

KS4 Art Year 2 - 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 |
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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 in collage/sculpture.</p> <p><u>To know</u> and identify a sculpture, painting or drawing of a person 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 Julian Opie's work.</p> <p><u>To know</u> that the materials used in the artists work are different.</p> <p><u>To know</u> some some features of the artist's 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 sculpture or paintings.</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</u></p> | <p><u>To be able</u> to match a sculpture of a person with another sculpture of a person.</p> | <p><u>To be able</u> to identify the primary colours in Julian Opie's work.</p> | <p><u>To be able</u> to ask simple questions about the task.</p> |

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| <p><u>to be able to do?</u></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 initiate discussion on their work.</p> <p><u>To be able</u> to gather together materials that match materials used in sculpture or paintings.</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 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 related to the theme that they like or are inspired by.</p> <p><u>To be able</u> to describe work as sculpture or painting.</p> <p><u>Simply identify</u> the value of a colour Lighter/darker</p> |
| <p><u>Suggested teaching activities</u></p> <p><u>How should I teach this?</u></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> | | |

Investigating And Making

Key elements: 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.

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| | <p>B2P 4-6</p> | <p>B2P 7-8</p> | <p>B2 Step 1 - 2</p> |
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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 collage or sculpture.</p> <p><u>To know</u> how to handle different materials 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 to be able to do?</u></p> | <p><u>To be able to</u> communicate about work. Make a selection of material for a piece of work,</p> <p><u>To be able to</u> show some control with a pencil.</p> <p><u>To be able to</u> show some control with a paintbrush.</p> <p><u>To be able to</u> talk about colours.</p> <p><u>To be able to</u> explore different materials.</p> <p><u>To be able to</u> evaluate their design by saying what they like or don't like.</p> <p><u>To be able to</u> evaluate their work by saying what they like or don't like.</p> <p><u>To be able to</u> talk about materials - hard, soft.</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> copy simple lines.</p> <p><u>To be able to</u> discuss patterns in terms of shapes, lines and colours.</p> <p><u>To be able to</u> talk about a line as either curved or straight.</p> <p><u>To be able to</u> mix colours and make adjustments to the colour.</p> <p><u>To be able to</u> evaluate their design and give some ways they can improve it.</p> <p><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 own work and suggest changes.</p> <p><u>To be able to</u> evaluate their design and make any improvements.</p> <p><u>To be able to</u> evaluate their work and make any improvements.</p> <p><u>To be able to</u> evaluate others work.</p> <p><u>To be able to</u> apply improvements which are suggested by staff</p> <p><u>To be able to</u> name materials and methods used in their work.</p> <p><u>To be able to</u> name primary and secondary colours.</p> <p><u>To be able to</u> use pencils to create textures.</p> <p><u>To be able to</u> use different medium when producing lines.</p> <p><u>To be able to</u> use different materials.</p> <p><u>To be able to</u> use more than one technique in a piece of work.</p> |
| <p><u>Suggested teaching activities</u></p> <p><u>How should I teach this?</u></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 |
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| <p><u>Subject specific knowledge</u></p> <p><u>What do pupils need to know?</u></p> | <p>To know one or two key words that describe the artwork for e.g. the colour, material, shape.</p> <p>To know which is and show awareness of the work of their peers.</p> | <p>To know the names of materials and methods used in their artwork from a selection.</p> <p>To know how to review own work, to identify things they like and dislike about their own work and the work of their peers.</p> <p>To know differences between their work and the work of their peers.</p> | <p>To know the names of materials and methods used in their art work.</p> <p>To know simple similarities and differences in their work with the work they are inspired</p> <p>To know how to describe and evaluate using positional language.</p> <p>To know the process they need to change to improve their work and what has been successful.</p> |
| <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> |

Examples of Julian Ope and Edwina Bridgeman's work



| Topic Area of Study | Topic Overview | Learning Objectives |
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| Human Alphabet | Creating body sculptures | <ul style="list-style-type: none"> • Creating body sculptures • Working as part of a group • Using my body creatively to make part of a letter • Taking effective photographs to record the letters my group made' |
| 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"> • Drawing and decorating a skull • Recognising facial features in a skull • Accurately trace outlines • Adding extra detail by drawing what I see |

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| <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"> • Knowing that the term collage means 'a collection of materials or objects covering a surface • Knowing that beauty can be found in landscapes, plants and flowers, animals, people and acts of kindness • Creating a collage of facial feature |
| <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"> • Creating a self-portrait • Drawing or painting which the artists makes of their own face... • Knowing that Julian Opie is a British artist • Drawing long lines to outline the face head neck hair in the style of Julian Opie • Detailing facial features using only dots and small lines |
| <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"> • Making a clothes peg figure • Knowing that Edwina Bridgeman is a craftsperson who makes figures from objects • Making a clothes peg figure of my own using a variety of materials • Making connections between my work and the work of Edwina Bridgeman |

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/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