Year 5 Artist Study

Peter Thorpe

Vocabulary

colour	Three primary colours: red, blue and yellow. Mixing 2 primary colours create a secondary colour: purple, green and orange. Tertiary colours are created by mixing a primary and secondary colour together.
shape	A shape is flat and created by a closed line. The shape may be an outline or filled in with a solid colour, shading or a pattern. They can be geometric (e.g. squares, triangles). They can also be irregular or natural (e.g. puddles, leaves)
tone	The tone refers to how light or dark something is. Areas with lots of light are called highlights. Darker areas are called shadows. There are a range of tones in between. Shading can be used to create a range of tones in drawing.
stippling	A paint technique. Using a dry brush— dabbing it onto the page.
scumbling	A paint technique. Using the brush in a circular motion.
dry brush	A paint technique. Using a dry brush to create texture.
masking	A paint technique. Using masking tape to create a hard edge.

Background

Peter Thorpe was born on 9thNovember 1957i n Oregon. He started painting and drawing from an early age and began his career as an illustrator of science-fiction books . He has now illustrated the covers of over 400 books. His love of space led him to be the Creative Director of the Space Frontier Foundation. He started creating abstract rocket paintings in the 1980's a s a way to use up any spare paint that he would have otherwise thrown away.

Progression targets that will be ongoing throughout the project, occurring in multiple lessons:

- Pupils experiment with techniques in sketchbooks to see what works and what doesn't. They label these experiments for their own learning and record keeping.

- Sketchbooks are used to practice and try out ideas & techniques.

- Use a sketchbook for pleasure, recording, ideas and expression.

- Pupils produce original, unique art in response to similar starting points with increasing autonomy over choice and decision making.

- Pupils should fairly appraise their own work and understand how to improve it, accepting criticism of other pupils. Know that the creative process often leaves us with doubt, anxiety and uncertainty.

- Make careful and considered judgements about own work and other work without comparing their own work to work of others.

Lesson Focus	Key Progression Target	Key Vocabulary
Analyse existing work by Peter Thorpe, specifically his use of colour, shape and tone. Discuss the meaning of these 3 formal elements. Expose children to a range of vocabulary in order to effectively describe them.	• Study famous works of art with a focus on formal elements (specifically colour, tone and shape)	Colour, tone, shape (variety of related vocabulary)
Experiment with a variety of techniques when using paint (e.g. dab or stamp, splatter, dry brush, scumbling, stippling,)	• Pupils experiment with techniques in sketchbooks to see what works and what doesn't . They label these experiments for their own learning and record keeping. • Sketchbooks are used to practice and try out ideas & techniques. • Takes risks when trying out materials, investigate and explore the properties of materials. • They experiment with expressive painting techniques with a focus on brush use.	Dab, splatter, dry brush, scumbling, stippling
Design a background in the style of Peter Thorpe paying close attention to shape and colour, informed by experimentation in previous lesson—label with chosen paint techniques.	• Produce original, unique art in response to similar starting points with increasing autonomy over choice and decision making. • Knows colour relationships such as complimentary colours and harmonious colours. At this stage, they should mix secondary and tertiary colours (separate lesson?)	Colour & shape vocabulary from first lesson. Dab, splatter, dry brush, scumbling, stippling
Follow design of background using chosen paint techniques to create artwork in the style of Peter Thorpe.	• Produce original, unique art in response to similar starting points with increasing autonomy over choice and decision making. • Pupil's know and care for painting equipment.	
Design a rocket, paying close attention to shape.	• Can draw with an increasingly confident awareness of the 2D and 3D geometric forms that comprise to form objects. • Sketchbooks are used to practice and try out ideas & techniques.	
Experiment with paint in order to create a variety of tones (blending, wet on dry, highlights)	• Pupils learn how to represent form with increasing sophistication, learning that darker and lighter colours can be added to create tints and shades instead of black and white. • Develops ability to control colour when painting; for blending, reducing hue and improving the translucency of colour.	Tone, blending, highlights
Evaluate rocket design and experimentation with tone. Use this to sketch rocket for final piece of artwork. Use paint to add colour and tone.	• Develop skills to paint neatly and carefully, without leaving gaps or messy edges, yet they paint in a more creative style when painting demands (i.e. contrast of painting rocket v's background). • They should learn how to control the amount of paint they need to use/ or water to preserve under drawings or finer details.	Evaluate, tone.
Stick rocket onto background, making own choices about its position. Evaluate finished artwork and that of others, using vocabulary learnt throughout the project. Express likes, dislikes and areas for improvement.	• Pupils should try to fairly appraise their own work and understand how to improve it, accepting constructive criticism from other pupils. Know that the creative process often leaves us with a lot of doubt, anxiety and uncertainty. • Make careful and considerate judgements about own & others work without comparing their own work to that of others. Uses evaluation to understand what they need to do to improve & that all artists do this.	Evaluate

Paint Techniques

Dabbing - using corner of a sponge or paper towel

adds texture or movement to a piece

can let dry and add more layers/ colours - how is that different to layering when wet?

Splatter - use toothbrush or paintbrush

Flick the bristles

Stippling - dry brush dabbing paint onto page

can use more than one colour, leave white bits

Scumbling - use brush in a circle motion

Dry brush - use a dry brush to create texture

Masking - use masking tape to create shapes

hard edge technique