

Art KS3 Autumn Year 3: Surreal Art

Art discipline opportunities: Sculpture, drawing, painting (should include some drawing)

Cross curricular themes: Storytelling/ narrative, symbols and signs, descriptions, understanding features of objects and living things, same and different, humour

Artist examples: Salvador Dali, Rene Magritte, Paul Nash, Eileen Agar

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| <u>Curriculum intent</u> | 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>The surrealists were a group of artists and poets who enjoyed using their imaginations to make weird and wonderful artworks and poetry. In this unit pupils will explore objects that go together and do not (same and different) and create sculptures or images by combining them together.</p> <p>Pupils will be able to create imaginary images or creatures which they can then, draw, paint or act out as a role play. Pupils will explore words like strange, weird, surreal, same and different. e.g.</p> <ul style="list-style-type: none"> - Combining different animals to create an imaginary creature |

| | <ul style="list-style-type: none"> - Combining different objects together to make a surreal sculpture - Combining different images together to create a surreal collage - Covering an everyday object in different textures of fabric to create a surreal everyday object <p>Depending on the medium, pupils will be able to explore differences and similarities between textures, colours, object names, size and shape.</p> <p>Pupils will learn to describe, identify or show understanding of an artwork through observation, relative to the student's level. Pupils will explore story telling with images which could include writing about them, drawing ideas, painting or role play. Pupils will develop skills in understanding images and objects and their making skills to create works of art.</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> | | | | | |
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| <u>Core vocabulary:</u> | colour, objects, different, same, distorted, strange, weird, unusual, surreal, fantasy. | | | | | |
| <u>Key topic vocabulary:</u> | <p>Same, different, surreal, strange, weird</p> <p>Opposite terms:</p> <p>Rough-smooth</p> <p>Big - small</p> <p>Tall - short</p> <p>Dark - light</p> <p>Thick - thin</p> <p>Old - new</p> <p>Evaluation terms: Like, not like, improve, me, mine, better, favourite, first, next,</p> <p>Sculpture: Action words e.g. fold, bend, push, squeeze, build, attach, glue, card, clay, scissors, tape, shiny, hard, soft, bumpy, stretchy, rough, tool, equipment, material, texture</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> | Narrative terms, descriptive terms, names of everyday objects/animals, old, new facial features, eyes, nose, mouth, teeth, ears, arms, legs, body, instructional language. | | | | | |
| | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Key stage</th> <th style="width: 15%;">Subject</th> <th style="width: 25%;">Topic</th> <th style="width: 20%;">Term/year taught</th> <th style="width: 25%;">Content</th> </tr> </thead> </table> | Key stage | Subject | Topic | Term/year taught | Content |
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| Prior knowledge (What students may have already studied) | 3 | ENGLISH | Various | Year one, two, three | Narrative texts and narrative poetry |
| | 3 | MATHS | Shape | Year one, two, three | Properties of shapes |
| | 3 | MATHS | Measure | Year one, two, three | Size and length |
| | 3 | PSHE | RSE my body | Year one, Year two, Year three | Body parts and human features |
| | 3 | Science | Properties of materials Everyday uses of materials | Year one | Material properties, choosing materials for the job |
| | 3 | Science | Changing materials | Year two | Material properties, choosing materials for the job |
| | | Science | Living things and their environment | Year three | Animals |
| | 3 | Science | Various | Year one, Year two, Year three | Colours |
| | 3 | Art | All | Year one, Year two, Year three | 3D making techniques, drawing, designing, action verbs. |
| | 3 | DT | All | Year one, Year two, Year three | 3D making techniques, drawing, designing, action verbs. |

Knowledge of the artist and genre

Key elements: Know that there are different types of art - know that art has meaning.

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| | B2 stepP4-6 | B2 stepP7-8 | 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 paint/collage</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 of different objects.</p> <p><u>To know</u> that different materials used to create marks 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 to be able to do?</u></p> | <p><u>To be able</u> to match a painting of a person/landscape with another painting of a person/landscape.</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 identify the primary colours in artworks</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 paintings.</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</p> |

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| | <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 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>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. 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.

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| | <p>B2 stepP4-6</p> | <p>B2 stepP7-8</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 painting.</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> rip paper, scrunch, fold paper.</p> <p><u>To be able to</u> place paper in a targeted area.</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, light, dark.</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> use scissors to cut up paper.</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 an image 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.

| | B2 stepP4-6 | B2 stepP7-8 | 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> 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 and the work of their peers.</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> <p><u>To know</u> 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><u>To be able</u> to correctly use comparative terms when describing their work and the work of others.</p> <p><u>To be able</u> to communicate in preferred communication about their art work and those of their of peers.</p> <p><u>To be able</u> to point out/choose from a selection key words to communicate how the art was made.</p> | <p><u>To be able</u> to use key words when describing what they did to create their art.</p> <p><u>To be able</u> to review the work of peers and suggests ways they are different and the same.</p> <p><u>To be able</u> to suggests an improvement to their work.</p> | <p><u>To be able</u> to communicate about their art as it develops.</p> <p><u>To be able</u> to recall what they achieved in their work.</p> <p><u>To be able</u> to describe methods used.</p> <p><u>To be able</u> to adapt and improve on their work after discussing with a peer or member of staff.</p> <p><u>To be able to</u> describe texture and colour.</p> <p><u>To be able to</u> comment on differences of others work.</p> <p><u>To be able</u> to give simple reason for what they like</p> |

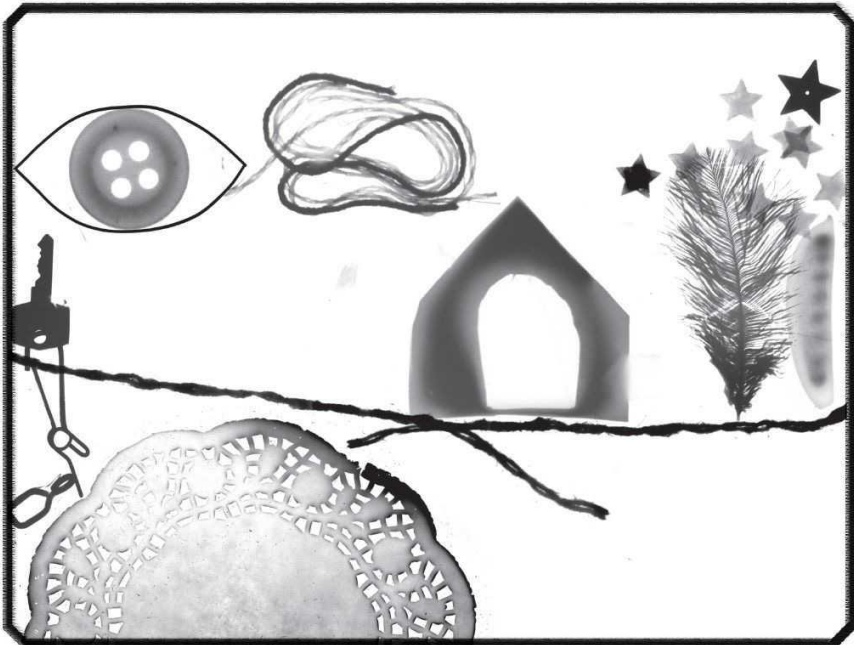
FLOW EXAMPLE:

Some activities such as intro activities, creating, making and recreating art may take more than one session to complete. You may want to explore more than one artist.

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| <p>Hook:</p> <p>E.g. Different and the same snap image game</p> <p>Mix and match animal/people combination puzzles</p> | <p>Knowledge development of focus artist:</p> <p>E.g. Dali</p> <p>Magritte</p> <p>Aileen Agar</p> | <p>Skill development in relevant medium.</p> <p>E.g. For Dali it could be sorting objects into different and the same or combining objects that are different and trying to tape them together.</p> <p>For Magritte it could be collaging using magazine images to make strange combinations.</p> | <p>Recreating a piece of artwork.</p> <p>E.g. Could be recreating the original artwork as a simple puzzle.</p> <p>Drawing the artwork in a sketchbook.</p> <p>Role playing the characters in the</p> | <p>Plan, design and develop own ideas using skills developed so far.</p> <p>Sketches, plans, painting or collage of ideas</p> <p>Draw a Surreal Creature Tate Kids</p> | <p>Creating and making using designs and ideas and implementing skills.</p> | <p>Evaluate</p> <p>Self-evaluation. Peer evaluation.</p> <p>E.g. What went well? What did you find difficult? How did you solve the problem? What would you do differently next time?</p> | <p>Completing and implementing changes from evaluation</p> <p>.</p> |
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| Exquisite corpse (make a surreal character group game - see below) | | For Agar it could be wrapping up everyday objects in different textured materials (could have a guessing element of what the objects is once covered) | artwork - getting dressed up as them. | | | | |
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Examples of work:



Create a surreal adventure - add objects together on a page to image a story then describe what is happening in the story



Salvador Dali – combine different objects to make surreal sculptures



Eileen Agar – Combine different texture materials together to make a surreal sculpture



Rene Magritte – Collaging objects together



Surrealism game to play together and make a character

[DIY: How to Exquisite Corpse | AIGA Tampa Bay](#)