

Colour, Shape and Texture

Year 2

This unit builds on the previous unit, studying colour and shape together for three lessons, looking in detail at the late work of Matisse. By looking at Matisse's cut-outs the children revise what they have already learnt about shape and colour, are introduced to the use of colours that are complementary to each other and to the idea of composition (how different ingredients in art, like shape and colour are combined to create a design). Detailed study of these works also allows the children to think about how an artist works, looking at videos and photographs of Matisse. They make their own collages with colourful paper to experiment with compositions using organic shapes and complementary colours. They also study the work of Mukherjee, an Indian artist who also created cut-outs during the same period.

Visual texture (how an artist shows how something feels) is studied for three lessons, looking at the Durer's *Young Hare* and Jan van Eyck's *Arnolfini Portrait*. Through study of these paintings, and exploration by drawing clothes of differing textures with mixed media the children learn how an artist uses different colours and marks to create visual texture. More in depth study of *The Arnolfini Portrait* shows the children how a work of art can tell us things about the past, how a portrait can communicate things about the people in it, and how a painter can show things about themselves in a work of art. This revisits ideas first raised in the unit on 'Paintings of Children' in year 1 and looks forward to the next unit in year 2 where portraits are studied in detail.

Lesson Sequencing

In lesson 1 the children learn when and how Matisse made his cut-outs before going on to study how he used organic shapes and complementary colours in lesson 2. In lesson 3 they look at how Mukherjee also made cut-outs and consider Matisse's careful consideration of composition. In lesson 4 the children move on to learning about visual texture by looking at how Durer used different colours and marks in his painting of a hare to show how it feels soft and fluffy. In lessons 5 and 6 they go on to study Jan van Eyck's *Arnolfini Portrait* and practise drawing using different materials to create the textures of clothes on a washing line.

Key concepts covered in this unit are creating pictures with paper collage, primary colours, secondary colours, complementary colours, organic shapes, composition, visual texture and making marks.

Key skills covered in this unit are how to mix paint colours and use a brush. This includes:

- Holding a brush like a pencil to give good control.
- Controlling the amount of water/paint that is loaded onto the brush.
- Pulling the brush smoothly.
- Washing the brush before loading it with a new colour.
- Mixing colours thoroughly in a mixing palette.

Paper collage skills covered in this unit include:

- Selecting paper.
- Holding scissors with thumb and forefinger.
- Cutting along the edge of a shape with long strokes of scissors so the edge isn't jagged.
- Placing shapes and considering composition, considering how much space there will be around the shapes, overlapping if necessary.
- Pasting glue around the edge of the back of each shape and ensuring they are securely stuck down.

Drawing skills using chalk, oil pastels, charcoal and pencils covered in this unit include:

- Drawing the outside of a shape with a line.
- Ensuring that the scale of a shape is appropriate to be able to draw lots of marks inside.
- Using lots of different marks to create visual texture e.g. dots, dashes, long lines, straight lines, curved lines.
- Experimenting using both the end and side of the chalk/charcoal/oil pastel.
- Layering marks in a variety of different colours.

Key processes covered in this unit are analysing other artists' work, using observation and the imagination to create the children's own work, and evaluating their own work.

Key disciplinary concepts covered in this unit include how art can be made using different materials (in this case paper collage) and how artists' can work on different scales (Matisse's cut-outs were often very large). It also explores the process artists can use to create their work: in this case Matisse used an assistant who pinned work onto the wall which allowed him to carefully consider and alter the compositions he created. The unit also looks at how art can visually indicate how something feels by the colours and marks which are used in a drawing/painting. Finally, the unit explores how artists can use portraits for different purposes: to show things about the people in the portraits, the society in which they lived and about themselves as artists.

Outcomes

Children carry out a separate task in one lesson of this unit, three lessons to complete one task and a further two lessons to complete another task. Two of these can be described as a 'convergent' tasks (following guided instructions so that pupils reach broadly similar outcomes as each other). These are:

- To explore using marks in charcoal to create visual texture
- To draw and show the texture of different fabrics

The extended task of creating a cut-out can be described as 'divergent' (using specified techniques but with unspecified endpoints).