

Year 6 Spring art sequence – Painting



Salvador Dali



Surrealism

Inspiration

Investigating and researching

1 hour

Children explore the work of Surrealist artists focussing on Salvador Dali in particular. Children to create detailed observations about the artwork they look at. What do they notice about the artwork? How would they describe it? Do they know anything about the artist and the style of artwork. Children look at what techniques surrealist painters use to create certain effects. They can look at some images and compare for example: Paul Klee's *Around The Fish*

Famous artists known for creating Surrealist art include:
Paul Klee (1879-1940) Swiss painter
Max Ernst (1891-1976) German painter and sculptor
Joan Miró (1893-1983) Spanish painter and sculptor
René Magritte (1898-1967) Belgian painter
Alberto Giacometti (1901-66) French sculptor
Salvador Dali (1904-89) Spanish painter

Exploration

Testing and modelling

1 hour

Lesson 1

Children look at different brushstrokes and painting techniques and practice them. These include: hatching, cross-hatching, stippling, long and small brushstrokes, bulletism. They look at the textures created, and which are most effective.

Lesson 2

Children create a colour palette demonstrating mixing techniques. Experiment with the use of dull background colours and bright colours for main objects in a Surrealist painting. Children extend this to look at tone and how they can use black and white to create different tones. Evaluate the effect of emphasis and what is most effective. I.e. Is it most effective to contrast bright and dull colours or it all be bright or dull?

Design

Designing, doing sketches/ annotated drawings, creating a design criteria.

1 hour

Children create multiple designs. They think about their composition and what objects they will have in their painting. What will their background colours be and how will they contrast this to make the objects stand out. Children to annotate their designs with techniques and colours as well as their thoughts and ideas on what they will do.



Plan

Making a plan

1 hour

Children use the elements created in their designs to plan a final piece. They sketch out their final composition of where their objects will be and what they will be. What colours will they use as well as final techniques and effects which link to surrealism painting using the skills built up.

Make

Application of the skills, design process and planning

2 hours

Children to create their final piece inspired by surrealism. They use the skills they have built up over the days to put it all together.

Evaluate

Exhibit, refer back to the design criteria. Testing and evaluating

1 hour

Children to evaluate their final pieces and look at what they could change/improve and what went well. Were they able to create the desired effects and did their chosen techniques work? What effect did their painting have and was it effective.

Vocabulary
surrealism, blend, mix, line, tone, shape, abstract, absorb, colour, refine, develop, texture

Develop ideas

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- Question and make thoughtful observations about starting points and select ideas and processes to use in their work.
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- Adapt their work according to their views and describe how they might develop it further.
- Review and revisit ideas in their sketchbook.
- Annotate work in sketchbook.
- Think critically about their art and design work.
- Develop ideas using different or mixed media, using a sketchbook

Painting

- Create shades and tints using black and white.
- Choose appropriate paint, paper and implements to adapt and extend their work.
- Carry out preliminary studies, test media and materials and mix appropriate colours.
- Work from a variety of sources, inc. those researched independently.
- Show an awareness of how paintings are created (composition).
- Develop a personal style of painting based on ideas from other artists.
- Use a range of paint to create visually interesting effects.
- Make informed decisions about colour.
- Select and work skilfully with a limited palette. Create a colour palette, demonstrating mixing techniques and based upon colours observed in the natural or built-up world.
- Use different tones of colour and make links with space and size.
- Record the effects of light and dark in more complex situations.

Take inspiration from the greats

- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
- Give detailed observations about notable artists', artisans' and designers' work.
 - Offer facts about notable artists', artisans' and designers' lives.
 - Show how the work of those studied was influential in both society and to other artists.
 - Create original pieces that show a range of influences and styles.
 - Development of interest in differing modes of communication and expression.
 - Look at form and function.
- Personal enjoyment and response.



Techniques Colour mixing. Tiny brushstrokes.



Effects and perspective. Automatism.



Colour theory Use dull colours for background, bright colours for main objects.