

# Art

## Drawing and Painting Year 2 (Andy Warhol)

### National curriculum

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

### Key Knowledge and skills – Year 2

#### Sticky Knowledge

Andy Warhol's famous works include Campbell's Soup and Marilyn Diptych  
 Andy Warhol's style was printing and painting  
 Any Warhol's inspiration was pop culture  
 red and yellow = orange, blue and red = purple, blue and yellow = green

#### Art Skills

##### Exploring and Developing Ideas

Explore the similarities and differences within the work of artists, craftspeople and designers in different times and cultures.

##### Painting

Mix a range of secondary colours

Experiment using shape, colour, pattern and line with paint

##### Drawing

Observe facial features to draw increasingly accurate drawings of portraits

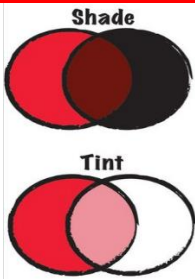
##### Evaluating and Deepening Work

Review what they and others have done and say what they think and feel about it.

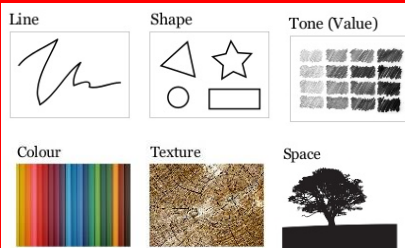
### Vocabulary

Materials  
 Colour  
 Control  
 Colour  
 Pattern  
 Texture  
 Line  
 Shape  
 Space

### Shade and tint



### Line



### Andy Warhol



### Learning Objective

#### Lesson 1: Investigate

**LO:** To understand the techniques Andy Warhol used in his artwork

#### Sticky Knowledge:

Andy Warhol's famous works include Campbell's Soup and Marilyn Diptych  
 Andy Warhol's style was printing and painting  
 Any Warhol's inspiration was pop culture

**Art Skills:** Explore the similarities and differences within the work of artists, craftspeople and designers in different times and cultures.

### Lesson outline

Children to learn about Andy Warhol's life and his work. They will compare his work to another artist (Nicky Phillips) and discover their similarities and differences. Pupil's will learn about the techniques used by Andy Warhol (printing and painting) and his inspiration (pop culture). Discuss his most famous pieces of artwork (Campbell's Soup and Marilyn Diptych).

ARE - Compare colour, pattern, line, shape and form.

WTS – Group discussion. Adult supported.

GDS – Use of technical vocabulary.

#### Lesson 2: Focus practical tasks

**LO:** To know which primary colours mix to make secondary colours

Prior learning: Discuss what the 3 primary colours are: red, yellow, blue. Ask the children if they know which secondary colours can be made using the 3 primary colours (purple, orange, green). Use a colour triangle to demonstrate how to colour mix.

<p><b>Sticky Knowledge:</b> red and yellow = orange, blue and red = purple, blue and yellow = green</p> <p><b>Art Skills:</b> Mix a range of secondary colours</p>	<p>ARE/GDS - Children will experiment with colour mixing. They will make different secondary colours using primary colours. WTS – Support where needed.</p>	
<p><b>Lesson 3: Focus practical tasks</b></p> <p><b>LO:</b> To create a background in the style of Andy Warhol</p> <p><b>Art Skills:</b> Experiment using shape, colour, pattern and line with paint</p>	<p>Recap primary and secondary colours and how to mix them. Discuss background of Andy Warhol's artwork. What shapes can they see? (squares, diamonds etc). Provide examples of different colours, shapes and patterns the pupils can use as inspiration from Andy Warhol's work.</p> <p>ARE - Children will experiment with using shape, colour, pattern and line in the background of an image similarly to Andy Warhol.</p> <p>WTS – Limited choices. Adult guidance.</p> <p>GDS – Make independent decisions.</p>	
<p><b>Lesson 4: Planning</b></p> <p><b>LO:</b> To sketch Queen Elizabeth II</p> <p><b>Art Skills:</b> Observe facial features to draw increasingly accurate drawings of portraits</p>	<p>Discuss position and shape of various facial features (mouth, eyes, nose, etc) using facial guidelines. Spend some time practicing the various facial features through teacher modelling. Encourage pupils to draw the outline of the head (correct proportion) and add facial guidelines. Model step-by-step how to sketch each facial feature – focus on shape, size and proportion to other features.</p> <p>ARE/GDS – Sketch Queen Elizabeth II using facial guidelines to ensure facial features are placed in the correct place.</p> <p>WTS – Provide half of Andy Warhol's artwork of Queen Elizabeth II. Pupils use this as a guide to sketch the other half of her face and the background.</p>	
<p><b>Lesson 5: Final Piece</b></p> <p><b>LO:</b> To create a portrait of the queen in the style of Andy Warhol</p> <p><b>Art Skills:</b> Mix a range of secondary colours Experiment using shape, colour, pattern and line with paint</p>	<p>Recap learning about colour mixing. Name the primary and secondary colours. Discuss choice of paint brush sizes and the importance of selecting the correct brush tip. Give pupils time to plan which colours they will use for the background and the sketch of the queen.</p> <p>ARE/GDS - Children will have a photocopy of their sketch of Queen Elizabeth II to paint in the style of Andy Warhol. They will apply their colour mixing skills and shape, line, form and pattern in the background.</p> <p>WTS – Adult support where necessary for colour mixing and selecting brushes.</p>	
<p><b>Lesson 6: Final piece and Evaluation</b></p> <p><b>LO:</b> To evaluate their artwork</p> <p><b>Art Skills:</b> Review what they and others have done and say what they think and feel about it.</p>	<p>Allow pupils time to self-evaluate their work. Make comparisons against Andy Warhol's original artwork. How are they similar? Focus on use of colour.</p> <p>WTS/ARE/GDS - Set up art gallery in the classroom. Pupils are given opportunity to look at each other's work.</p> <p>Peer evaluation - Which do they like? Why? How could they improve their work based on what they've seen? Star and wish</p>	
<p>Working towards</p>	<p><b>End of unit assessment</b> Working at Age related expectations</p>	<p>Working at a greater depth</p>