



## Visual Arts: Year 1

**Teachers:** In schools, lessons on the visual arts should illustrate important elements of making and appreciating art, and emphasise important artists, works of art, and artistic concepts. It is often appropriate for works in the visual arts to be linked with subject matter in other disciplines; particularly in history and geography, but also with language and literature, and some of these links are suggested. While the following guidelines specify a variety of artworks in different media and from various times and places, they are not intended to be comprehensive. Teachers are encouraged to build upon the core content and expose children to a wide range of art and artists, and—whenever possible—to take children to see the works of art they have studied. For this reason, many of the works suggested for consideration can be found in Britain, or British collections.

### I. ELEMENTS OF ART: COLOUR AND LINE

**Teachers:** The generally recognised elements of art include line, shape, form, space, light, texture, and colour. In Year 1, introduce children to line and colour. Engage students in recognising and using different kinds of lines and colours, and point out lines and colours you see around you, in everything from the built environment to the natural world.

#### A. COLOUR

- Observe how colours can create different feelings and how certain colours can seem ‘warm’ (red, orange, yellow) or ‘cool’ (blue, green, grey).
- Identify and describe the use of colour—thinking about how it sets the scene, creates an atmosphere or feeling—in:
  - Pieter Bruegel, *The Hunters in the Snow*, 1565 (Kunsthistorisches Museum, Vienna)
  - David Hockney, *A Bigger Splash*, 1967 (Tate Modern, London)
  - Henri Rousseau, *Surprised! A Tiger in a Tropical Storm*, 1891 (National Gallery, London)
  - Vincent van Gogh, *Sunflowers*, 1888 (National Gallery, London)

#### B. LINE

- Identify and use different lines: straight, zigzag, curved, wavy, thick, thin.
- Observe and describe different kinds of lines in:
  - Rembrandt van Rijn, *Saskia in a Straw Hat*, 1633 (Kupferstichkabinett, Berlin)
  - Pierre Bonnard, *The Luncheon (Le Déjeuner)*, 1923 (National Gallery of Ireland, Dublin)
  - Joan Miró, *Painting (Peinture)*, 1925 (National Galleries of Scotland, Edinburgh)

### II. TYPES OF ART: SCULPTURE

**Teachers:** We introduce children to sculpture, or three-dimensional, ‘all-around’ art. We introduce various types and styles of sculpture, and encourage children to make their own sculptures. [Cross-curricular links with British History and Geography]

- Hubert Le Sueur, *King Charles the First*, 1633 (Trafalgar Square, London)
- Hamo Thornycroft, *Oliver Cromwell*, 1899 (Palace of Westminster, London)
- E. H. Baily, *Lord Horatio Nelson*, 1840-43 (Trafalgar Square, London)
- Henry Moore, *Family Group*, 1944 (Fitzwilliam Museum, Cambridge)
- Edgar Degas, *Little Dancer Aged Fourteen*, 1880-81 (Tate, Liverpool)
- Barbara Hepworth, *Infant*, 1929 (Tate, St Ives)
- Antony Gormley, *Angel of the North*, 1998 (Gateshead)

### III: LOOKING AT AND TALKING ABOUT WORKS OF ART

**Teachers:** After children have been introduced to some elements of art and a range of artworks and artists, and had opportunities for making art, engage them in looking at pictures and talking about them in greater depth. Encourage the children to use the new words they have been learning as they talk, to expand their word banks and enhance their oracy at the same time. Begin by asking questions about the lines and colours, move on to describing or identifying any details which have caught the children's attention, progressing to thoughts the children have about why the artist/s worked in a particular way or 'style', and what they might have been trying to say or communicate to us.

#### A. THE LANGUAGE OF ART

**Teachers:** This section includes a selection of useful and specialist words for talking about works of art. You will find that you can use many of these terms in other areas of your teaching, particularly language and literacy (where it is also customary to consider character, narrative, style etc.). Aim to enable the children to understand these terms; at this stage very few will use these terms in their speech, but building recognition and re-call is an important step towards this.

- Style: the way a work of art looks (in literature, the way something has been written or sounds)
- Narrative: the word we use for a story in a work of art
- Character: a word to refer to the main or important figures in a work of art or literature; but also a term to describe a type of figure or person, such as 'hero'

#### B. TALKING ABOUT PAINTINGS OF CHILDREN

**Teachers:** Use detailed looking and talking about the following paintings to embed what the children have learned on the elements of art. Also help the children to verbalise they can observe about the depicted children, such as their status or relationship, how old they are, what are they doing, where they are and how might they be feeling (always referring back to things that can be seen).

- William Hogarth, *The Graham Children*, 1742 (National Gallery, London)
- Pieter Bruegel, *Children's Games*, 1560 (Kunsthistorisches Museum, Vienna)
- John Singer Sargent, *Carnation, Lily, Lily, Rose*, 1885-6 (Tate Britain, London)
- Gabriel Metsu, *The Sick Child*, 1660 (Rijksmuseum, Amsterdam)

#### C. TALKING ABOUT NARRATIVE PAINTINGS: SAINT GEORGE AND THE DRAGON

**Teachers:** Observe and talk about two paintings showing George and the Dragon [Cross-curricular link with Language and Literature]. Use the version of the legend you have used in literature to help you read what you can see in the paintings. Among artists, the version by Jacobus de Voragine in 'The Golden Legend' was a popular source. Start by identifying the characters (what can you see that tells you the girl is a princess, for example). Compare the different moments in the narrative (story) these artists have shown. Look at and talk about how the artists painted George, the princess, and dragon as very different characters, showing different reactions, and in very different settings.

- Paolo Uccello, *Saint George and the Dragon*, 1470 (National Gallery, London)
- Jacopo Tintoretto, *Saint George and the Dragon*, 1555 (National Gallery, London)

### ADDITIONAL UNIT: TYPES OF ART: ARCHITECTURE (OF THE STATE)

**Teachers:** This is an additional unit for you to explore. Children can focus on the art of buildings and building design. Children can learn about architecture of the 'state', meaning buildings for the rulers of our country - the government and royals. We also look for the lines in buildings. [Cross-curricular links with British History and Geography]

- The Palace of Westminster, focus on the parts by Charles Barry and Augustus Pugin, constructed 1840-1870 (Westminster, London)
- Westminster Abbey, present building begun under King Henry III in 1245 (Westminster, London)

- The Banqueting House (part of the former Whitehall Palace), by Inigo Jones, 1622, with ceiling paintings by Rubens added in 1636 (Whitehall, London)