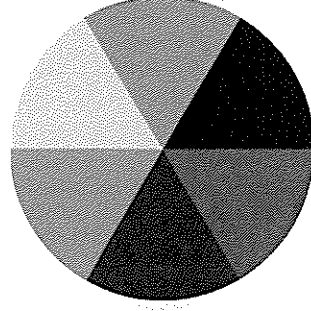
We have learnt about the **primary** colours.



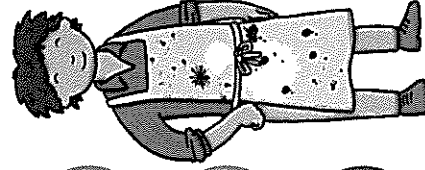
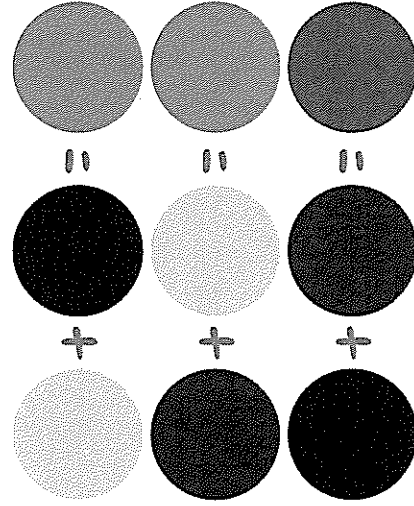
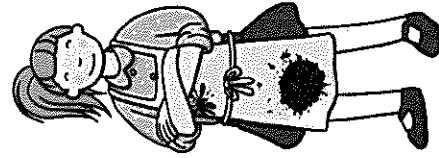
Secondary Colours



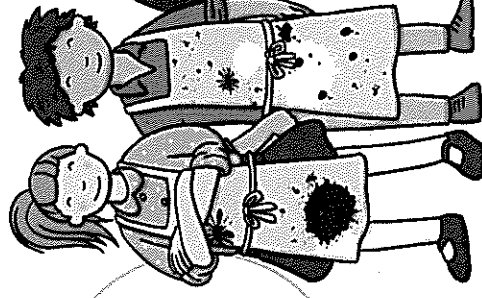
We have learnt about **secondary** colours.
You use the **primary** colours to mix these.



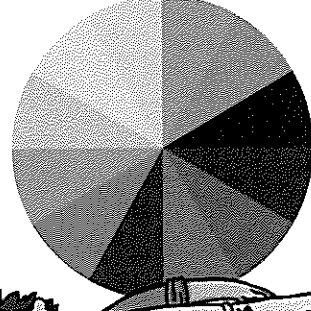
Mixing Secondary Colours



Mixing Secondary Colours

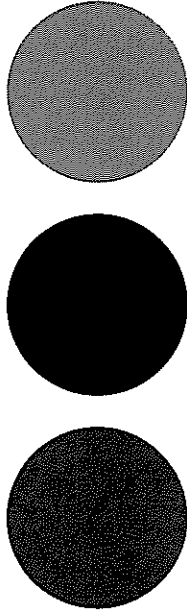


We have practised mixing lots more colours!



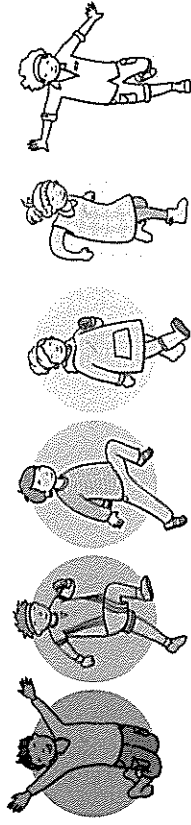
Neutral Colours

We have learnt about neutral colours.



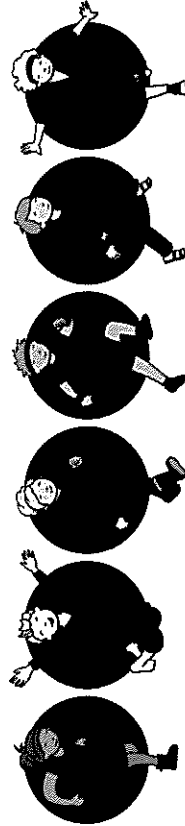
Mixing Tints

If we add white to a colour, we can make tints.
This makes a colour lighter.



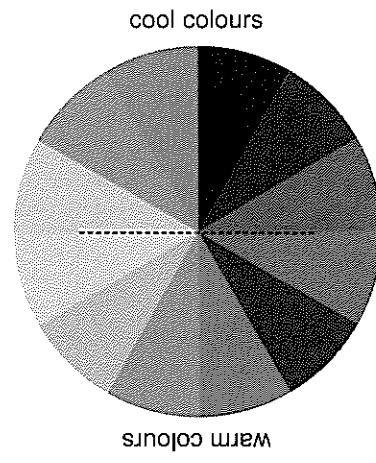
Mixing Shades

If we add black to a colour, we can make shades.
This makes the colour darker.



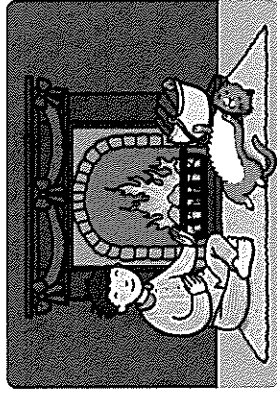
Warm and Cool Colours

We have learnt about warm and cool colours.



Warm Colours

Red, orange, and yellow are warm colours. They make us think of sunny, warm and cosy things.



Cool Colours

Green, blue and purple are cool colours. They make us think of fresh, calm and chilly things.



Using Every Colour

Today we are going to use all the colours!



Wassily Kandinsky

Wassily Kandinsky was a Russian painter. Many people think he was the first abstract artist.



Abstract Painting
by Wassily Kandinsky

All about Wassily Kandinsky (1866 - 1944) Russian

Wassily Kandinsky was born in Russia, in 1866. When he grew up, he worked as a teacher at a university but it didn't make him happy.

When he was 30, he left his job and went to art school. He found art school easy and was very good at his studies.

Kandinsky thought a lot about what colours mean and how they make people feel. He believed that colours had a soul.



Wassily Kandinsky

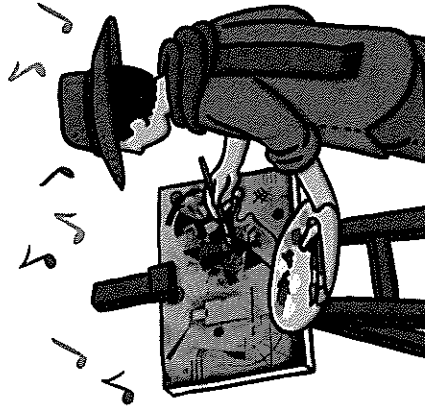
All about Wassily Kandinsky

(1866 - 1944)
Russian

He was the first painter to stop painting pictures of things and instead paint just using colours and shapes. He believed that this let him paint honestly about his feelings.

Often Kandinsky would listen to music while he painted and try to paint what he heard.

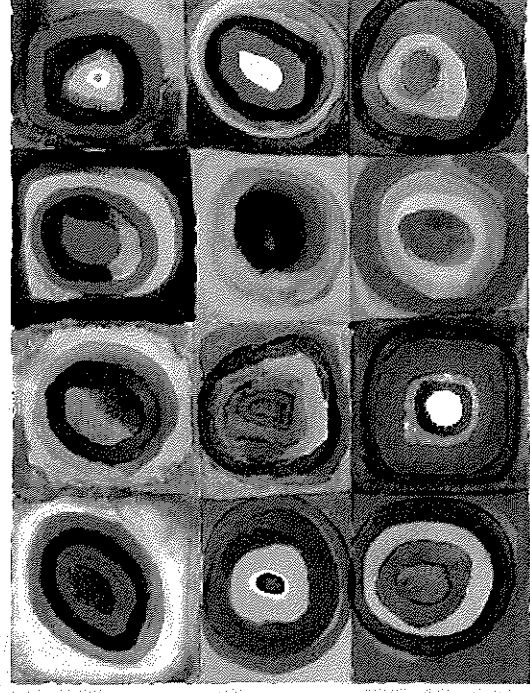
All the other painters we have found out about learned a lot from Kandinsky's ideas.



Improvisation 26 (Rowing) (1912)
by Wassily Kandinsky

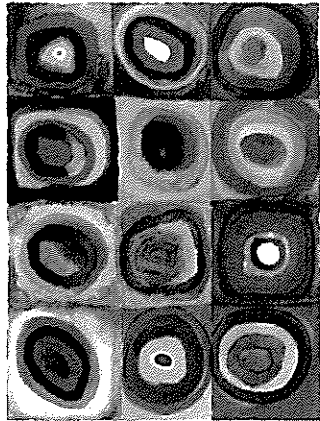


Red Spot II (1921)
by Wassily Kandinsky



Colour Studies: Squares with Concentric Circles
by Wassily Kandinsky

Looking at Abstract Art: Colour Studies: Squares with Concentric Circles (1913)



What do you see when you look
at this painting?

How has the painting been made?
What kind of colours does Kandinsky
use?

How would you describe these colours?

What shapes can you see?

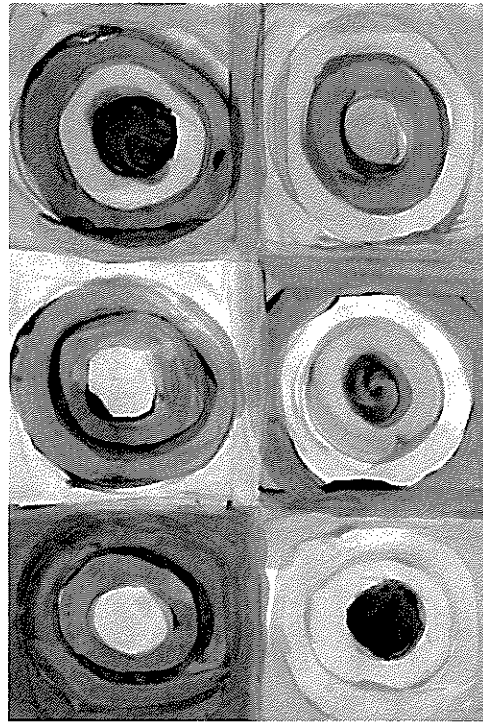
What kind of lines can you see?

How do you think Kandinsky was feeling
when he painted this?

How does the painting make you feel?

Do you like it? Why?

What a good circle painting looks like...

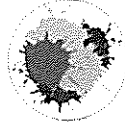


Kandinsky Circle Painting

You will need...



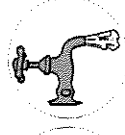
A3 painting template



Paint in lots
of colours



Brushes



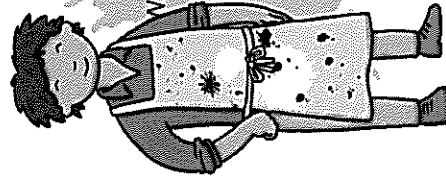
Water



A rag

1. Experiment with mixing colours together. Use white to make them lighter, and black to make them darker. Practise until you have lots of colours that you like.
2. In each square of your template, paint a dot. Use a different colour for each one.
3. Remember: Swish, wipe and blot!
4. Round each dot, paint a circle in a different colour.
5. Round each circle, paint an even bigger circle in a new colour.
6. Finally, fill in any white space you have left in each square in another colour.

Sharing and Celebrating Our Artwork!



Walk around the classroom and look at the
paintings that everyone has created.

Think about your painting.
What feeling do you think that
your painting shows?