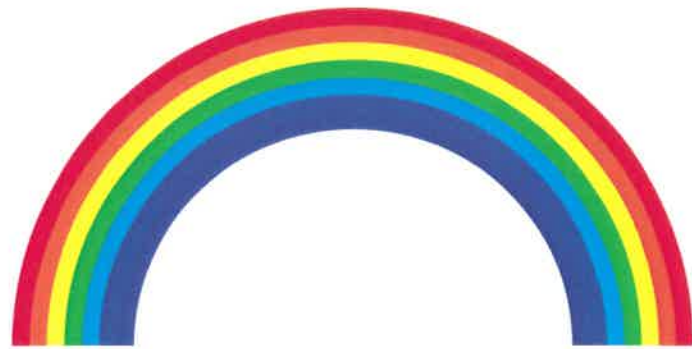


My Home Learning Tasks



Year 5 & 6

Name: _____

Writing Prompts

Each week there will be 5 writing prompts. It is expected that you spend 45 minutes a day writing. This means that one prompt might take you more than one day to complete.

A completed piece of writing should have

- A brainstorm- Including main ideas and words you are going to use
- A piece of writing related to the topic
- Editing where you have checked spelling, punctuation and whether your stories make sense.

You could publish your story if you want. This is optional and can be done in your work book or online using google docs.

Remember everything you have learnt about descriptive writing. Each piece should be interesting and hook the reader in with the language you are using.



Prompt 1

Look at this man. What is he feeling?
Describe the feeling in detail using his expressions and actions. The environment he is in. Show me this feeling through Your writing.

Look at this man. What is he feeling?
Describe the feeling in detail using his expressions and actions. The environment he is in. Show me this feeling through Your writing.



Prompt 2

Imagine working underwater.
What would that be Like?
Describe this moment in time

Story Starter (use if you want)

I sat there surround by the deep blue water, daydreaming about the hidden world around me.....



Prompt 3

The world has been covered in ice. Everything around you is Frozen. Imagine opening your door for the first time once the blizzard is over. Describe that moment.

Story Starter (Use if you would like)

The nightmare is over and the howling winds had passed. I stepped towards the door, not knowing what to expect.....



Prompt 4

Describe this moment.

Story Starter (If you want)

It was a normal Monday Morning. My eyes were fixed to the concrete cobbles as I prepared for another day of work. I heard the train brakes squeak as it came to a stop.....



Prompt 5

You are stuck inside a house hanging from a crane 2 stories in the air during the middle of a storm. Describe this moment.

Story Starter (If you want)

I woke up swaying. I felt like I was on a ship in the middle of the ocean. Was I still dreaming? I felt like I wasn't in control of my own body as I moved back and forward.....



Prompt 6

There is a line down the middle of the earth. One morning it had just appeared. No one knew where it had come from. Write a story about how it got there. Make it as creative as possible and add as much descriptive detail as you can.



Prompt 7

My life in a bubble.

Imagine that this is the world you lived in. Everything you see in the picture is what you see day to day. The path you are walking on is endless- round and round you go each day. Describe your life in this bubble

Story Starter (If you want)

Have you ever had the feeling of deja vu. (Feeling like you have done something

already) What if your life was on repeat every day. The same trees, the same birds, the same path, the same sky. Welcome to my bubble.....



Prompt 8

You hear a noise outside, open your door and see a minivan full of animals at your front door. Describe this moment in time.

Story Starter (If you want)

The commotion outside sounded like a herd of animals invading my neighbourhood! What was going on? I slowly open the door and peer out, not knowing what to expect.....



Prompt 9

You and Your friends have decided to explore the ruins in the forest behind your house. No one goes there but today you are feeling adventurous. When you arrive you find an old wooden door, describe what happens next.....

Story Starter (If you want)

The hike was over, the sweat was dripping off each of us and our lungs felt like they were on fire. As we stood there motionless. As I glanced up I spotted it out of the corner of my eye.....



Prompt 10

Taking a ride on a snail.....

Describe what that would feel like and be like.....

Story Starter (If you want)

Why not try something different? A ride on a Snail..... Not the first choice for many but for me I wanted a slow, calm travel into work.....



Prompt 11

Unlimited strength

Describe the time you were able to pick up a truck and trailer in the middle of the desert!

Story Starter

The exact moment is a blur to me but the feeling of power will never leave me. The old rusty truck and trailer sat there outside our small house, lonely and forgotten. I stared at it day after day longing to know it's life history and how it had ended up here.....

MINDFULNESS

FOCUS: Gratitude

A normal part of our school day is doing mindfulness. At the moment this takes the form of our gratitude journals. It is important we keep this going, making sure we focus on something we are grateful for everyday. In your books answer the following questions everyday.

1. What am I grateful for today?
2. How am I feeling on a scale of 1-10 (1 being sad, 10 being happy)

12345678910
3. Come up with a word to describe your day.



Handwriting

Handwriting should be done daily. You can pick the letters you need to work on everyday. But the set out should be the same.

Each day your page should be set up like the one below, but with your own letters and words added in. Do not copy the example below!

k	Kk
K	
Kkk	
key	
kick	
Kaikoura	
0 1 2 3 4 5 6 7 8 9	

1. Choose a letter to work on

2. Practise

A line of lower case

A line of capitals

A line of mixed lowercase and capitals

3 words that start with that letter

A sentence made up of words with that letter

Make sure you focus on the following

Write all of my letters on the line
Make sure all of my lowercase letters are the same size
Make sure all of my tall letters are touching the top
Keep my work neat and tidy
Slope my letters correctly to the right
Flick the ends of my letters
Begin linking my letters together (<i>cat</i>)
Use cursive writing for whole sentences.

Spelling

Pick 10 words to practise a week

Practise these everyday using one of the activities on the tic tac toe sheet

Spelling Tic Tac Toe

Directions: Choose 3 spelling activities to complete with your spelling words this week. You may choose 3 boxes to create Tic Tac Toe. Whichever activities you choose, make sure you use your neatest 3rd grade handwriting and be sure to spell your spelling words correctly!

Write your words 3 times each.	Write your words in color sorts, using a different color for each pattern or group.	Write your words in pyramid form. c ca cat
Choose 10 of your words and write your spelling word and a rhyming word.	Write your words in ABC order.	Choose 10 of your words to draw a picture. Be sure to label your picture with your words.
Complete an activity on Spelling City that you can print and turn in to Mrs. Swecker.	Choose 10 of your words and write 10 sentences	Choose 10 of your words to write a story, poem, song, etc.

acceptance	conductor	future	observe	schedule
ache	consequence	guitar	opportunity	scheme
agreement	continent	horizon	opposition	serious
analysis	council	illustrate	organisation	settlement
application	court	immediately	permanent	similar
ascend	criticise	inspiration	photograph	social
associate	criticism	instructor	physical	source
association	cultural	intelligent	pieces	strategy
atmosphere	curious	introduce	poverty	success
audience	definite	introduction	precious	successful
automatic	delicious	knowledge	principal	suitable
brilliant	descend	major	principle	surgery
business	dissolve	majority	problem	surround
campaign	ethnic	manageable	quality	thoughtful
celebrate	existence	manufacture	quantity	thoughtfulness
certificate	experiment	Maori	receipt	tough

circular	extensive	moisture	receive	traffic
coalition	extraordinary	motivation	recognise	trouble
compliment	foreign	navigate	reign	university
conclusion	forty	observation	responsibility	wealth

addition	country	fraction	landscape	promise
adventure	courage	garage	lawyer	protection
alphabet	cultivate	geography	manage	representative
Antarctica	decided	government	material	route
attack	defence	grammar	minister	secret
barrier	democracy	graph	ministry	senior
beautiful	disappear	honour	natural	separate
capital	edge	imagination	nature	separating
central	education	imagine	neighbour	stomach
climate	election	instruction	paragraph	subtraction
compare	encourage	journey	Parliament	technical
compete	enrichment	juice	passenger	technology
computer	environment	junior	path	vegetation

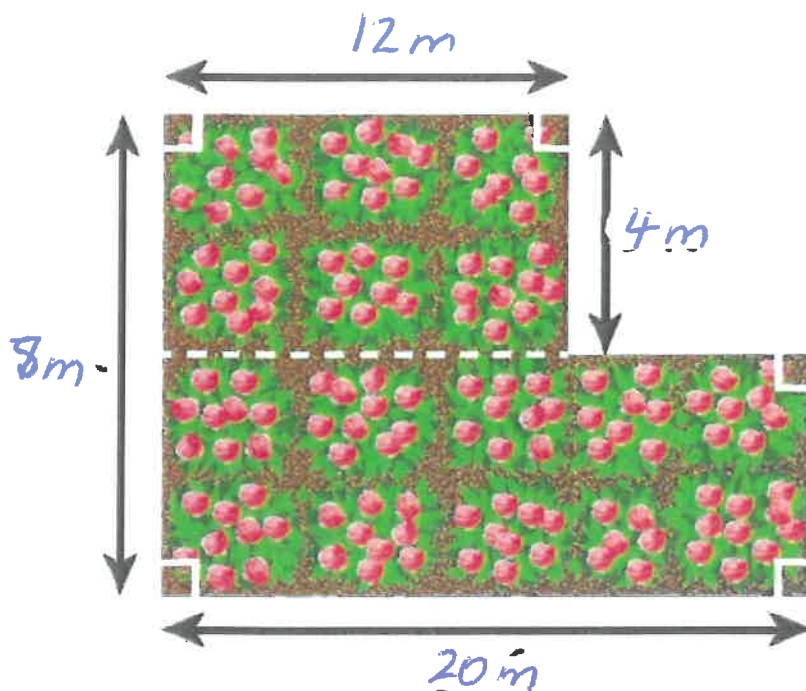
Maths- DMIC Questions

Everyday work through one of the DMIC problems given below. Each question needs to show working out, an answer and some justification/ explanation as to how you got that answer.

Problems for measurement- Level 3

Length:

1. Anessa takes 2 steps. She measures the distance between her two steps as 1 metre. Using this estimate how many metres the length of your bedroom is. Then Measure.
2. Caleb and Kruz are studying shadows. At 10am they measure the shadow of the rugby goal post, which measures 1350mm. They then measure a small tree at 68cm..
Kruz thinks this means that the rugby goal post is twice as high as the small tree. Is he right? How do you know?
3. It is possible to work out how tall you are going to be when you are older. Faalili knows that his mum is 164 centimeters tall and his dad is 186 centimeters tall. Faalili can work out how tall he is by doing the following
 - Add your mum and dads heights together
 - Divide the answer by 2
 - Subtract 6.5cmThe estimated height will be in a 10 centimeter range either side of the final answer
What range will Faalili's adult height be?
4. A typical household of 4 people goes through around 750 aluminium cans of fizzy drink every year. Each can is 12.5 cm in height.
If all the cans were put end to end how far would they stretch?
5. Mrs Gallagher and Mrs Wigg buy 34 boxes of chocolates to sell after school. If each box measures 40 centimetres x 30 centimetres x 10 centimetres. How much space would they need to store all 34 boxes.
6. The area of my shape is 70cm . Draw the shape.
7. The perimeter of the field is 360m. If the length is 100m what is the width?
8. Soon we will be getting a new community garden built in school. It will have the following measurements. What will the area of the garden be?



9. Miss Walkers Classroom is rectangle. It has a length of 9 metres and a width of 7 metres. Mr Pegler has a square classroom. It has 8 metre sides.
What is the area of each classroom?
Whose classroom is bigger?
10. On their way to buy new togs for swimming at school, mum stopped to put gas in the car. Gas was \$1.30 per litre and her car held 32 litres. She only had \$40, can she afford to fill her tank? Explain why.
11. One of the students in Room 11 swam a total of 3.4 hours in a week. How many minutes did they spend in the pool that week?

Test 1

Name:

Class:

Time Frame

4 minutes maximum

Test Guidelines

To pass this stage, students need to score a minimum of 36/40 in 4 minutes or less as long as most or all of the error are not within one domain.

Addition to 10	$8 + 2 = \square$ $6 + \square = 9$ $2 + 7 = \square$ $\square + 5 = 8$	Make 10	$6 + \square = 10$ $3 + \square = 10$ $8 + \square = 10$ $1 + \square = 10$	10 and Facts Addition	$10 + 3 = \square$ $\square + 10 = 16$ $2 + 10 = \square$ $10 + \square = 19$
Subtraction from 10	$10 - 4 = \square$ $8 - \square = 3$ $7 - 4 = \square$ $9 - \square = 2$	10 and Facts Subtraction	$15 - \square = 10$ $12 - 2 = \square$ $\square - 8 = 10$ $14 - \square = 10$	Addition Make 20	$13 + \square = 20$ $\square + 14 = 20$ $4 + \square = 20$ $\square + 8 = 20$
Doubles to 20	$8 + 8 = \square$ $6 + 6 = \square$ $9 + 9 = \square$ $7 + 7 = \square$	Halves to 20	Half of 12 = \square Half of 8 = \square $\frac{1}{2}$ of 14 = \square $\frac{1}{2}$ of 18 = \square	Adding and Subtracting Tens	$50 + 40 = \square$ $30 + 60 = \square$ $90 - 50 = \square$ $70 - 30 = \square$
Tens Within 100	$30 + 50 = \square$ $20 + \square = 100$ $100 - 40 = \square$ $70 - \square = 10$	Evaluation: Do this after the test.	Score \square / 40 I need to get better at (check one): <input type="radio"/> Speed <input type="radio"/> Accuracy <input type="radio"/> Knowing it instantly The area I need to learn more is: <input type="text"/>		

Test 1

Name:

Class:

Time Frame

4 minutes maximum

Test Guidelines

To pass this stage, students need to score a minimum of 36/40 in 4 minutes or less as long as most or all of the error are not within one domain.

Addition to 10	$8 + 2 = \square$ $6 + \square = 9$ $2 + 7 = \square$ $\square + 5 = 8$	Make 10	$6 + \square = 10$ $3 + \square = 10$ $8 + \square = 10$ $1 + \square = 10$	10 and Facts Addition	$10 + 3 = \square$ $\square + 10 = 16$ $2 + 10 = \square$ $10 + \square = 19$
Subtraction from 10	$10 - 4 = \square$ $8 - \square = 3$ $7 - 4 = \square$ $9 - \square = 2$	10 and Facts Subtraction	$15 - \square = 10$ $12 - 2 = \square$ $\square - 8 = 10$ $14 - \square = 10$	Addition Make 20	$13 + \square = 20$ $\square + 14 = 20$ $4 + \square = 20$ $\square + 8 = 20$
Doubles to 20	$8 + 8 = \square$ $6 + 6 = \square$ $9 + 9 = \square$ $7 + 7 = \square$	Halves to 20	Half of 12 = \square Half of 8 = \square $\frac{1}{2}$ of 14 = \square $\frac{1}{2}$ of 18 = \square	Adding and Subtracting Tens	$50 + 40 = \square$ $30 + 60 = \square$ $90 - 50 = \square$ $70 - 30 = \square$
Tens Within 100	$30 + 50 = \square$ $20 + \square = 100$ $100 - 40 = \square$ $70 - \square = 10$	Evaluation: Do this after the test.	Score \square / 40 I need to get better at (check one): <input type="radio"/> Speed <input type="radio"/> Accuracy <input type="radio"/> Knowing it instantly The area I need to learn more is: <input type="text"/>		

Test 1

Name:

Class:

Time Frame

4 minutes maximum

Test Guidelines

To pass this stage, students need to score a minimum of 36/40 in 4 minutes or less as long as most or all of the errors are not within one domain.

Addition to 20	$7 + 8 = \square$ $\square + 8 = 17$ $5 + 9 = \square$ $6 + \square = 13$	Subtraction from 10	$10 - 7 = \square$ $9 - \square = 7$ $8 - 2 = \square$ $10 - \square = 6$	2 x Table	$5 \times 2 = \square$ $7 \times 2 = \square$ $2 \times 6 = \square$ $2 \times 9 = \square$
5 x Table	$5 \times 5 = \square$ $5 \times 7 = \square$ $8 \times 5 = \square$ $3 \times 5 = \square$	10 x Table	$10 \times 6 = \square$ $10 \times 3 = \square$ $7 \times 10 = \square$ $10 \times 10 = \square$	Groupings Within 100 Using 5s	$65 + \square = 100$ $\square + 15 = 100$ $100 - \square = 55$ $100 - 95 = \square$
Doubles to 100	$40 + 40 = \square$ $25 + 25 = \square$ Double 33 = \square Double 19 = \square	Halves to 100	$\frac{1}{2}$ of 60 = \square $\frac{1}{2}$ of 44 = \square Half of 100 = \square Half of 90 = \square	Multiples of 100 to 100	$600 + \square = 1000$ $400 + 500 = \square$ $1000 - \square = 300$ $1000 - 900 = \square$
3 & 4 x Table	$3 \times 8 = \square$ $\square \times 3 = 12$ $6 \times 4 = \square$ $4 \times \square = 36$	Evaluation: Do this after the test.	<p>Score <input type="text"/> / 40</p> <p>I need to get better at (check one):</p> <p><input type="radio"/> Speed <input type="radio"/> Accuracy <input type="radio"/> Knowing it instantly</p> <p>The area I need to learn more is:</p> <input type="text"/>		

Test 1

Name:

Class:

Time Frame

4 minutes maximum

Test Guidelines

To pass this stage, students need to score a minimum of 36/40 in 4 minutes or less as long as most or all of the errors are not within one domain.

Addition & Subtraction to 20	$5 + 9 = \square$ $6 + \square = 13$ $19 - 9 = \square$ $20 - \square = 4$	3 & 4 x Table	$3 \times 8 = \square$ $\square \times 3 = 12$ $6 \times 4 = \square$ $4 \times \square = 36$	6, 7 x Table	$6 \times 6 = \square$ $7 \times 7 = \square$ $7 \times 4 = \square$ $6 \times 8 = \square$
8 & 9 x Table	$9 \times 9 = \square$ $9 \times 7 = \square$ $7 \times 8 = \square$ $8 \times 9 = \square$	Groups Within 100	$73 + \square = 100$ $\square + 24 = 100$ $100 - 58 = \square$ $100 - \square = 63$	Division by 3 & 4	$21 \div 3 = \square$ $18 \div \square = 3$ $16 \div 4 = \square$ $32 \div \square = 4$
Division by 6 & 7	$36 \div 6 = \square$ $48 \div \square = 6$ $28 \div 7 = \square$ $49 \div \square = 7$	Division by 8, 9	$56 \div 8 = \square$ $48 \div \square = 8$ $81 \div 9 = \square$ $54 \div \square = 9$	Groups Within 1 000	$530 + \square = 1\ 000$ $\square + 670 = 1\ 000$ $1\ 000 - 780 = \square$ $1\ 000 - \square = 140$
x10, x100, x1000	$10 \times 54 = \square$ $100 \times 10 = \square$ $63 \times 100 = \square$ $97 \times 1\ 000 = \square$	Evaluation: Do this after the test.	<p>Score <input type="text"/> / 40</p> <p>I need to get better at (check one):</p> <p><input type="radio"/> Speed <input type="radio"/> Accuracy <input type="radio"/> Knowing it instantly</p> <p>The area I need to learn more is:</p> <input type="text"/>		

Test 1

Name:

Class:

Time Frame

4 minutes maximum

Test Guidelines

To pass this stage, students need to score a minimum of 36/40 in 4 minutes or less as long as most or all of the errors are not within one domain.

Conversion to Decimal	<p>Write the decimal number for...</p> <p>70% <input type="text"/></p> <p>27% <input type="text"/></p> <p>4/10 <input type="text"/></p> <p>1/4 <input type="text"/></p>	Conversion to Fraction	<p>Write the fraction for...</p> <p>80% <input type="text"/></p> <p>25% <input type="text"/></p> <p>0.75 <input type="text"/></p> <p>0.9 <input type="text"/></p>	Conversion to %	<p>Write the percentage for...</p> <p>0.3 <input type="text"/></p> <p>0.75 <input type="text"/></p> <p>1/2 <input type="text"/></p> <p>6/10 <input type="text"/></p>
Division Facts	<p>$28 \div \square = 4$</p> <p>$64 \div 8 = \square$</p> <p>$\square \div 7 = 3$</p> <p>$\square \div 9 = 7$</p>	Square Numbers	<p>$3^2 = \square$</p> <p>$5^2 = \square$</p> <p>$8^2 = \square$</p> <p>$9^2 = \square$</p>	Square Roots	<p>$\sqrt{49} = \square$</p> <p>$\sqrt{81} = \square$</p> <p>$\sqrt{36} = \square$</p> <p>$\sqrt{16} = \square$</p>
x10, x100, x1000	<p>$10 \times 54 = \square$</p> <p>$100 \times 10 = \square$</p> <p>$63 \times 100 = \square$</p> <p>$97 \times 1\,000 = \square$</p>	Factors of a Number	<p>List all the factors of 54</p> <p><input type="text"/></p>	Prime Numbers	<p>Name 2 prime numbers less than 10</p> <p><input type="text"/> <input type="text"/></p> <p>Name 2 prime numbers between 10 and 100</p> <p><input type="text"/> <input type="text"/></p>
Divisibility Rules	<p>Check all the numbers that are:</p> <p>Divisible by 2: 7 <input type="checkbox"/> 18 <input type="checkbox"/> 28 <input type="checkbox"/> 30 <input type="checkbox"/> 51 <input type="checkbox"/> 75 <input type="checkbox"/> 96 <input type="checkbox"/></p> <p>Divisible by 3: 7 <input type="checkbox"/> 18 <input type="checkbox"/> 28 <input type="checkbox"/> 30 <input type="checkbox"/> 51 <input type="checkbox"/> 75 <input type="checkbox"/> 96 <input type="checkbox"/></p> <p>Divisible by 5: 7 <input type="checkbox"/> 18 <input type="checkbox"/> 28 <input type="checkbox"/> 30 <input type="checkbox"/> 51 <input type="checkbox"/> 75 <input type="checkbox"/> 96 <input type="checkbox"/></p> <p>Divisible by 9: 7 <input type="checkbox"/> 18 <input type="checkbox"/> 28 <input type="checkbox"/> 30 <input type="checkbox"/> 51 <input type="checkbox"/> 75 <input type="checkbox"/> 96 <input type="checkbox"/></p>			Evaluation:	<p>Score <input type="text"/> / 40</p> <p>The area I need to learn more is:</p> <p><input type="text"/></p>

Test 1

Name:

Class:

Time Frame

3 minutes maximum

Test Guidelines

To pass this stage, students need to score a minimum of 30/32 in 3 minutes or less as long as most or all of the errors are not within one domain.

Multiply decimals by a power of 10	$4.5 \times 10 = \square$ $26.4 \times 10 = \square$ $45.3 \times 100 = \square$ $6.245 \times 10 = \square$	Divide decimals by a power of 10	$6.42 \div 10 = \square$ $53.45 \div 10 = \square$ $72.4 \div 100 = \square$ $963 \div 100 = \square$
Lowest common multiple	Write the lowest common multiple of... 4 and $10 = \square$ 3 and $5 = \square$ 6 and $8 = \square$ 9 and $12 = \square$	Highest common factor	Write the highest common factor of: 9 and $33 = \square$ 16 and $24 = \square$ 24 and $48 = \square$ 45 and $75 = \square$
Conversion to Fraction	Write the simplest fraction for... $20\% = \square$ $35\% = \square$ $0.8 = \square$ $0.125 = \square$	Conversion to %	Write the percentage for... $1.3 = \square\%$ $0.09 = \square\%$ $\frac{3}{4} = \square\%$ $\frac{3}{5} = \square\%$
Conversion to Decimal	Write the decimal number for... $85\% = \square$ $127\% = \square$ $\frac{3}{8} = \square$ $\frac{7}{100} = \square$	Simple Powers of Numbers	$3^3 = \square$ $5^3 = \square$ $2^4 = \square$ $4^3 = \square$

Score / 32

Areas I need to work on now are :

Inquiry- The Artist

In this pack there are powerpoints about 3 artists

- Vincent Van Gough
- Andy Warhol
- Wassily Kandinsky

Focus on one artist per week- Complete the following activities for each:

- A title for your artist
- A border
- A paragraph about the artist
- A paragraph about their art and techniques they use
- A drawing of a piece of art they have done.

Make your page about each artist look amazing and presentable. If you want to use a double page spread then that would be amazing.

If you can access the internet and find out more information about each artist then add this to your research page.

EXTRA activity: If you have the supplies at home create a piece of art from one of the artists above.

All about Vincent van Gogh

twinkl



All about Vincent van Gogh

What do you already know about Vincent van Gogh?



Vincent Van Gogh
1888



Born: 1853



Job: Artist



He was born in the Netherlands.



He had two brothers and three sisters.



Died: 1890

Click on the picture to find out more.

Photo courtesy of Minko Wagenaar (@flickr.com) - granted under creative commons licence - attribution

Van Gogh the Painter



Vincent van Gogh was a Dutch artist.



He painted portraits and landscapes.



He used watercolours and oil paints.



He is famous for using bright colours and bold brushstrokes in his work.

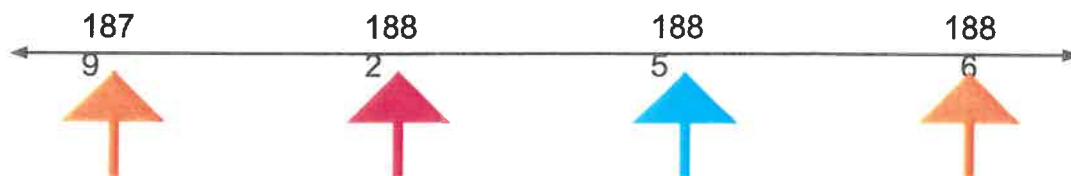


He painted in a style called Post-Impressionism.

Click on the words in **bold** to find out more.

Van Gogh the Painter

How did Van Gogh become a painter?
Click on the timeline to find out more.



187
9
Van Gogh's brother suggested that he become an artist. He went to art school in Brussels and started to learn about drawing.

188
2
He visited his relative, Anton Mauve, who introduced him to painting with oil paint.

188
5
He produced his first important painting, called 'The Potato Eaters'.

188
6
He moved to Paris, where he discovered the work of some artists called the French Impressionists.

Click on the words in **bold** to find out more.

Famous Paintings by Van Gogh

Here is a gallery of Van Gogh's most famous works.
Click on each painting to find out more.



The Potato Eaters
1885



Sunflowers
1888



Starry Night
1889

The Potato Eaters Photo courtesy of Minko Wagenaar (@flickr.com) - granted under creative commons licence - attribution
Sunflowers Photo courtesy of Pachanga (@flickr.com) - granted under creative commons licence - attribution
Starry Night Photo courtesy of Saad Faruque (@flickr.com) - granted under creative commons licence - attribution



The Potato Eaters, 1885

click the picture to find out more!



Do It!

- Can you spot these things in the painting?
- a picture frame hanging on the wall
 - a plate of potatoes
 - a window



This painting shows five people sitting around a table eating potatoes.



Van Gogh had not been painting for very long when he made this picture.



He painted this picture in oil paints.



He wanted to show real life in his picture.



He used quite dark colours in this artwork.

Discuss It!

What do you think the people are saying to each other in the painting?
Why do you think Van Gogh used dark colours in this painting?

Photo courtesy of Minko Wagenaar (@flickr.com) - granted under creative commons licence - attribution



Sunflowers, 1888



click the picture to find out more!

Photo courtesy of Perchango (@flickr.com) - granted under creative commons licence - attribution



Van Gogh painted this for his friend, the artist Paul Gauguin.



He chose the colour yellow to represent happiness.



He made lots of paintings of sunflowers.



This is one of Van Gogh's most popular and famous paintings.

Discuss It!

Which is your favourite colour? How does it make you feel? Can you think of any other colours which are used to represent an emotion?



Starry Night, 1889



click the picture to find out more!

Photo courtesy of Saad Faruque (@flickr.com) - granted under creative commons licence - attribution



This is one of Van Gogh's most famous paintings.



Van Gogh was very interested in the night-time.



He used his paint to create a swirling effect.



He used light yellow paint to make it look as though the moon and stars are glowing.

Discuss It!

What can you see in the sky?
What does it make you think about?
Would you like to visit this place?
Where do you think it is?

Facts about Van Gogh

What have you found out about Vincent van Gogh?



Discuss It!

Find a partner and share what you found out.
How many facts can you remember about Vincent van Gogh?
Which of his paintings did you like best? Why?

Glossary

Impressionism – a style of painting using dabs of paint and colour, with visible brush strokes

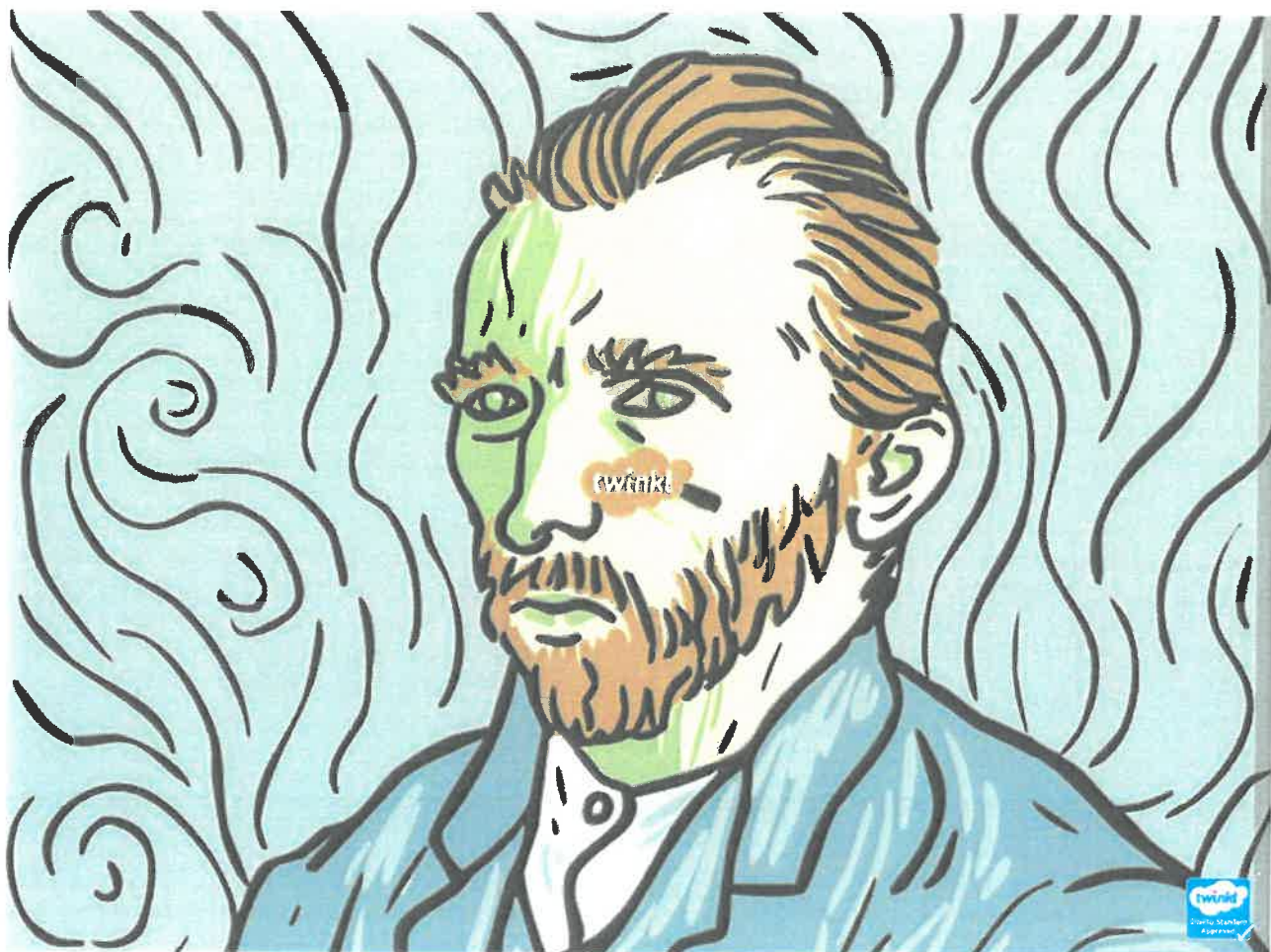
Landscape – a painting showing a view of natural scenery, like the countryside

Portrait – a painting of a person

Post-Impressionism – the work of some famous artists including van Gogh, who used bright colours and symbols to show emotions and feelings in their artwork

Watercolour – a type of paint which is used with water to give transparent colour

Click on the word to take you to the relevant page.



Andy Warhol

Pop Art

twinkl



Pop Art

Today we are learning about Pop Art.

In this video, we are going to find out about a famous artist called Andy Warhol.

If the link isn't working, copy and paste this URL into your internet browser: <https://www.youtube.com/watch?v=QUoqetH1iJo>

Andy Warhol

Andy Warhol was a Pop Artist.

He used a technique called screen printing to create lots of prints that look the same.

He often changed the colours of the pictures.



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Making Patterns

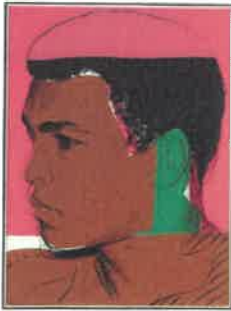


Andy Warhol often used very bright colours in his work.

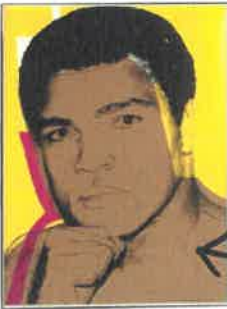
He used repeated images to make patterns.

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Famous Portraits



Warhol made lots of portraits of iconic people.



Do you know who this is?

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Using Colour

What do you notice about the colours in this portrait of Marilyn Monroe?



Photo courtesy of lightsgolngon (@flickr.com) - granted under creative commons licence – attribution

Repeating Images

Andy Warhol used repeated images of famous people in different colours to create some of his most famous portraits.



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Andy Warhol Today

If Andy Warhol was alive today...

Who do you think would be a good famous person for him to make a portrait of?

Why?

Choose one person from your group to share your answers with the class.



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

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!



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.



Red Spot II (1921)
by Wassily Kandinsky



Improvisation 26 (Rowing) (1912)
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?

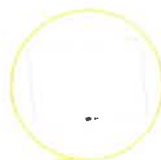
How does the painting make you feel?

Do you like it? Why?

Kandinsky Circle Painting



You will need...



A3 painting template



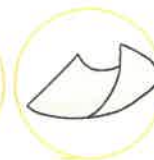
Paint in lots of colours



Brushes



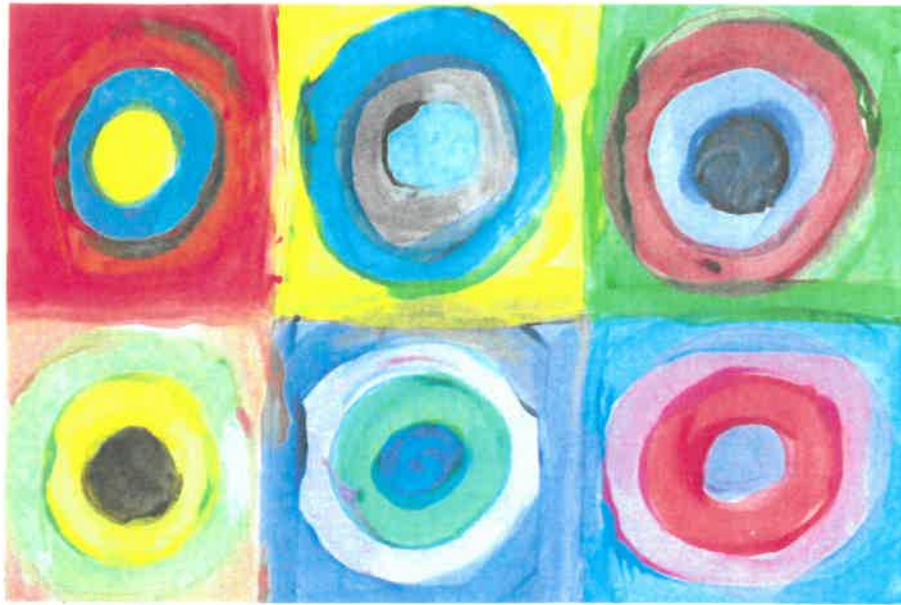
Water



A rag

1. Experiment with mixing colours together. Use white to make them lighter, and black to make them darker. Practice 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.

What a good circle painting looks like...



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?**

