

## KS4 Art Year 1 - Human Form: Self Image (collage, portraits and sculpture: Focus Artist Julian Opie and Edwina Bridgeman)

**Through this unit pupils will:** To create sketch books to record their observations and use them to review and visit ideas,  
To improve their mastery of art techniques, including drawing, painting and sculpture with a range of materials, eg pencil, charcoal, clay.  
To be taught about great artists in history.

**Keywords:** culture, texture, media, colour, collage, piece, photograph, montage, drawing,

### Knowledge of the artist and genre - Julian Opie and Edwina Bridgeman

	B2P 4-6	B2P 7-8	B2 Step 1 - 2
<p><b><u>Subject specific knowledge</u></b></p> <p><b><u>What do pupils need to know?</u></b></p>	<p><b><u>To know</u></b> the medium/s used in collage/sculpture.</p> <p><b><u>To know</u></b> and identify a sculpture, painting or drawing of a person from a choice of artworks.</p> <p><b><u>To know</u></b> a piece of the artist's work from a selection.</p>	<p><b><u>To know</u></b> the name of the key artists.</p> <p><b><u>To know</u></b> the names of the colours found in Julian Opie's work.</p> <p><b><u>To know</u></b> that the materials used in the artists work are different.</p> <p><b><u>To know</u></b> some some features of the artist's work.</p>	<p><b><u>To know</u></b> 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><b><u>To know</u></b> the features of the artist's work including descriptions.</p> <p><b><u>To know</u></b> some common materials used to produce sculpture or paintings.</p> <p><b><u>To know</u></b> the visual qualities of an artwork/object.</p> <p><b><u>To know</u></b> how to explore ideas through drawing and sketching.</p>
<p><b><u>Subject specific skills</u></b></p> <p><b><u>What do pupils need</u></b></p>	<p><b><u>To be able</u></b> to match a sculpture of a person with another sculpture of a person.</p>	<p><b><u>To be able</u></b> to identify the primary colours in Julian Opie's work.</p>	<p><b><u>To be able</u></b> to ask simple questions about the task.</p>

<p><b><u>to be able to do?</u></b></p>	<p><b><u>To be able</u></b> to point/choose a favourite image from a selection.</p> <p><b><u>To be able</u></b> to turn pictures around to view in different ways</p> <p><b><u>To be able</u></b> to use appropriate adjectives to describe the work.</p> <p><b><u>To be able to</u></b> Recreate a piece of work by the artist.</p>	<p><b><u>To be able</u></b> to initiate discussion on their work.</p> <p><b><u>To be able</u></b> to gather together materials that match materials used in sculpture or paintings.</p> <p><b><u>To be able</u></b> to communicate own ideas through recreating or showing preference for a piece of art.</p> <p><b><u>To be able</u></b> to collect pictures related to the theme.</p>	<p><b><u>To be able</u></b> to answer questions related to their ideas for the task.</p> <p><b><u>To be able</u></b> to observe and comment about art through discussion or short phrases.</p> <p><b><u>To be able</u></b> to give examples of obvious differences between two artworks of the same or different mediums.</p> <p><b><u>To be able</u></b> to make a selection of images related to the theme that they like or are inspired by.</p> <p><b><u>To be able</u></b> to describe work as sculpture or painting.</p> <p><b><u>Simply identify</u></b> the value of a colour Lighter/darker</p>
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<p><b><u>Suggested teaching activities</u></b></p> <p><b><u>How should I teach this?</u></b></p>	<p>Research the artist/share information about the artist with the children.</p> <p>Explore artist's work.</p> <p>Compare artist's work.</p> <p>Evaluate artist's work.</p> <p>Recreate artist's work.</p>
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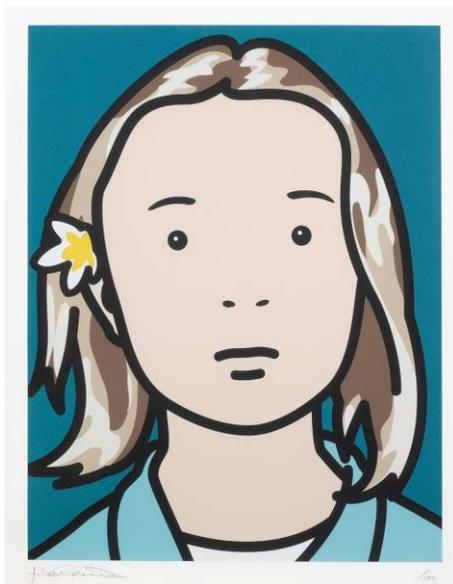
<p><b>Investigating And Making</b>  <b>Key elements:</b> Choosing materials to make their piece of art. Developing skills in different techniques to make their piece of art. In this case sculpture or collage.</p>			
	<p>B2P 4-6</p>	<p>B2P 7-8</p>	<p>B2 Step 1 - 2</p>

<p><b><u>Subject specific knowledge</u></b></p> <p><b><u>What do pupils need to know?</u></b></p>	<p><b><u>To know</u></b> how to make a collage or sculpture.</p> <p><b><u>To know</u></b> how to handle different materials related to the artworks.</p> <p><b><u>To know</u></b> how to draw with a pencil.</p>	<p><b><u>To know</u></b> what materials are needed to create their final piece of work.</p> <p><b><u>To know</u></b> how to copy simple lines.</p> <p>Know the difference between shapes, lines and colours.</p> <p><b><u>To know</u></b> how to mix colours e.g. for clothing or skin tone.</p> <p><b><u>To know</u></b> the difference between straight and curved lines.</p>	<p><b><u>To know</u></b> what materials are needed to create their final piece of work.</p> <p><b><u>To know</u></b> the method used to create their work.</p> <p><b><u>To know</u></b> the names of primary and secondary colours.</p> <p><b><u>To know</u></b> how to use pencil to create textures.</p> <p><b><u>To know</u></b> how to use different drawing medium to produce different line.</p>
<p><b><u>Subject specific skills</u></b></p> <p><b><u>What do pupils need to be able to do?</u></b></p>	<p><b><u>To be able to</u></b> communicate about work. Make a selection of material for a piece of work,</p> <p><b><u>To be able to</u></b> show some control with a pencil.</p> <p><b><u>To be able to</u></b> show some control with a paintbrush.</p> <p><b><u>To be able to</u></b> talk about colours.</p> <p><b><u>To be able to</u></b> explore different materials.</p> <p><b><u>To be able to</u></b> evaluate their design by saying what they like or don't like.</p> <p><b><u>To be able to</u></b> evaluate their work by saying what they like or don't like.</p> <p><b><u>To be able to</u></b> talk about materials - hard, soft.</p>	<p><b><u>To be able to</u></b> identify materials needed to create a piece of work.</p> <p><b><u>To be able to</u></b> handle and manipulate different materials and textures.</p> <p><b><u>To be able to</u></b> copy simple lines.</p> <p><b><u>To be able to</u></b> discuss patterns in terms of shapes, lines and colours.</p> <p><b><u>To be able to</u></b> talk about a line as either curved or straight.</p> <p><b><u>To be able to</u></b> mix colours and make adjustments to the colour.</p> <p><b><u>To be able to</u></b> evaluate their design and give some ways they can improve it.</p> <p><b><u>To be able to</u></b> evaluate the work they created and give some ways they can improve it.</p>	<p><b><u>To be able to</u></b> evaluate own work and suggest changes.</p> <p><b><u>To be able to</u></b> evaluate their design and make any improvements.</p> <p><b><u>To be able to</u></b> evaluate their work and make any improvements.</p> <p><b><u>To be able to</u></b> evaluate others work.</p> <p><b><u>To be able to</u></b> apply improvements which are suggested by staff</p> <p><b><u>To be able to</u></b> name materials and methods used in their work.</p> <p><b><u>To be able to</u></b> name primary and secondary colours.</p> <p><b><u>To be able to</u></b> use pencils to create textures.</p> <p><b><u>To be able to</u></b> use different medium when producing lines.</p> <p><b><u>To be able to</u></b> use different materials.</p> <p><b><u>To be able to</u></b> use more than one technique in a piece of work.</p>
<p><b><u>Suggested teaching activities</u></b></p> <p><b><u>How should I teach this?</u></b></p>	<p>Design, plan and annotate work before creating.</p> <p>Evaluate work and recreate using evaluation.</p> <p>Compare different pieces of portrait art</p>		

**Evaluating and developing: Identify what students have learnt and what went well in their art work.**

	B2P4-6	B2P7-8	B2 Step 1 - 2
<p><b><u>Subject specific knowledge</u></b></p> <p><b><u>What do pupils need to know?</u></b></p>	<p><b><u>To know</u></b> one or two key words that describe the artwork for e.g. the colour, material, shape.</p> <p><b><u>To know</u></b> which is and show awareness of the work of their peers.</p>	<p><b><u>To know</u></b> the names of materials and methods used in their artwork from a selection.</p> <p><b><u>To know</u></b> how to review own work, to identify things they like and dislike about their own work and the work of their peers.</p> <p><b><u>To know</u></b> differences between their work and the work of their peers.</p>	<p><b><u>To know</u></b> the names of materials and methods used in their art work.</p> <p><b><u>To know</u></b> simple similarities and differences in their work with the work they are inspired</p> <p><b><u>To know</u></b> how to describe and evaluate using positional language.</p> <p><b><u>To know</u></b> the process they need to change to improve their work and what has been successful.</p>
<p><b><u>Subject specific skills</u></b></p> <p><b><u>What do pupils need to be able to do?</u></b></p>	<p><b><u>To be able</u></b> to correctly use comparative terms when describing their work and the work of others.</p> <p><b><u>To be able</u></b> to communicate in preferred communication about their art work and those of their of peers.</p> <p><b><u>To be able</u></b> to point out/choose from a selection key words to communicate how the art was made.</p>	<p><b><u>To be able</u></b> to use key words when describing what they did to create their art.</p> <p><b><u>To be able</u></b> to review the work of peers and suggests ways they are different and the same.</p> <p><b><u>To be able</u></b> to suggests an improvement to their work.</p>	<p><b><u>To be able</u></b> to communicate about their art as it develops.</p> <p><b><u>To be able</u></b> to recall what they achieved in their work.</p> <p><b><u>To be able</u></b> to describe methods used.</p> <p><b><u>To be able</u></b> to adapt and improve on their work after discussing with a peer or member of staff.</p> <p><b><u>To be able to</u></b> describe texture and colour.</p> <p><b><u>To be able to</u></b> comment on differences of others work.</p> <p><b><u>To be able</u></b> to give simple reason for what they like</p>

Examples of Julian Ope and Edwina Bridgeman's work



Topic Area of Study	Topic Overview	Learning Objectives
Human Alphabet	Creating body sculptures	<ul style="list-style-type: none"> <li>• Creating body sculptures</li> <li>• Working as part of a group</li> <li>• Using my body creatively to make part of a letter</li> <li>• Taking effective photographs to record the letters my group made'</li> </ul>
Human skull	Taking inspiration from Damien Hirst's 'Cornucopia' collection, children trace an image of a skull and then adorn it using a medium and pattern of their choice	<ul style="list-style-type: none"> <li>• Drawing and decorating a skull</li> <li>• Recognising facial features in a skull</li> <li>• Accurately trace outlines</li> <li>• Adding extra detail by drawing what I see</li> </ul>

<p>Making faces</p>	<p>Pupils create a collage made up of different facial features that they have selected and cut from magazines.</p>	<ul style="list-style-type: none"> <li>• Knowing that the term collage means 'a collection of materials or objects covering a surface</li> <li>• Knowing that beauty can be found in landscapes, plants and flowers, animals, people and acts of kindness</li> <li>• Creating a collage of facial feature</li> </ul>
<p>Portraits (focus artist Julian Opie)</p>	<p>Pupils create a self-portrait in the style of contemporary British artist Julian Opie, using lines and dots.</p>	<ul style="list-style-type: none"> <li>• Creating a <a href="#">self-portrait</a></li> <li>• Drawing or painting which the artists makes of their own face...</li> <li>• Knowing that Julian Opie is a British artist</li> <li>• Drawing long lines to outline the face head neck hair in the style of Julian Opie</li> <li>• Detailing facial features using only dots and small lines</li> </ul>
<p>Clothes peg figures (focus artist: Edwina Bridgeman)</p>	<p>Pupils carry out a research on the work of Edwina Bridgeman Having seen the work of craftsperson Edwina Bridgeman, pupils will be inspired to give a simple wooden peg a new lease of life, transforming it into a peg figure with a face, hair and clothes.</p>	<ul style="list-style-type: none"> <li>• Making a clothes peg figure</li> <li>• Knowing that Edwina Bridgeman is a craftsperson who makes figures from objects</li> <li>• Making a clothes peg figure of my own using a variety of materials</li> <li>• Making connections between my work and the work of Edwina Bridgeman</li> </ul>

Suggested resources:

<http://www.creativityworks.org.uk/2018/02/artist-profile-edwina-bridgeman/>

<https://www.pinterest.co.uk/pjpbl/edwina-bridgeman/>

<http://artatruh.org/artsparks/lead-artist-edwina-bridgeman/>

<https://www.thelmahulbert.com/?q=exhibitions/edwina-bridgeman>

<https://youtu.be/CeqCAvzOCCM>

<https://www.julianopie.com/>

[https://youtu.be/OfW1z\\_HEMm8](https://youtu.be/OfW1z_HEMm8)

<https://youtu.be/yLJrCMPnR6c>

<http://arteascuola.com/2018/01/self-portrait-in-the-style-of-julian-opie/>

<https://www.theguardian.com/artanddesign/2015/jun/03/julian-opie-2012-2015-review-portraits-in-motion>

<https://www.twinkl.co.uk/resource/tp-ad-032-planit-art-ks1-portraits-lesson-3-making-a-collage-portrait-lesson-pack>

<https://www.pinterest.co.uk/artteacherphyl/lesson-ideas-portraits-faces/>

<http://www.chapelrowgallery.co.uk/glimmeredwinabri.html>

<https://safeyoutube.net/w/l5ce> creating a human alphabet

<https://www.khanacademy.org/partner-content/british-museum/contemporary-art/old-new-contemporary-art/v/damien-hirst-cornucopia> making a human skull