



Sustainability Ambassadors



Literacy



Healthy Citizens



Cultural Explorers



Designers



Mathematics



Careers Pathfinders



Scientific Investigators



Digital Learners



Global Enquirers



Engineers

Subject: Art & Design Unit: Pitman Painters

Year Group: 1 Term: Spring 2/Summer

EQ: Who were the pitman painters?

By the end of this unit, pupils should be able to create a piece of artwork that represents their locality, taking influence from historical local artists.

Essential Vocabulary

Tone
Line
Texture
Pencil
Artist
Shape
Space
Composition
Pitman Painters
Primary colours
Secondary colours

Big Concepts

*Comparison
Replication
Sequencing
Composition
Experimentation
Collaboration*

Flag any content that might not have been covered during school closure

Be mindful that pupils have missed a considerable amount of their arts education. They may need time to revisit basic skills as part of this sequence of learning – tweak the time spent on each lesson within reason to account for this.

Spend time as needed recapping pencil skills, painting skills, and colour theory.

Retrieve Essential knowledge to support learning of big unit concepts

- Colour mixing and blending in a variety of materials – including but not limited to paint.
- Use of vocabulary to describe colour

Subsequent National Curriculum Coverage

Year 2 Autumn – Representing emotions

- Opportunity to revisit self-portraits and artists studied

EQ: Who were the pitman painters?

Sequence of Teaching and Learning

Notes

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1	E.Q: Who were the Pitman Painters?	<p>Look at a range of paintings by the Pitman painters.</p> <p>Children to look at these works and discuss colour/line and what they like/dislike about each.</p> <p>Choose a few images to put into sketchbooks and annotate with thoughts and ideas. This should be a conscious thought stream.</p> <p>HA - children should discuss tone/and shade they should also try to imitate their favourite parts of certain images using a range of media and comment upon these.</p>
2	E.Q: What is tone?	<p>Look again at paintings by the Pitman Painters. Children point out different colours that they can see. Explain the concept of tone. Point out where a colour changes from light to dark.</p> <p>In sketchbooks, children to have a go at creating different tones of colour.</p> <p>LA: Making a light tone and a dark tone of a colour.</p> <p>MA/HA: Could create a 'bar' showing the transition from light to dark by adding a little bit of black at a time.</p> <p>REMOTE LEARNING – Use Purple Mash to experiment with tones of colour. Video on drive to support this.</p>

EQ: Who were the pitman painters?

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3 E.Q: What is texture?

Show children a selection of objects with different textures. Explain how the lines used when creating art can show texture. E.G. something shiny would have long lines in one direction, something soft might have softer, smaller lines.

Look at examples of how Pitman Painters use texture.

Experiment with creating texture in sketchbooks.

REMOTE LEARNING – Use normal pencil and plain page in home working book to experiment with drawing various textures found around the home. Video on drive to model this.

4 L.O: To recreate the work of a famous artist.

Revisit the paintings looked at earlier in the topic.

Children to recreate one of the paintings, thinking about what they have learnt about tone and texture.

Evaluate work.

REMOTE LEARNING – Focus on a small part of one of the paintings and recreate either using pencil (or other artistic materials if available) or Purple mash '2Paint'. Encourage children to articulate what they have done well

EQ: Who were the pitman painters?

Sequence of Teaching and Learning

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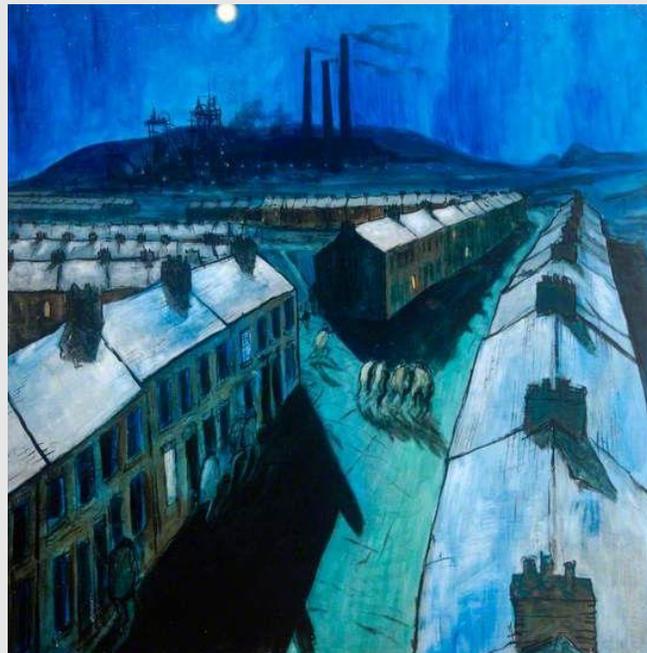
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5	E.Q: How can we show our local area through art?	Explain the concept of composition and discuss why the pitman painters painted what they did – link to local history topic. Ask children what they would choose to paint about their local area. Allow children time to capture images using iPads of areas around school, thinking about what is important about their school, who they want to be in the pictures, etc. REMOTE LEARNING – Could be a nice opportunity for families to walk around the local area for ideas. Opportunity to photograph interesting points, if possible. If families are unable to explore local area, offer a selection of photographs to choose from and have children articulate why they have chosen one.
6	L.O: To create a final piece that represents our local area. Should take a few lessons to complete	This EQ would span across more than one lesson and could be a sequence of learning. Allow children to chose between a variety of images of Ashington and other local places relevant to them. This should be a child lead decision. Create a final piece that represents the local area using range of media and skills that they have explored through this topic. REMOTE LEARNING – This could either be done in exercise books using pencil (or other materials if available) or using 2Paint on PurpleMash.

Who were the pitman painters?

Sequence of Teaching and Learning

Paintings that could be used as examples:



Skills for Life

Resilience

Communication

Being
Safe

Team-working

Problem
Solving

Self-motivation

Real World Links including pupil experiences:

Pupils will learn the skills required to be an artist. They will explore aspects of being a historian and a geographer.

Skills for Life/ Core Values:

Being safe – using equipment safely and correctly.

Problem Solving – tackling Enquiry Questions

Communication – expressing opinions on existing artwork.

Resilience – acting on feedback and improving work continually.

Influential Figures:

Pitman Painters

Plan for deliberate Reading opportunities:

Links to History curriculum – opportunities to read about local history.