

Oak Class Art Outcomes - Save the World - Landscapes - David Hockney

Pupils will already be able to use a range of materials creatively to explore texture, pattern and shape. They will have had some experience of sketching objects and mixing primary colours to create basic colour wheels, including tints and tones.

Vocabulary

Landscape	All the visible features of an area of land.
Perspective	The art of creating two or three dimensional objects on a two dimensional surface of a picture.
Tone	Lightness or darkness of something. Tones are created by the way light falls on a 3D object. The parts of the objects on which the light is the strongest are called highlights and the darker areas are called shadows.
Texture	Surface quality of an object. Visual texture is created using marks to represent actual texture.
Large scale	This is what we can see when light bounces off objects. For example, primary colours are: red, blue and yellow.
Observational drawing	Created by observing a subject but not looking at the paper while drawing, focusing on the shapes.
Composition	The way the objects in painting are arranged.

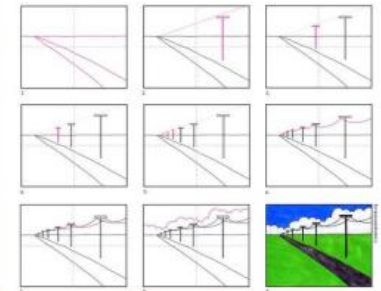
Artist focus:

David Hockney

He was born in the city of Bradford, in Yorkshire in 1937. He has painted many large acrylic paintings on canvas inspired by the Yorkshire landscape. He is one of the most important painters of the 20th century. Hockney is inspired by the works of Pablo Picasso and the Cubism art movement. His landscape paintings are often created on large panels, joined together to reveal the scene. He uses blocks of bright and bold colours in his work.



Perspective in landscape: horizon, centre line and focal point



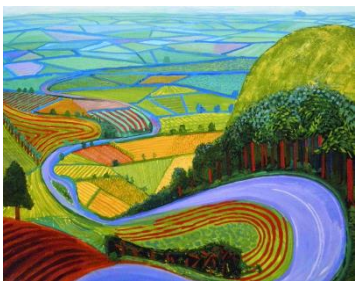
Key Knowledge and skills

- To sketch lightly before painting to combine line and colour.
- To create a colour palette based upon colours observed in the natural or built world.
- To use the qualities of acrylic paints to create visually interesting pieces.
- To combine colours, tones and tints to enhance the mood of a piece.
- To use brush techniques and the qualities of paint to create texture.
- To develop a personal style of painting upon ideas from David Hockney.
- To use perspective to depict the size and location of objects within the landscape in relation to each other.

Brush techniques:



- By the end of the project the children will:
- Collect information, sketches and annotations about David Hockney and his work and present it imaginatively in their sketchbooks.
 - Give details about the painting style of David Hockney using technical language and critical feedback.
 - Use brush techniques and colour mixing to create a large-scale landscape painting inspired by the style of David Hockney.





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Year 3

To study the work of other artists and talk about the techniques they have used.

To develop ideas from starting points throughout the curriculum.

To collect information, sketches and resources in a sketchbook.

To demonstrate control in their application of tools and techniques.

To use different shades, tools and techniques to express mood and for different purposes.

To use techniques, colours, tools and effects to represent things seen, remembered or imagined.

To attempt to use perspective in line drawing.

To adapt and refine ideas and skills through the use of a sketchbook as they progress.

To use different hardnesses of pencils to show line, tone and texture.

To use shading to show light and shadow.

To use hatching to show tone and texture.

Year 4

To study the work of other artists and talk about the techniques they have used.

To develop ideas from starting points throughout the curriculum.

To collect information, sketches and resources in a sketchbook.
Painting

To demonstrate control in their application of tools and techniques.

To use different shades, tools and techniques to express mood and for different purposes. (Hot and cold, harmonious colours).

To use techniques, colours, tools and effects to represent things seen, remembered or imagined.

To adapt and refine ideas and skills through the use of a sketchbook as they progress.

To use different hardnesses of pencils to show line, tone and texture.

To use shading to show light and shadow.

To use hatching to show tone and texture.

To make attempt to draw perspective, using single point.



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Year 5

To study the work of other artists and talk about the techniques they have used.

To develop ideas from starting points throughout the curriculum.

To collect information, sketches and resources in a sketchbook.

To experiment with approaches used by artists.

To mix paints and create a palette based upon colours observed.

To combine colour, use tonal qualities and texture to enhance shape and form.

To develop a personal style of painting, drawing on the ideas and work of other artists.

To choose a style of drawing, select media and use a range of techniques for a specific purpose.

To use a range of techniques to show movement, perspective, shadows and reflection.

To draw from different viewpoints.

Year 6

To study the work of other artists and talk about the techniques they have used.

To develop ideas from starting points throughout the curriculum.

To collect information, sketches and resources in a sketchbook.

To experiment with approaches used by artists.

To mix paints and create a palette based upon colours observed.

To combine colour, use tonal qualities and texture to enhance shape and form.

To develop a personal style of painting, drawing on the ideas and work of other artists.

To choose a style of drawing, select media and use a range of techniques for a specific purpose.

To use a range of techniques to show movement, perspective, shadows and reflection.

To draw from different viewpoints