

Topic: Painting and mixed media: Artist study

**National Curriculum Objectives which are covered in this unit:**

Art and design

Pupils should be taught:

- About great artists, architects and designers in history.
- To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- To create sketch books to record their observations and use them to review and revisit ideas.
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).

**Lesson sequence - include the key concept, L.O. and brief description of lesson**

**WALT: understand how to analyse a famous painting.**

Analysing David Hockney's painting 'My Parents' and acting out the scene within it.

Success criteria

- I can understand that artists tell stories or show feelings in their artwork.
- I can interpret a picture and suggest its meaning.
- I can look closely at a picture and notice details, describing them using the formal elements.

**Pupils with secure understanding indicated by:** understanding the narrative and using descriptive language to tell the story; suggesting ideas for the meaning behind the picture; identifying different features within the painting and being able to use the formal elements to describe them.

**Pupils working at greater depth indicated by:** using highly descriptive language to tell the story that reflects empathy with the characters and the emotional content of the

**WALT: understand how to find meaning in painting.**

Analysing 'The Dance' by Paula Rego to develop a narrative around the painting.

Success criteria

- I can describe a picture using the formal elements.
- I can respond to a painting by making inferences and justifying my ideas using my own experiences.
- I can develop a narrative from the elements in a painting.

**Pupils with secure understanding indicated by:** understanding and describing the narrative and being creative and imaginative in finding their own meaning in the painting; using their own art or personal experiences to start to justify their ideas; creating a narrative of their own using the elements from the painting.

**Pupils working at greater depth indicated by:** including extra details in the description of the narrative behind the story; describing the next stage of the story as they imagine it; referring

**WALT: apply drama techniques to explore the meaning of a painting.**

Exploring John Singer Sargent's World War 1 painting, 'Gassed' and re-enacting the scene.

Success criteria

- I can express how a piece of artwork makes me feel.
- I can compare events in a piece of artwork to current news and the 'Fundamental British Values'.
- I can use drama to demonstrate my understanding of the meaning of a piece of artwork.

**Pupils with secure understanding indicated by:** reading a picture well and seeing beyond the initial first glance; analysing and evaluating an image successfully.

**Pupils working at greater depth indicated by:** demonstrating a sense of empathy and understanding of the meaning of the painting; playing their part accurately and/or taking on a leadership role in the tableau.

**WALT: understand how art can tell stories or portray messages.**

Inspiring children to make meaningful artwork by exploring how art is used to convey messages and raise awareness of cultural and social issues.

Success criteria

- I can analyse a painting to make suggestions about its meaning.
- I can consider how imagery can convey a message without words.
- I can develop my ideas to compose a thought-provoking piece of art.

**Pupils with secure understanding indicated by:** contributing to discussions to either the class, group or talk partner; understanding and choosing a meaningful message to convey through imagery; creating different composition ideas.

**Pupils working at greater depth indicated by:** explaining reasons for their ideas; understanding what makes a message meaningful; using strong ideas and choosing something that is important to them; conveying through

**WALT: develop starting points for creative outcomes.**

Researching an artist to understand their style and artistic intentions and planning an extended painted piece or presentation.

Success criteria

- I can select an artist who interests me because of their style, ideas or use of materials.
- I can use my sketchbook to collect information.
- I can develop my ideas to plan a final piece inspired by the chosen artist.

**Pupils with secure understanding indicated by:** selecting an appropriate artist; collecting a range of information presented in an interesting and pleasing way; generating an idea for a final piece that demonstrates inspiration from their chosen artist.

**Pupils working at greater depth indicated by:** selecting an appropriate artist of their own choice; collecting information that covers a variety of aspects of the artist's life and work;

**WALT: demonstrate an understanding of painting techniques to make personal choices.**

Demonstrating independent skills and knowledge of materials to create a piece of art formed from sketchbook ideas and artist research.

Success criteria

- I can use sketchbook ideas to translate into a larger piece.
- I can select different materials and techniques based on my experiences.
- I can continue to explore new ideas and try things out.
- I can revisit and evaluate my piece to develop it further.

**Pupils with secure understanding indicated by:** producing a piece of work that demonstrates an ability to select appropriate tools and materials; creating an intended effect and final composition by effectively translating from ideas and sketches; experimenting and revisiting ideas and drawing on creative experiences; working in a sustained way to complete a piece and making evaluations at each stage.

**Pupils working at greater depth indicated by:** producing a confident piece of work; drawing upon previous

<p>painting; using confident inference skills to suggest ideas for the meaning behind the picture.</p>	<p>to other artwork with which they are familiar when justifying their ideas.</p>		<p>imagery that is more suggestive than literal.</p>	<p>creating sketchbook pages that include drawings, text and a consideration for overall aesthetics with pattern and colour; generating an idea for a final piece that clearly reflects the inspiration from their chosen artist.</p>	<p>creative experiences to achieve specific effects; experimenting using mixed media or preparing different surfaces to work on; acting upon evaluations at each stage.</p>
<p><b>Prior learning</b>  <i>List year groups and topics with connected learning</i></p>	<p>Year 1 Colour splash Year 2 Life in colour Year 3 Pre-historic painting Year 4 Light and dark Year 5 Portraits</p>				
<p><b>Future learning</b>  <i>List year groups and topics with connected learning</i></p>					

<b><u>Key vocabulary to be explicitly taught</u></b>	abstract analyse artist compose compositions convey evaluation inference interpret justify meaning medium mixed media narrative respond tableau technique thought-provoking translate	
<b><u>Cross-curricular links</u></b>	<p><b>English</b>  <b>Spoken language</b>  Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Ask relevant questions to extend their understanding and knowledge.</li> <li>• Articulate and justify answers, arguments and opinions.</li> <li>• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</li> </ul> <p><b>British Values</b></p> <ul style="list-style-type: none"> <li>• Mutual respect.</li> <li>• Tolerance of those with different faiths and beliefs.</li> </ul>	
<b><u>Enrichment</u></b>  <i>Give visit/visitor/first hand experience and focus</i>		
<b><u>Useful websites/resources</u></b>	<a href="#">Upper KS2 Art Knowledge Organiser   Painting &amp; Mixed-Media</a> <a href="#">Vocabulary display: Artist study</a>	