



Art

David Hockney
1937-present
Pop art/ modern art

Year 6 Unit 1

Intent:

In this unit, pupils will learn what Pop Art is and how to build towards creating their own Pop Art work. They will build on their previous Year 5 exploration of modern art and continue to explore different techniques. In lessons 1 and 2, they will look at the work of David Hockney and explore his influences in the art world. Using revisited drawing, painting and collage techniques along with Pop art influences, pupils will create their own work of art inspired by Hockney.. This will lay the foundations for future creations as they move through the school and allow pupils to view themselves as Artists.

Pupils should be taught to:

Know:

What Pop art is

Who David Hockney is.

How to use create perspective.

Be able to:

Work in the style of an artist.

Use acrylic paint with confidence.

Use layering and collage to create an effect.

Combine learnt art skills to create a final piece.

Prior learning:

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5
Explore and play with a wide range of media and materials	Drawing techniques/colour mixing/ simple collage	Revisiting Post Impressionism	Revisiting Pastel and drawing techniques.	Revisit Abstract Art from Year 1	Revisit modern art from year 5 and collage from year 3.

Key Vocabulary:

Core Knowledge

Modern Art	Artwork made between the 1860s and the 1970s. The term is usually associated with art in which the traditions of the past have been thrown aside in a spirit of experimentation.
Pop Art	A simple style using bright colours and everyday objects.

Technical Vocabulary

Acrylic Paint	Acrylic paint that's made from acrylic acid. It is a quick-drying, water-soluble paint that artists often use instead of oil paint or watercolours.
Landscape	The depiction of natural scenery.
Perspective	The art of representing three-dimensional objects on a two-dimensional surface to give the right impression of their height, width, depth, and position in relation to each other.
Horizon line	A horizon line is a type of eye-level line. Eye-level lines refer to the natural point of perspective drawing a viewer's eye into an image.

Vanishing Points

The vanishing point in paintings forms part of a linear perspective scheme. It is the point which is supposed to appear the furthest from the viewer - the position at which all receding parallel lines meet.

Misconceptions

Not true

Hockney graduated art school with no issues.

Teach this

Hockney nearly failed at school.

Wishing to be judged solely on the basis of his art, Hockney refused to complete the essay for his final exam at the Royal College of Art; instead, he spoiled his paper with a sketch of the diploma he was trying to obtain. Recognising his talent, the college changed its regulations and passed him anyway.

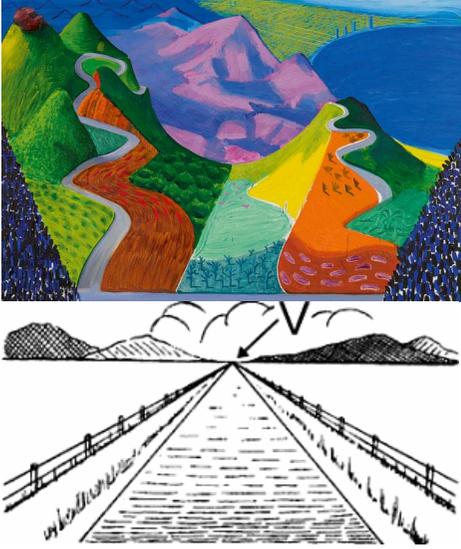
Key Works of Art

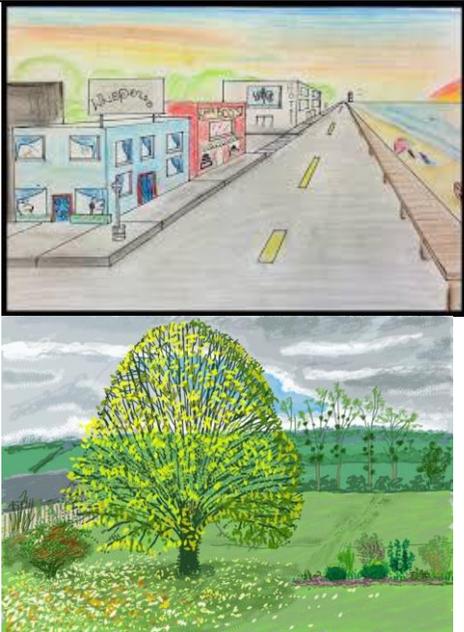


Pacific Coast Highway and Santa Monica (1990)



Garrowby Hill (1998)

Lesson number	Key enquiry question & learning objective	Suggested learning activities	Examples/Art references
1	<p>What is Pop Art?</p> <p>LO: To investigate what Pop art is and know who David Hockney is.</p>	<p>Input:</p> <p>Show pupils examples of Pop art, include some of Hockney's work but not solely his work. (This will follow on in session 2)</p> <p>Ask the children to think about what they can see in the images. How does the art make them feel? What is the artist trying to portray in their artwork?</p> <p>Task: In sketchbooks</p> <p>Print one or two Pop art pieces and have the children annotate/appraise the piece. Using questions eg: What do you think this painting shows? What do you like/dislike? What techniques do you think the artist has used? What mediums has the artist used to create this piece? How does this piece make you feel? What is the artist trying to portray in their artwork? How would you describe this to someone who hasn't seen it?</p> <p>Cumulative Questions 1 & 2</p>	
2	<p>How does Hockney use vanishing points in his art?</p> <p>LO: To explore vanishing points</p>	<p>Input:</p> <p>Explain who David Hockney is and why he is important. Explain that he was one of the biggest artists involved in the 1960's pop art movement.</p> <p>Show the children some of his landscape art – talk about the vanishing points- this adds depth and perspective to art</p> <p>Task:</p> <p>Let the children explore creating images with vanishing points in their sketchbooks using the graded pencils so they can add detail to their landscape.</p> <p>Once children have tried a few different ways for creating a vanishing point, have them evaluate their work- what went well? What would they change? What did they find difficult? etc.</p> <p>Cumulative Questions 1 -4</p>	

<p>3</p>	<p>How does Hockney use perspective in his artwork?</p> <p>LO: To explore perspective when creating a landscape.</p>	<p>Input: Revisit some of Hockney’s work and the use of a vanishing line. Then emphasis his use of perspective.</p> <p>Foreground, middle ground (horizon line) background. Explain that things in the foreground appear larger to make you feel as though they are right in front of you. Things start to get smaller the further you focus you eye- middle ground and background. This makes the art appear more 3D/realistic.</p> <p>Task: Children are going to explore using a vanishing line and perspective in their sketchbooks. Also get them to think about foreground, middle ground and background- things in the background will need to appear smaller/ further away just like the vanishing point. A tree in the foreground will not be the same size as tree in the background. Let the children choose their medium- pens, pencils, water colours, wate colour pencils etc. Let them have freedom over their art. Once children have created a vanishing point with all of the grounds, have them evaluate their work- what went well? What would they change? Etc.</p> <p>Cumulative Questions 3-6</p>	 <p>David Hockney, The Big Tree in Autumn (30 October 2020)</p>
<p>4</p>	<p>How does Hockney use colour in his work?</p> <p>LO: To experiment with acrylic paint.</p>	<p>Input: Look at some of Hockney’s most colour work- ask the children to identify how Hockney has use, primary, secondary and complimentary colours in his work. Does he use different shades of the same colours or are they vibrant? Etc. Explain how to use acrylic paint to get a vibrant painting.</p> <p>Task: The children will be using acrylic paint. (this will be new to them) please wear aprons! Have the children sketch out a landscape, using a vanishing line and remembering foreground, middle ground and background. Then they are going to fill in their sketch using acrylic paint Once complete have the children evaluate their work in sketchbooks.</p> <p>Cumulative Questions 5-8</p>	

5	<p>How does Hockney use layers in his artwork?</p> <p>LO: To create a collage, incorporating previously learning skills.</p>	<p>Input: Have a few of Hockney's art on display, get the children to identify the vanishing point (if there is one) and the layers of fore ground, middle ground and background. Emphasis the use of layering in Hockney's work- how certain elements of the art have been added first to create the background, the next layer creates the middle ground and finally the top layer in the foreground.</p> <p>Task: Children are to plan their own collage, with emphasis on layering the fore, middle and backgrounds in sketch book. They really need to think about what they will add in first etc. They may want to paint the wash of colour first then add in coloured cut outs to create the shapes, or just use paper and card for the entire thing. Evaluate collage in books.</p> <p>Cumulative Questions 7-10</p>	 <p>'Red Pots in the Garden' (2000)</p>
6	<p>Which techniques will I use to create my final Hockney inspired piece?</p> <p>LO: To plan a final piece.</p> <p>LO: To create a final piece using previous learning.</p>	<p>Input: Recap prior learning of techniques: vanishing point, perspective, colour and collage along with Hockney's work. The children need to plan and create their own masterpiece using the skills they have learnt.</p> <p>Task 1: Children to plan in their sketch books how they would like their final piece to look. Children need to think about colour, shape, pattern and which techniques they would like to use. (mixed media)</p> <p>Task 2: Children to check their final piece design, make sure they are happy with it, do they want to make any changes? Children to create final piece from their plan on art paper/card. Photo of final piece to be stuck in sketch books for children to evaluate.</p> <p>Cumulative Questions 9-12</p>	