



Lesson Series

1. Introduction to the picture
2. Issues raised for discussion
3. Links with the community/Ideas and media
- 4/5. Making the artwork
6. Finishing artwork and assessment

National Curriculum Coverage

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketchbooks to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials;
- about great artists, architects and designers in history.

What you need to know

- This unit of work uses the National Gallery's *Take One Picture* scheme for looking in depth at one piece of artwork. For background information about the scheme see <https://www.nationalgallery.org.uk/learning/take-one-picture>. Each year the gallery produce teacher's notes about the chosen picture. Notes for current and past focus artworks can be found here <https://www.nationalgallery.org.uk/learning/take-one-picture/key-dates> and <https://www.nationalgallery.org.uk/learning/teachers-and-schools/teachers-notes>. Each year the gallery runs CPD courses about the picture they have chosen and provide accompanying resources for teachers who have undertaken the course.
- The approach to the picture is intended to be investigative and as such this planning is a *general guide* and acts as a *framework resource* for how a unit of work, with 6 individual lessons *could* be used as an approach to the chosen picture. The knowledge organiser, multiple choice quiz, vocabulary and knowledge goals have been left blank as these will be driven by the picture being considered.
- Works the children have produced can be entered for a competition to gain entry in a yearly exhibition focussed on the picture. The planning in this unit focusses on the approach which the gallery look for when selecting works for the exhibition, namely:
 - ⇒ Using a child-led investigative approach
 - ⇒ Making meaningful cross-curricular links
 - ⇒ Giving pupils an opportunity to learn a new process
 - ⇒ Making links with the wider community
- Teachers will need to consider in advance of teaching the unit how they can make cross-curricular links and how they can incorporate links with the wider community which relate to the painting in question. An example of making links with the wider community could include encouraging a parent or someone in the local community to come into school to talk to the children and including this content in some way in the work that the children make.

Teacher Knowledge

This lesson introduces the picture by looking at it in a detailed way. It suggests two approaches to looking: looking and verbalising what they see and looking and exploring the picture by drawing. Once the children have been introduced to the picture in this way the teacher can choose to present various facts about it to them. By engaging the children first by looking, this ensures that they will approach looking at the picture with an investigative approach. If possible, have a copy of the picture up in the classroom so that the children can engage with it at any time, not necessarily only while they are in an art lesson. Perhaps they could write on post-its around the picture with words that the picture makes them think of, or questions which it raises.

Knowledge Objective	Task	Lesson Detail	Vocabulary
To investigate the picture	To say what I see, guess, know, imagine and say what questions I have.	<p>Prior learning: Show a picture of the National Gallery and introduce the project – see above for detail in <i>What you need to know</i>. Show children some of the finished works for the competition using https://www.nationalgallery.org.uk/exhibitions/take-one-picture-2020/explore-the-exhibition .</p> <p>Warm up drawing task: If you have access to it play the children the soundscape produced by the National Gallery in response to the painting (you will have this if you attend the CPD day). Ask the children to draw their response to the soundscape. They can draw anything they like and be as imaginative as possible. Play it 3 times, the first time they should just listen.</p> <p>Talk task: Show the children the picture. Explain that at first, they are going to look at it and in groups write down their reactions to it using the structure shown below. In groups of 4 children to stick an A4 picture of the painting on a large piece of paper and annotate around it. They will use these large sheets during the course of the whole unit to record their reactions to the painting. At first say what they can:</p> <ul style="list-style-type: none"> • See • Guess (in particular <i>what</i> it is of, <i>who</i> it is of, <i>where</i> it is, <i>when</i> it is showing) • Know (anything they might actually know) • Imagine (children should do this individually, writing a few sentences each) • Any <i>questions</i> they have about the picture. 	<ul style="list-style-type: none"> • The National Gallery, • other appropriate vocabulary
Knowledge Goals	Success Criteria	<p>Vocabulary: Briefly look through Knowledge Organiser. Read Knowledge Objective and vocabulary.</p> <p>Teach: Give the children some factual information about the picture. For information about the chosen picture see teacher’s notes produced by the gallery https://www.nationalgallery.org.uk/learning/take-one-picture/key-dates and https://www.nationalgallery.org.uk/learning/teachers-and-schools/teachers-notes. Do not impart all the information in this lesson - save some information for later lessons.</p> <p>Demonstrate/Task: Explore the painting by using a sequence of drawing activities:</p> <ul style="list-style-type: none"> • Drawing the picture with lines in 2 minutes • Drawing the picture with a continuous line – it is like their pencil is glued to the page: once they put it on the page they can only take it off when they are finished. Do this in 2 minutes. • Drawing the painting in pairs. One person should hold a drawing board with paper stuck to it and should look at the painting. The other person should hold the pencil on the paper with their back to the painting. The person holding the drawing board and looking at the painting should move the board to draw the painting. <p>Partner teach/Plenary: <i>What did you imagine about this painting? What questions do you have about it? What have you learnt about it?</i></p>	<h4>Relevant Artists</h4>
	<p>I can work well in a group.</p> <p>I can draw the painting in 2 minutes.</p> <p>I can draw the painting with a continuous line.</p> <p>I can draw the painting with my partner.</p>		

Suggested Resources

Sketchbooks, pencils, A4 copy of painting, large paper for annotation in groups

Teacher Knowledge

In this lesson the children will identify what issues the picture raises. These could be anything – ranging from social, political or historical issues to issues of how the artist has made the picture and how they represent what is in the picture. The National Gallery’s notes about the picture (see <https://www.nationalgallery.org.uk/learning/take-one-picture/key-dates> and <https://www.nationalgallery.org.uk/learning/teachers-and-schools/teachers-notes>) raises discussions points and these can be used as a starting point for issues raised/points of discussion.

Knowledge Objective	Task	Lesson Detail	Vocabulary
To discuss and understand the different issues raised by the picture	To identify issues which the painting shows and comment on the elements of art it shows.	<p>Prior learning: Children to review what they did last lesson: ask them to look at annotations they made and say what they saw, guessed and what questions they had about the painting. Ask them to say what they learnt about the painting.</p> <p>Warm up writing task: This task can help the children to explore the painting in a cross-curricula way by writing poetry about it. Play the children the piece of creative writing produced by the National Gallery in response to the painting – you will have access to this if you have attended the CPD day. Explain that one work of art (painting) can be an inspiration for another work of art (poetry or creative writing).</p> <p>In groups the children to work together to produce a piece of poetry about the picture. Follow these steps:</p> <p>Each child to write down on a post-it four words which the painting makes these think of.</p> <p>Each child to swap their words with a partner. That partner should choose one of their partners’ words and write a sentence with that word in it to describe something about the painting.</p> <p>In groups of 6 the children should then put their sentences together in any chosen order to create a poem and read them to the rest of the class.</p> <p>Vocabulary: Read Knowledge Objective and vocabulary. Explain that an issue means an <i>important topic for discussion or debate</i>.</p> <p>Talk task about issues raised: Children to write down in groups on their annotated sheets from last lesson the issues which they think the painting raises. Note this is an opportunity to explore any cross curricula link/links with the local community that can be made. Feedback and discuss with the class.</p> <p>Talk task about elements of art: Children to write down in groups on their annotated sheets comments about the elements of art shown in the picture: they may comment on line, colour, shape, visual texture, space, form, light and how these all combine to create a design. Remind the children that <i>design</i> in art means how all the elements of art work together to create a finished design. Feedback and discuss with the class.</p> <p>Teach: Give the children some more factual information about the picture. For information about the chosen picture see teacher’s notes produced by the gallery https://www.nationalgallery.org.uk/learning/take-one-picture/key-dates and https://www.nationalgallery.org.uk/learning/teachers-and-schools/teachers-notes. In particular focus on comments on how the artist uses the elements of art to create the design on their picture.</p> <p>Demonstrate/Task: Explore the painting by:</p> <p>Exploring the colour in the painting by creating a small collage (say A5) by ripping different bits of paper to show the different areas of colour in the picture or</p> <p>Exploring the shapes/lines in the painting by using chalk and charcoal on coloured A3 sugar paper to first draw all the straight lines they can see in the picture, and then draw all the curved lines they can see.</p> <p>Partner teach/Plenary: <i>What issues did you identify? What can you say about the design of the picture?</i></p>	<ul style="list-style-type: none"> • issue, • design, • elements of art, • line, • shape, • colour, • line, • visual • texture, • space, • form
Knowledge Goals	To draw/collage the painting		
	<p>Success Criteria</p> <p>I can identify issues the painting shows.</p> <p>I can comment on the elements of art shown in the picture.</p> <p>I can work well in a group.</p> <p>I can create a small collage/drawing and collage based on the painting.</p>		<p>Relevant Artists</p>

Suggested Resources

post-its, strips of paper, pencils, large paper for annotation in groups with a copy of the picture stuck in the middle used last lesson, glue, paper for collage, A5 paper, A3 coloured A3 sugar paper, chalk, charcoal.



Teacher Knowledge

In this lesson the children should identify the ideas and media they would like to use to produce a work of art. These works could be individual or groups works. At the end of the lesson the teacher should identify what ideas are going to be implemented so the children can start creating in lesson 4.

Knowledge Objective	Task	Lesson Detail	Vocabulary
<p>To discuss and understand how the issues raised by the picture relate to our local community.</p> <p>To discuss and investigate ideas and media for a piece of art</p>	<p>To investigate ideas for a piece of art</p>	<p>Prior learning: Children to review what they did last lesson: ask them to look at annotations they made and say what issues they identified about the painting.</p> <p>Warm up writing task: Show the children another painting/work of art to explore which relates to the focus painting. See <i>links</i> section in National Gallery teacher’s note for ideas https://www.nationalgallery.org.uk/learning/take-one-picture/key-dates and https://www.nationalgallery.org.uk/learning/teachers-and-schools/teachers-notes . Try to pick a painting which addresses one of the issues which the children identified in the last lesson.</p> <p>In groups the children to work together to produce a piece of poetry about the picture. Follow these steps: Each child to write down on a post-it four words which the painting makes these think of. Each child to swap their words with a partner. That partner should choose one of their partners’ words and write a sentence with that word in it to describe something about the painting.</p> <p>In groups of 6 the children should then put their sentences together in any chosen order to create a poem and read them to the rest of the class.</p> <p>Vocabulary: Read Knowledge Objective and vocabulary.</p> <p>Talk task – How the issues relate to our own community: Ask children to review the issues raised by the focus painting and ask: How do these issues relate to our own community? To record connections in bullet points on their annotated sheets. Identify a key issue to focus on.</p> <p>Talk task – Ideas for a work of art and media -: Ask: What would you like to make a work of art about? How will it relate to the issue? How will it relate to our own community? Record ideas suggested by the children.</p> <p>Teach: Go through different media that the children could use to make their work of art – for example, drawing in pencil, ink, chalk, charcoal, wax resist, painting, collage, printing (block printing, screen printing) sculpture, photography, textiles including weaving/embroidery.</p> <p>Demonstrate/Task: Ask the children to suggest a media/technique that can be used to implement their idea and to sketch their idea in their sketchbooks.</p> <p>Partner teach/Plenary: <i>What is your idea? What media would you like to use?</i></p>	<ul style="list-style-type: none"> media
<p>Knowledge Goals</p>	<p>Success Criteria</p> <p>I can identify how the issues relate to our community.</p> <p>I can suggest an idea and medium for a work of art.</p>		<p>Relevant Artists</p>

Suggested Resources

Sketchbooks, pencils, large paper for annotation in groups



Teacher Knowledge

In these lessons, and lesson 6 the children will make their work(s) of art. This may be done individually or in groups.

Knowledge Objective	Task	Lesson Detail	Vocabulary
To construct a work of art	To construct the work of art	<p>Prior learning: Show the focus picture. Ask: What can you remember?</p> <p>Vocabulary: Read through Knowledge Objective and vocabulary.</p> <p>Talk task: Ask children to review: What issues does the picture raise? How do these relate to our community?</p> <p>Teach/Demonstrate/Task: Creation of artwork as individually required and as directed by the children in the last lesson. Demonstrate clearly how different processes should be undertaken.</p> <p>Partner teach/Plenary: Ask: Describe how have you made your work of art.</p>	
<p>Knowledge Goals</p>	<p>Success Criteria</p> <p>Individual success criteria based on the project</p>		<p>Relevant Artists</p>

Suggested Resources

As individually required



Teacher Knowledge

In this lesson the children will complete a quiz, showing what they have learnt during this unit and reflect on the success of their works of art.

Knowledge Objective	Task	Lesson Detail	Vocabulary
To show what I know about the picture	To reflect on the success of my work of art	<p>Prior learning: Children to complete multiple choice quiz to demonstrate their understanding of this unit. This should be constructed to relate to knowledge gained about the focus picture.</p> <p>Vocabulary: Read through Knowledge Objective and vocabulary.</p> <p>Demonstrate/Task: In this lesson the children will finish their artworks if not already completed.</p> <p>Self-reflection: Children to look at their work of art and write answers to the following questions:</p> <p>What is successful about my work of art?</p> <p>What would I do differently next time?</p> <p>Carefully model how answers to these questions should be specific e.g. I think my is successful because..... Next time I would try to use.....</p>	All previously covered
All previously covered	<p>Success Criteria</p> <p>I can reflect on the success of my work of art saying what is successful.</p> <p>I can reflect on the success of my work of art saying what I would do differently next time.</p>		Relevant Artists

Suggested Resources	Sketchbooks, pencils
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