

Year group: 5	Element Painting	Story Telling through art Jacob Lawrence	Term:
<p>Key vocabulary: flattened abstract figurative emotion journey/truth message story tell African American rotate symbol irregular reflect modify gap mosaic tension diversity</p> <p>Disciplinary knowledge : race identity consider art meaning story telling Black History Windrush Harlem Renaissance</p>			
Learning Intentions Skills	Teaching activities		Cross Curricula links.
<p>To extend knowledge and understanding of approaches to drawing.</p> <p>Work of artists A1 explore the work of a range of great artists, architects and designers and understand the historical and cultural development of their art forms.</p> <p>A2 evaluate and analyse creative works using the language of art, craft and design.</p> <p>Exploring ideas E1 create sketch books to record their observations and use to review and revisit ideas.</p> <p>E2 record and explore ideas from first hand observations, experience and imagination and ideas for different purposes</p>	<p><u>Lesson 1</u> Introduce Jacob Lawrence the artist. Share bio together. Sketchbooks, create small sketching pencil studies of a figure from his pieces from the 'Migration series' Cut and stick pics T provides make a fact page on the artist entirely their choice of layout and title, with words they write on defining his art (see word bank in folder of vocab) T to explain his status as first African American artist to be majorly exhibited at MOMA etc. As an artist he painted all of his life. https://lawrencemigration.phillipscollection.org/culture/jacob-lawrences-harlem/jacob-lawrence-on-growing-up-in-the-harlem-community Great Vids to watch https://www.youtube.com/watch?v=axnugAukzKg https://www.youtube.com/watch?v=wFupbsMmC1Q</p> <div data-bbox="674 1050 824 1286" data-label="Image"> </div> <p>https://www.slideshare.net/ponzart/jacob-lawrence-25294986</p> <p>https://www.slideshare.net/guest9bbf577/jacob-lawrence?next_slideshow=1</p> <p><u>Lesson 2</u> Use paintings from 'Migration series' and explain their significance. Explore some on MoMA link: https://www.moma.org/calendar/exhibitions/1495? Paint one or a part of one of their choice in style of Lawrence's flat, bold colours. Make children aware that Lawrence was well ahead of his time in his exploration of</p>		<p>Maths: shape - symmetry, tessellation. Regular and irregular patterns. Repeating patterns.</p> <p>Literacy: developing vocab, explaining process, explaining preference</p>

Fairchildes Primary School Art Scheme of Work Sally

<p>E3 question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks.</p> <p>E4 think critically about their art and design work.</p> <p>P1 develop a painting from a drawing.</p> <p>P2 experiment with different media and materials for painting.</p> <p>.</p>	<p>his race and the transition that was occurring and that he painted the 60 migration panels at once to tell each part of a collective journey. He also combined explanatory text below with paintings in a contemporary manor not seen much before. (see also power point of selection of images from migration series)</p> <p><u>Lesson 3</u></p> <p>Finish paintings and add text written below (again words from vocab learned could be displayed with their paintings. Explore how Lawrence's art helped develop the visual presence of black history. This spawned further arts creativity with music.</p> <p>View This is Harlem (See p point and link below - with teachers notes) https://www.smithsonianmag.com/smithsonian-institution/why-works-visionary-artist-jacob-lawrence-still-resonate-century-after-his-birth-180964706/</p> <p>Enlarge the painting for the children and each recreate a small part of it using bold paint in sketchbooks.</p>	
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To be able to organise own work and tools, making independent choices.

To develop specific vocabulary.

A1 explore the work of a range of great artists, architects and designers and understand the historical and cultural development of their art forms.

A2 evaluate and analyse creative works using the language of art, craft and design.

Lesson 4 /5

'This is New Addington'. 'Shirley' 'Croydon' (Choose one)

Use ipads to collect images of New Addington/Croydon and print out.

Each child select one image to recreate as a painting. Fit them together patchwork style and put title on it children paint as a homage to 'This is Harlem.'

(If preferred the children could select the media used depending on resources.)

Display Lawrence's painting alongside it on a display with text below (as Lawrence did) to give context.

Lesson 6

Show other artists who have painted stories of life and truth, e.g. Toulouse Lautrec dancehall, sketches, Degas informal dancers rehearsals (not the perfect stage presentation) etc which was viewed as quite scandalous at the time. Should art present truth? Discuss how now we present edited selves etc celebrity, Instagram etc. Debate art as a means of showing truth? Should things be so idealised?

Sketch some images in sketchbooks by other artists from the discussion. Write their opinion of how art is presented in a short paragraph in sketchbooks.

Disciplinary Knowledge

At the end of the unit of work consider disciplinary knowledge that has developed:

Post Q:

• 'art can never be separated from the artist'

Discuss truth in Lawrence's pictures and how this is an important documentation of history. Relate to the Windrush story in England and how this is a journey too.

<https://www.theguardian.com/artanddesign/2019/oct/12/the-homecoming-windrush-photographs-of-howard-grey> This is the article it is from.

What emotions are the men having as they arrive in England?

<https://www.bbc.co.uk/news/uk-england-44483090>



These photos lay undeveloped for 50 years !

© Howard Gray: "The people, some still on the train, didn't seem to know what to do, until they were gathered up by others. I postcard myself and it was one

Facts about Lawrence

Had tricky period in hospital, discovered art in Harlem at after school classes. Found his way etc.

Lawrence was influenced by the work of the Mexican muralists and earlier artists such as Goya, but he drew his stylistic inspiration primarily from the Harlem community in which he lived. The vivid pattern and colour—created in tempera paint as Lawrence worked on all the panels at once—reflect an aesthetic that itself had migrated from the South.