

Art KS3 Spring Year 2: Every Picture Tells a Story: Analysing famous artist's works.

Art discipline opportunities: Painting, drawing, photography, portraiture (should include some drawing)

Cross curricular themes: Identity, storytelling, Art through the ages, timelines, relationships, famous people.

Artist examples: Cezanne, Vincent Van Gogh, Frida Khalo, Andy Warhol, Hilma af Klint, Paula Rego, Petrit Halilaj

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| Curriculum intent | Exploring and developing ideas: | <ul style="list-style-type: none"> • Provide opportunities to look at a range of work from different artists and designers from different cultures backgrounds and disciplines, describe and compare them. • Explore some different ways that art can be used, e.g. to share ideas, experiences and imagination. • Provide opportunities to develop ideas from a starting point as work progresses through to evaluation (appropriate to the level) • Encourage pupils to look at and show preference and/opinions in relation to own ideas and the work of others. |
| | Investigating and making: | <ul style="list-style-type: none"> • To give pupils a growing understanding of colour, pattern, texture, line, shape, form and space e.g. from identifying primary, secondary colours to mixing and knowing how to mix colours. E.g. Identifying shapes, to drawing shapes to drawing 3D shapes and understanding shadows. • Provide opportunities to experiment and express creatively through Art, Craft and Design areas including, painting, drawing and sculpture. • Teach skills in different range of materials to design and make with, in order to develop growing control and confidence. |
| | Evaluate and developing: | <ul style="list-style-type: none"> • Encourage pupils to take ownership of their work and understand their work in relation to others. • To give pupils opportunities to show/communicate/describe/review what they have done. |
| In this unit pupils will: | | <p>Pupils will explore a range of famous artworks from different movements which may include traditional portraiture, cubism, impressionism, surrealism, Pop art and Abstraction. Pupils will gain knowledge of famous art through the ages and how they have changed. They will then explore the work of a specific famous artist/s that tell a story with their work and have meaning. Pupils will learn to describe, identify components or understand an artwork through observation, relative to the students level. Pupils will develop an understanding of line, colour in analysing and creating works of art.</p> <p>Pupils will learn how to add meaning in their own art work, e.g. create a self portrait with objects to express your identity in the style of Frida Khalo, Make a piece of art inspired by a known story or fairy tale (inspired by Paula Rego) or tell a current story in the</p> |

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| | <p>news or of their own inspired by Petrit Halilaj. Pupils will create outcomes through, drawing and/or painting and/or photography.</p> <p>Pupils will see their work and know their work in relation to others. Pupils will show/communicate/describe/review what they have done.</p> <p style="text-align: center;">All pupils will use their art journals to explore and experiment with ideas and techniques.</p> | | | | |
| <u>Core vocabulary:</u> | | | | | |
| <u>Key topic vocabulary:</u> | <p>Old, New, First, next, Painting, photo, sculpture, drawing, printing (make, paint, draw, sculpt, print) portrait, same, different, colours, shapes, lines objects, people, animals, landscape, like, not like, better, improve, change, me, mine, likes, dislikes, favourite, story, meaning, identity.</p> <p>Sculpture: Action words e.g. fold, bend, push, squeeze, build, attach, glue, card, clay, scissors, tape, shiny, hard, soft, bumpy, stretchy, rough</p> <p>Painting: layer, mix, primary colour, secondary colour, brush, palette, warm colours, cold colours</p> <p>Drawing: Texture, shading, shapes, lines, pencil, pen, pattern, straight, curved, wavy, round, size, scale, position, composition</p> | | | | |
| <u>Cross-curricular vocabulary:</u> | | | | | |
| <u>Prior knowledge</u> | Key stage | Subject | Topic | Term/year taught | Content |
| (What students may have already studied) | 3 | History/art/english/pshe etc. | | Year one/two/three | |
| | 4 | | | Year one/two/three | |
| | 5 | | | Year one/two/three | |
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Knowledge of the artist and genre - Know that there are different types of art - know that art has meaning.

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| | B2P P4-6 | B2P P7-8 | B2 Step 1 - 2 |
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| <p><u>Subject specific knowledge</u></p> <p><u>What do pupils need to know?</u></p> | <p><u>To know</u> the medium/s used e.g. photography, sculpture, painting, drawing</p> <p><u>To know</u> and identify an artwork from a choice of artworks.</p> <p><u>To know</u> a piece of the artist's work from a selection.</p> | <p><u>To know</u> the name of the key artists.</p> <p><u>To know</u> the names of the colours found in the artwork.</p> <p><u>To know</u> different colours used in an artwork when comparing</p> <p><u>To know</u> that the type of art is different.</p> <p><u>To know</u> some features of an artists work.</p> | <p><u>To know</u> the name of the key artist and recall key facts e.g. where they are born, what genre of art, medium the artist uses etc.</p> <p><u>To know</u> the features of the artist's work including descriptions.</p> <p><u>To know</u> some common materials used to produce a photo, sculpture, painting and drawing.</p> <p><u>To know</u> the visual qualities of an artwork/object.</p> <p><u>To know</u> how to explore ideas through drawing and sketching.</p> |
| <p><u>Subject specific skills</u></p> <p><u>What do pupils need to be able to do?</u></p> | <p><u>To be able</u> to match an artwork of a person with another artwork of a person.</p> <p><u>To be able</u> to point/choose a favourite image from a selection.</p> <p><u>To be able</u> to turn pictures around to view in different ways</p> <p><u>To be able</u> to use appropriate adjectives to describe the work.</p> <p><u>To be able to</u> recreate a piece of work by the artist.</p> | <p><u>To be able</u> to identify primary colours or simple objects within an artwork.</p> <p><u>To be able</u> to initiate discussion on their work e.g. I can see...</p> <p><u>To be able</u> to gather artworks that are the same type.</p> <p><u>To be able</u> to communicate own ideas through recreating or showing preference for a piece of art.</p> <p><u>To be able</u> to collect pictures related to the theme.</p> | <p><u>To be able</u> to ask simple questions about the task.</p> <p><u>To be able</u> to answer questions related to their ideas for the task.</p> <p><u>To be able</u> to observe and comment about art through discussion or short phrases.</p> <p><u>To be able</u> to give examples of obvious differences between two artworks of the same or different mediums.</p> <p><u>To be able</u> to make a selection of images that match the artwork type.</p> |

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| | | | <p><u>To be able</u> to describe work as sculpture, painting, drawing or photograph.</p> <p><u>Simply identity</u> the value of a colour Lighter/darker, colourful or dull.</p> |
| <p><u>Suggested teaching activities</u></p> <p><u>How should I teach this?</u></p> | <p>Make a simple timeline of how artwork has changed. Sort different artworks into their type e.g. photo, sculpture, painting etc.</p> <p>Research the artist/share information about the artist with the children. Explore artist's work. Compare artist's work. Evaluate artist's work. Recreate artist's work.</p> | | |

Investigating And Making

Key elements: Choosing materials to make their piece of art. Developing skills in different techniques to make their piece of art appropriate to the medium chosen/ the medium the artist uses.

| | B2P P4-6 | B2P P7-8 | B2step 1 - 2 |
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| <p><u>Subject specific knowledge</u></p> <p><u>What do pupils need to know?</u></p> | <p><u>To know</u> how to make a drawing or painting.</p> <p><u>To know</u> how to handle different materials/equipment related to the artworks.</p> <p><u>To know</u> how to draw with a pencil.</p> | <p><u>To know</u> what materials are needed to create their final piece of work.</p> <p><u>To know</u> how to copy simple lines.</p> <p>Know the difference between shapes, lines and colours.</p> <p><u>To know</u> how to mix colours e.g. for clothing or skin tone.</p> <p><u>To know</u> the difference between straight and curved lines.</p> | <p><u>To know</u> what materials are needed to create their final piece of work.</p> <p><u>To know</u> the method used to create their work.</p> <p><u>To know</u> the names of primary and secondary colours.</p> <p><u>To know</u> how to use pencil to create textures.</p> <p><u>To know</u> how to use different drawing medium to produce different line.</p> |
| <p><u>Subject specific skills</u></p> <p><u>What do pupils need</u></p> | <p><u>To be able to</u> communicate about work.</p> <p>Make a selection of material for a piece of work.</p> <p><u>To be able to</u> show some control with a</p> | <p><u>To be able to</u> identify materials needed to create a piece of work.</p> <p><u>To be able to</u> handle and manipulate different materials and textures.</p> | <p><u>To be able to</u> evaluate own work and suggest changes.</p> <p><u>To be able to</u> evaluate their design and make any improvements.</p> |

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| <p><u>to be able to do?</u></p> | <p>pencil. <u>To be able to</u> experiment with lines. <u>To be able to</u> show some control with pencils, pastels, paint brush. <u>To be able to</u> talk about colours. <u>To be able to</u> explore different materials. <u>To be able to</u> use different tools to make marks in materials. <u>To be able to</u> evaluate their design by saying what they like or don't like. <u>To be able to</u> evaluate their work by saying what they like or don't like. <u>To be able to</u> talk about materials - thick, watery, dry, wet.</p> | <p><u>To be able to</u> copy simple lines. <u>To be able to</u> discuss patterns in terms of shapes, lines and colours. <u>To be able to</u> talk about a line as either curved or straight. <u>To be able to</u> mix colours and make adjustments to the colour. <u>To be able to</u> evaluate their design and give some ways they can improve it. <u>To be able to</u> evaluate the work they created and give some ways they can improve it.</p> | <p><u>To be able to</u> evaluate their work and make any improvements. <u>To be able to</u> evaluate others work. <u>To be able to</u> apply improvements which are suggested by staff <u>To be able to</u> name materials and methods used in their work. <u>To be able to</u> name primary and secondary colours. <u>To be able to</u> use pencils to create textures. <u>To be able to</u> use different medium when producing lines. <u>To be able to</u> use different materials. <u>To be able to</u> use more than one technique in a piece of work.</p> |
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| <p><u>Suggested teaching activities</u></p> <p><u>How should I teach this?</u></p> | <p>Design, plan and annotate work before creating. Evaluate work and recreate using evaluation. Compare different pieces of portrait art</p> |
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Evaluating and developing: Identify what students have learnt and what went well in their art work.

| | B2P P4-6 | B2P P7-8 | B2Pstep 1 - 2 |
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| <p><u>Subject specific knowledge</u></p> <p><u>What do pupils need to know?</u></p> | <p><u>To know</u> one or two key words that describe the artwork for e.g. the colour, material, shape.</p> <p><u>To know</u> which is and show awareness of the work of their peers.</p> | <p><u>To know</u> the names of materials and methods used in their artwork from a selection.</p> <p><u>To know</u> how to review own work, to identify things they like and dislike about their own work and the work of their peers.</p> <p><u>To know</u> differences between their work</p> | <p><u>To know</u> the names of materials and methods used in their art work.</p> <p><u>To know</u> simple similarities and differences in their work with the work they are inspired</p> <p><u>To know</u> how to describe and evaluate using positional language.</p> |

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| | | and the work of their peers. | To know the process they need to change to improve their work and what has been successful. |
| <p><u>Subject specific skills</u></p> <p><u>What do pupils need to be able to do?</u></p> | <p>To be able to correctly use comparative terms when describing their work and the work of others.</p> <p>To be able to communicate in preferred communication about their art work and those of their of peers.</p> <p>To be able to point out/choose from a selection key words to communicate how the art was made.</p> | <p>To be able to use key words when describing what they did to create their art.</p> <p>To be able to review the work of peers and suggests ways they are different and the same.</p> <p>To be able to suggests an improvement to their work.</p> | <p>To be able to communicate about their art as it develops.</p> <p>To be able to recall what they achieved in their work.</p> <p>To be able to describe methods used.</p> <p>To be able to adapt and improve on their work after discussing with a peer or member of staff.</p> <p>To be able to describe texture and colour.</p> <p>To be able to comment on differences of others work.</p> <p>To be able to give simple reason for what they like</p> |

Example Flow: Some activities such as creating, making and recreating art may take more than one session to complete.

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| Evaluation of different art work over the ages | Knowledge development of focus artist | Focus artist 1 | Knowledge development of focus artist | Focus artist 2 | Plan, design and develop own ideas using skills developed so far. | Creating and making using designs and ideas and implementin g skills. | Evaluate Self-evaluation. Peer evaluation. E.g. What went well? What did you find difficult? How did you solve the problem? What would you | Completing and implementing changes from evaluation. |
| Recognising the | Exploring the different line, shapes, colours and features of the art. Exploring | Skill development in relevant medium. Recreating a | Exploring the different line, shapes, colours and features of the art. Exploring | Skill development in relevant medium. Recreating a piece of art | Sketches, plans. | | | |

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| key features of art work/sort by years, movements or art type compare e.g. colours. | colours, lines that show different moods. Explore the objects within the image and/or meaning. | piece of art work. | colours, lines that show different moods. Explore the objects within the image and/or meaning. | work. | | | do differently next time? | |
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Suggested resources/ideas:

Start by looking at different types of art over time and what it looks like/means:

Meaning behind art

[Why is Art so Weird? | Tate Kids](#)

Art through the ages:

<https://www.twinkl.co.uk/resource/t2-a-101-history-of-art-timeline>

Then choose one or 2 featured Artists:

Create art about a made up (imagined) story or fairytale

[Who is Petrit Halilaj? | Tate Kids](#)

Create art that tells the story of a fairytale

[Who is Paula Rego? | Tate Kids](#)

Create self portraits that reference how colours have different meanings

Selfie, photography: <https://www.tate.org.uk/kids/make/paint-draw/make-pop-art-warhol>

<https://www.twinkl.co.uk/resource/tp-ad-031-planit-art-ks1-portraits-lesson-2-using-colours-in-portraits-lesson-pack>

Create self portraits with reference to likes, dislikes, wants etc.

<https://www.twinkl.co.uk/resource/my-inner-self-and-outer-self-portrait-activity-t-tp-8083>

https://www.tate.org.uk/documents/175/kahlo_tp.pdf

<https://www.twinkl.co.uk/resource/t2-a-114-new-frida-kahlo-artist-photopack-and-prompt-questions>



Self Portrait Andy Warhol, Self portrait Frida Kahlo, Large scale hung drawings by Petrit Halilaj

Simplified example art on a timeline and categories for sorting art:

