

# Art

## Painting Year 5 (LS Lowry)

### National curriculum

- 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]
- To learn about great artists, architects and designers in history.

### Knowledge and Skills – Year 5

#### Sticky Knowledge

- . LS Lowry was from Lancashire and lived from 1887- 1976
- . LS Lowry's famous works include industrial landscape and going to work
- . Lowry's style is described as naïve art painting
- . Lowry's inspiration was urban life
- . Objects in the foreground are drawn bigger than those in the background to get depth perspective

#### Art Skills

##### Exploring and Developing Ideas

- . Make thoughtful observations about starting points and select ideas and processes to use in their own work

##### Painting

- . Use colour to express mood and feelings
- . Mix tones, tints and shades

##### Drawing

- . Begin to use perspective
- . Use foreground, middle ground and background

##### Evaluating and Deepening Work

- . Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them

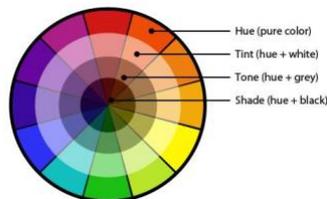
### Vocabulary

Line  
Shade  
Hue  
Mood  
Foreground  
Midground  
Background  
Feelings  
Patterns  
Purpose  
Stimulus  
Observation  
Materials

### Primary and secondary

### Hue, tints, tones and shades

### L S Lowry



### Learning Objectives

### Lesson outline

#### Lesson 1: Investigate

**LO:** To know the artist LS Lowry and understand his style of painting

**Sticky Knowledge:** LS Lowry was from Lancashire and lived from 1887- 1976

LS Lowry's famous works include industrial landscape and going to work  
Lowry's style is described as naïve art painting  
Lowry's inspiration was urban life

**Art Skills:** Make thoughtful observations about starting points and select ideas and processes to use in their own work

Who is Lowry? What is his style and techniques? What emotions can you sense by the tones and colours? Children to annotate pictures in books, class discussion; what can we see? What might we hear, smell?

GD- independent research, what themes across the paintings can you see?

SEN- supported group research.

#### Lesson 2: Focus practical tasks

Teach pupils how to draw scenes using one point perspective.

<p><b>LO:</b> To be able to draw using one point perspective</p> <p><b>Art Skills:</b> Begin to use perspective</p>	<p>Children to choose a person/people to focus on and draw in their sketch books. Look at the way Lowry draws the bodies, arms and props of the people.</p> <p>SEN- Supported sketching focusing on one image.</p>	
<p><b>Lesson 3: Focus practical tasks</b></p> <p><b>LO:</b> To understand foreground, middle ground and background</p> <p><b>Art Skills:</b> Use foreground, middle ground and background in their drawings</p> <p><b>Sticky Knowledge:</b> Objects in the foreground are drawn bigger than those in the background to get depth perspective</p>	<p>Looking at the different layers of Lowry's artwork. Comparing sizes in the forefront and background. Practice drawing matchstick people and industrial buildings. By the end of the lesson children will have in their books a range of matchstick people and buildings from different angles, perspectives and fore/background.</p> <p>SEN- supported sketching using fore ground and background images</p> <p>GD- A range of techniques used and practiced.</p>	
<p><b>Lesson 4: Planning</b></p> <p><b>LO:</b> To mix and match colours including mixing hues, tints, tones and shades</p> <p><b>Art Skills:</b> Use colour to express mood and feelings</p> <p>Mix tones, tints and shades</p>	<p>Create a mood board and basic sketches to plan their final piece</p> <p>Children to identify colours were used by Lowry and why they were used using the colour wheel. Explore hues, tints, tones and shades. A tint is a lighter value of a hue that involves adding the neutral colour of white to the hue. Darker values are known as shades. They involve adding black, another neutral colour. When both white and black (grey) are added to a hue, the result is a tone, or a diluted version of the hue. Children to experiment mixing colours and recording results.</p> <p>Watercolours? Pupils could experiment with adding more/less water?</p> <p>GD- to create a range of tints and tones of certain colours to add depth to the paintings</p> <p>SEN- explore colour mixing to make secondary colours.</p>	
<p><b>Lesson 5: Sketching the outline</b></p> <p><b>LO:</b> To create a landscape in the style of LS Lowry</p> <p><b>Art Skills:</b> Apply the skills taught previously</p>	<p>As a class, children examine several pictures and decide which details are close and which parts are far away. Demonstrate how to paint a background of the sky, hills, and a few distant details on A3 card, landscape orientation.</p> <p>Model painting the hills three quarters of the way up the card so there is room to add the midground and foreground later.</p> <p>Remind the children that the details on the hills must be very small because they are very far away.</p> <p>Show the 'What a good one looks like' slide and print the Lowry City Background Sheet to illustrate the end result.</p> <p>Children to lightly sketch the outline of buildings and background ensuring they start background to ensure correct perspective.</p>	
<p><b>Lesson 6: Final Piece and Evaluation</b></p> <p><b>LO:</b> To evaluate their work</p> <p><b>Art Skills:</b> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them</p>	<p>Complete painting and evaluate.</p> <p>Peer assesses against the design.</p> <p>Other children to give two stars and a wish (if appropriate) for the poses.</p>	
<p>Working towards</p>	<p><b>End of unit assessment</b></p> <p>Working at Age related expectations</p>	<p>Working at a greater depth</p>

