

# ART AND DESIGN IN SUFFOLK

## Snape 5/6 PAINTING 1

### PAINTING – YEAR 6

	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
<b>Learning Intention</b>	To explore ideas in response to the work of Patrick Heron. 5d To develop ideas in sketchbooks. 1c	To apply their knowledge and understanding of line, shape, colour and texture in developing a response to the work of Patrick Heron. 4a, 5d	To focus on line and contour in recording from direct observation. 4a, 1b	To respond to Patrick Caulfield's use of contour and flat colour. 5d To work collaboratively on a large scale to produce a group piece. 5b	To develop understanding of the work of the Cubists and develop their own work in the Cubist style. 2c, 4c	To adapt and modify work as it progresses. 3b
<b>Activity</b>	<b>COLLECTING NATURAL FORMS</b> Tell the children how Patrick Heron used simple natural forms as a starting point for the lines and shapes in many of his paintings. Work in the environment and from photographs and encourage the children to search for interesting stone forms, and other natural formations e.g. birds' eye view of coastline, peninsulas etc.. Collect information in sketchbooks and discuss various ideas that could be enlarged and used for a painting in the style of Patrick Heron. Discuss with the children Heron's use of small brushstrokes to excite the surface within large painted shapes. Demonstrate how this may be achieved and ask the children to explore ideas for using this technique in their sketchbooks.	<b>→ RESPONSE TO PATRICK HERON</b> Ask the children to select from their work of the previous session and scale up their sketches onto A2 paper using yellow chalk. Look again at the work of Patrick Heron and discuss the use of colour. Ask the children to select colours for specific shapes and spaces in their developing abstract images and remind them of the brushwork techniques explored in the previous session. Encourage the children to discuss their work and make modifications as it progresses.	<b>LINE AND CONTOUR</b> Explain to the children that they are going to look at and draw everyday objects concentrating on their outline. Ask them to draw the chosen object from different viewpoints. Discuss and select pieces from their work, which show interesting shapes and lines and go over the lines in black pen to highlight the linear aspect of the work. In groups, select one example of a simple linear drawing to be developed as a piece of group work. Photocopy onto acetate and use an overhead projector to enlarge the images for work next session.	<b>→ RESPONSE TO PATRICK CAULFIELD</b> Look at and discuss the work of Patrick Caulfield and draw attention to his use of strong black lines around the objects in his images. Explain to the children that they are going to develop their group image in response to the work of Caulfield. Use thick, black oil pastel to highlight the linear element of the enlarged image. Use Brusho to provide flat areas of colour. Encourage discussion within the group as to the colours to be used and review and modify the work as it progresses.	<b>WORKING IN THE CUBIST STYLE</b> Use ICT skills to research the work of the Cubist Movement e.g. Pablo Picasso, Georges Braque etc. Discuss their work and intentions with the children. Give the children a variety of objects. Ask them to make direct observational studies of each object in turn from different viewpoints, (near and far and from unusual angles) on a single surface as a starting point for a painting.	<b>→ DEVELOPING WORK</b> Ask the children to adapt and refine their compositions to portray multi-viewpoints of objects on a single 2D surface. Use chalk on sugar paper to draw out their final composition. Encourage them to use a wide range of materials to develop their image. Ask the children to reflect on the materials and techniques they use and how these match their intentions.

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<b>Skills, concepts, knowledge and understanding</b>	Discussing the work of Patrick Heron and understanding his use of natural forms as a starting point for his images. Using brushwork to give an interesting surface to shapes within their paintings.	Using own collected images as a starting point for work. Understanding the visual elements of colour, shape and space and how these can be combined to produce abstract images in the style of Patrick Heron.	Concentrating on the outlines of everyday objects to produce simple linear drawings. To work with others and select one image to develop into a group piece. To use an overhead projector to enlarge an image.	Discussing the linear qualities of the work of Patrick Caulfield. Working within a group.	Developing direct observational skills from variety of viewpoints. Developing knowledge of the Cubist Movement.	Selecting appropriate materials to transpose their drawings into multi-media Cubist images. Adapting and improving their work to realise their intentions.
<b>Vocabulary</b>	Starting point Natural forms Viewpoints Representing Weathered surfaces Shapes Spaces Abstract	Shapes Spaces Brushwork Response	Acetate Simple Linear Outline Contour	Enlarge Linear Overwork Heavy Infill	Still life Multi-media Angles View points Observational Built-up surface	Inks Stains Dyes Adapt Transpose
<b>Curriculum links</b>	Literacy – discussing images, Geography – weathered surfaces, Science – natural forms.	Literacy – discussing and comparing work.	ICT – using overhead projector to enlarge an image.	PSHE/Citizenship – working within a group.	Music – instruments used in Picasso images.	Literacy- discussion of own and others' work.
<b>Resources</b>	Sketchbooks, Drawing pencils, charcoal, graphite sticks, Acrylic paint or ready-mix, Brushes.  Patrick Heron – <a href="#">Tate</a> <a href="#">Google images</a>	Sketchbooks, A2 white/off-white paper, Acrylic paint or ready-mix, Brushes.	Acetate, Pencils/ black markers, Large paper.	As previous session + Brusho colour, Black oil pastel.  Patrick Caulfield – <a href="#">Tate</a> <a href="#">Google images</a>	Sketchbooks, Viewfinders, Drawing pencils.  Cubist images – Picasso, Braque – <a href="#">Google images</a> <a href="#">Tate</a>	Sugar paper, PVA glue, Wide range of found and natural fabrics and materials, Inks, Dyes, Paints etc.
<b>Time</b>	1 hour	1 hour	1 hour	1 hour	1hour	1 hour

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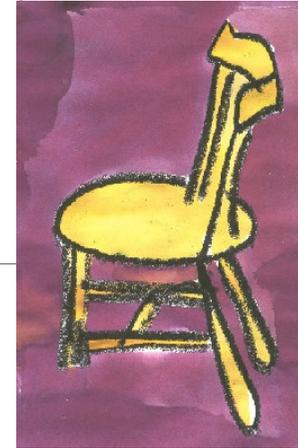
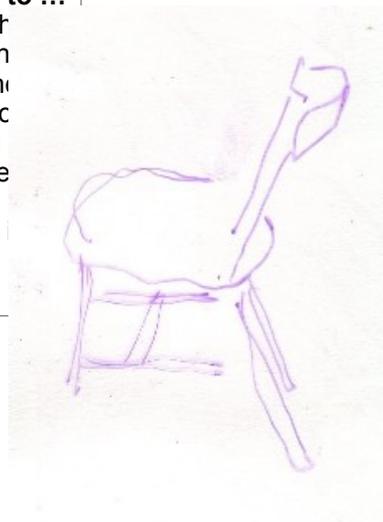
Expectations	Names	Next Steps
<p><b>Some children will have made limited progress. They will be able to ...</b> use sketches to produce paintings in the Cubist Style. They will be able to comment on their work and that of others and make improvements where they think fit. They will also be able to use their sketchbooks to explore ideas and collect images for further work and work with others on a group project. They will also be able to use a variety of media in colour work and suggest how this may be suitable for different purposes.</p>		
<p><b>Most children will be able to ...</b>compare and comment on the work of Cubist painters and use techniques of combining and organising images to produce work in their style. They will be able to apply different techniques using colour and understand the ideas and approaches different artists use in their work. They will be able to use a sketchbook to organise and explore ideas and review their own work and that of others. Working within a group, they will be able to co-operate with others on producing an enlarged group image and discuss similarities between this and the work of a well-known artist.</p>	<p><b>COMPLETED PAINTING UNITS</b></p>	

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Some children will have progressed further. They will be able to ... select and sort visual information and use this to develop ideas. They will be able to manipulate materials and processes and analyse an

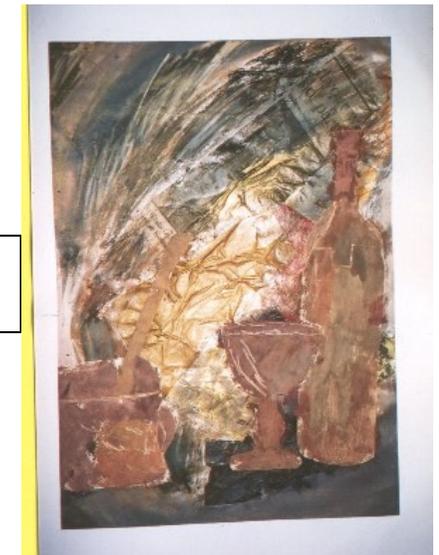
choice of methods to use their sketchbooks into finished work. They will be able to reflect a ceiling within a group, and differences



work of Patrick Heron



a



Display of work by the Cubists.

Still life images collaged and painted in the Cubist style.