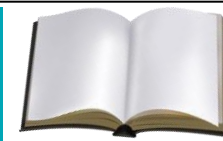
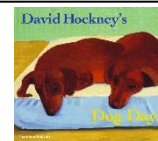


Books that link to this topic:

- David Hockney's Dog Days
- A History of Art



Key Knowledge:

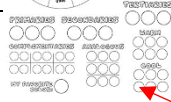
- To know what David Hockney is a British artist from Bradford.
- To know that Hockney was one of the big artists involved in the pop art movement in the 1960s. Pop art was a style of art that was bright, full of colour.
- To know that Hockney began his career painting landscapes and people but has more recently been experimenting with digital art.
- To know how to consider scale and proportion
- To know how to create accurate observational drawings
- To know how to work on a variety of scales
- To know how to produce drawings using IT
- To know how to identify and draw the effect of light
- To know how to draw for a sustained period of time
- To know how to collect and record visual information
- To know how to plan and collect source material
- To know how to develop techniques to create intricate patterns - range of media
- To know how to experiment with different effects and textures inc blocking in colour, washes, thickened paint to create textural effects.
- To know primary, secondary, tertiary, 'warm', 'cold' and complementary colours.
- To know analogous colours are a group of three colours next to each other on a colour wheel.
- To know how to explain that form, in the discussion of art, is a term useful for describing complex shapes, often organic rather than geometric, as well as three-dimensional as opposed to flat shapes: the 'form' of a human figure, for example, or the form of a tree. Find ways to describe form in artwork.
- To know how to use the terms two dimensional (height, width), and three dimensional (height, width, depth).
- To know how to begin to consider perspective (more in depth in Year 6).
- To know how to observe the relationship between two dimensional and three-dimensional shapes: square to cube, triangle to pyramid, circle to sphere and cylinder.
- To know how to observe how artists can make what they depict look three-dimensional, despite working in two dimensions, by creating an illusion of depth.
- To know how to examine the foreground and background.

Lesson Sequence:

Who is David Hockney?

Use a PowerPoint to deliver information about Hockney's life and artwork. Allow the children to research and replicate Hockney's work in any way they would like to present it. This will need modelling and show them lots of examples but there is no 'correct' way to do it just encourage them to be reflective and make notes. Provide them with some sentence starters and adjectives to help them comment on Hockney's work.

COLOR THEORY



What is a colour wheel?

Look at a variety of Hockney's most colourful artwork. The children have prior knowledge of colour wheels from previous year groups. Can they retrieve that information? They will review primary, secondary and tertiary colours. They will need to be introduced to complementary and analogous colours. Children can record their knowledge in their sketchbook using paints and a template similar to the one shown here.



Can I create a Hockney landscape inspired painting?

Using their sketchbook work from the previous lessons, the children will create their own landscapes based on Hockney's work using A3 paper, paints and POSCA pens to add detail. When finished, photocopy and shrink work to go in sketchbooks to evaluate. Give the children sentence starters to help them reflect.

Work created by other children inspired by Hockney



Can painting be done using an iPad?

Show the children some of Hockney's later work using an iPad to draw. Use the Autodesk App to create their paintings using a digital medium. Demonstrate how to change the brush type, size and colour as well as adding a layer for the foreground and background. Again, print and reflect on their artwork.

What are portraits?

Show the children '82 portraits and 1 still-life' by Hockney. What is a portrait? What is still-life? Are there any similarities? How did he make them? Which is your favourite and why? Which is your least favourite and why? Are they realistic? The children will create self-portraits looking at scale and proportion. Model each stage of creating self-portraits.

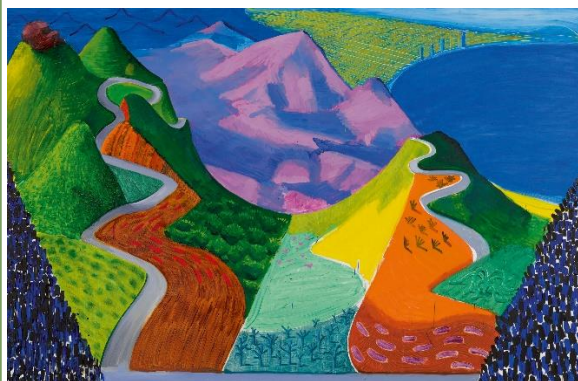


What are 'joiners'?

Explain that Hockney began to experiment with putting photographs together in a collage and this was called 'joiners'. He used physical photographs at first and then began to use technology to create this type of art. In preparation, take photographs of each child from both sides and the front. These need to be saved in a file accessible to the children. In PowerPoint, show the children how to insert a picture and crop it. Create lots of layers and overlap them. You will need to demonstrate how to bring pictures forwards and backwards. They can make several versions and then add them to their sketchbooks to evaluate them.

Artwork:

Pacific Coast Highway
and Santa Monica



Nichols Canyon

Going up Garrawby Hill



82 Portraits and 1 Still-life

Mother



Painting with David Hockney

Our Rainbow Promises:

Encourage **R**esilience and perseverance
 Develop **A**rticulate learners
Influence aspirations
Nurture curiosity
 Instil **B**ritish and Christian Values
 Provide **O**pportunities to build upon knowledge and skills
 Promote **W**ellbeing and Health

National Curriculum Coverage

Key stage 2 - 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 sketch books 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 [for example, pencil, charcoal, paint, clay]
- ♣ about great artists, architects and designers in history.

Sketchbook work:

Sketching and rough drawing - First attempts and drafts at shapes, objects and compositions, and the evaluations of these.

Critical analysis of artworks - Notes or fully developed writing critiquing, analysing and evaluating the work of artists including themselves and their classmates.

Copying art - Making copies of part or whole artworks for the purposes of analysis.

Art Exercises - Mirror drawing, scale drawing, practicing hands, colour mixing, symmetrical faces etc. Practice in new media - Explorations of the effects and possibilities of new media such as charcoal or acrylic paints.

Collating images - Assemblages of images from artists, each other's work, books, the internet which they find inspiring and want to use in their art.

Scrapbooking - The keeping of objects and items which inspire art - bottle tops, fabric, feathers, interestingly textured, richly coloured wrappers etc.

Elements of Art:

In Year 4, build on what the children have learned in earlier years as you introduce concepts of light, space and design.

Colour

- Review primary, secondary, tertiary, 'warm', 'cold' and complementary colours from Years 1, 2 and 3.
- Analogous colours are a group of three colours next to each other on a colour wheel.

Form

- Explain that form, in the discussion of art, is a term useful for describing complex shapes, often organic rather than geometric, as well as three-dimensional as opposed to flat shapes: the 'form' of a human figure, for example, or the form of a tree. Find ways to describe form in artwork.

Space

- Understand the terms two dimensional (height, width), and three dimensional (height, width, depth).
- Begin to consider perspective (more in depth in Year 6).
- Observe the relationship between two dimensional and three-dimensional shapes: square to cube, triangle to pyramid, circle to sphere and cylinder.
- Observe how artists can make what they depict look three-dimensional, despite working in two dimensions, by creating an illusion of depth.
- Examine the foreground and background.

R	QUEST approach to lessons allow children to follow their ideas and express themselves freely. Use of sketch books encourages perseverance in developing and improving work over a period of time. Intrinsic learning from mistakes is celebrated.
A	Reflection and evaluation of own and peers' work using progressive sentence stems. Use of 'Speak Its'. Art Reading Spine to develop vocabulary.
I	Within lessons, appreciating famous artists, sculptors and architects. Links to local artists, such as Tommy Leonard. Study of real-life artistic jobs such as architecture, illustrators and graphic design. Visits from resident artists to work school projects.
N	Art delivered through the themes of Art Appreciation, Curriculum Links and Other Religions and Cultures in each year group.
B	Christian Value - Creativity, Perseverance British Value - Individual liberty. Tolerance of other cultures/religions.
O	Subject planning and delivery sequenced and includes: Creation of progressive knowledge planners including Vital Vocabulary. Schema within and across subjects. Opportunities for collaboration. Retrieval opportunities, including knowledge organisers. Built around Rainbow Promises
W	Appreciation of Art in nature including use of Forest Schools in phase 1. Sense of accomplishment in seeing the journey of an idea to the creation of a finished piece.

Vital Vocabulary

Scenery
 Rural
 Urban
 Abstract
 Natural
 Swirling
 Foreground
 Background
 Portrait
 Composition