

Henry Moore Bio:

Henry Moore is one of the most significant British artists of the twentieth century. He was born on 30 July 1898 in Castleford, Yorkshire, the son of a miner and the seventh of eight children. As a schoolboy **Moore** showed a talent for art but was encouraged to train as a teacher first.

<https://www.henry-moore.org/#>

Paul Nash Bio:

Paul Nash (11 May 1889 – 11 July 1946) was a British surrealist painter and war artist, as well as a photographer, writer and designer of applied art. **Nash** was among the most important landscape artists of the first half of the twentieth century. He played a key role in the development of Modernism in English art.

By the end of the topic I will be able to:

- Key artist studies: name **Henry Moore and Paul Nash as artists**.
- Discuss the themes and concepts depicted in their artwork.
- Tint and enhance a copies of Paul Nash's work with appropriate colours and tones.
- Complete half and half drawings.
- Developing my own sketches of work researching Nash and Moore's work which mimics an artist's techniques.
- Complete careful 'Take Care' sketchbook work including observational drawing
- Carry out key artist research.
- Discuss colour, line and detail in Paul Nash's paintings.
- Discuss form, style, 3D effect and structure in Henry Moore's sculptures.
- Create/produce my own World War 2 inspired landscape paintings – draw and paint my own war landscapes.
- Observe + compare their unique styles, record written comments and copy both artists' elements in sketchbooks as working documents/ live scrapbooks.
- Create drawings and sketches based on similar themes e.g. war, destruction + bleak themes. Develop own personal drawing/painting ability.
- Discuss ideas and themes in Moore's sculptures and work.
- Create 3D human forms (abstract) from mouldable materials.
- Experiment with some sculpture techniques and challenges (see below*)
- Produce Henry Moore **collages** of images depicting his women, men, sculptural theme from a wide range of his sculptures and models. Make notes and enter in sketchbook.
- Record quality 'Take Care' notes and drawings in scrapbook style with comments and small post it notes, references, links and comparisons.

- Drawing / Painting
- Sculpture / Form
- Observation
- Sketchbook work



What should I already know or be able to do? (Y5 targets)

I can already keep notes in my sketch book as to how I might develop my work further.

I can already create a range of different moods in my paintings (and drawings)

I have already learnt about artists by looking at their work in books, on the internet and in galleries.

I can already organise tone and colour to represent figures and forms in movement.

Key Y6 SJS Art Skills in this topic:

I can communicate emotions and a sense of self within my sketches. Henry Moore
Children's own work

I can explain why I have chosen specific drawing techniques. Henry Moore

I can use a wide range of painting techniques in my work. Nash

I can justify the materials I have chosen

Henry Moore

I can describe the styles and qualities in my work. All topics link / children's sketchbook commentary.

I can create work which is open to interpretation by the audience. Moore

Artist	Drawing, Painter, Sculptor
Draw	Sharp, pencil, grades, sketch, observe
Paint	Take Care, hold, brush, light, heavy, thick, thin
Observation	Look, care, observe, focus,
Sketchbook	Use, comment, draw, stick, note, jot, sketch, draw, scraps, memos, discuss, question, ideas
Sculpt	Form, make, model, sculpture, 3D, touch, sense, feel
Theme	War, Conflict, Destruction,
Texture	Smooth,



Paul Nash (War paintings)



Henry Moore (2D war artwork)

Painting techniques

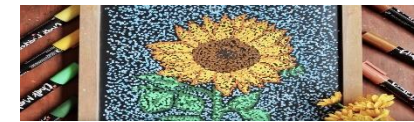
Sponging: painting using a piece of absorbent porous material, such as cellulose, plastic, or rubber.

Stippling: creating a pattern by using small dots. Such a pattern may occur in nature and these effects are often copied by artists.

Sgraffito: (Italian: "scratched"), a technique used in painting, pottery, and glass, which consists of putting down base surface, covering it with another, and then scratching the top layer of paint so that the pattern or shape that emerges is of the lower colour. Linked with graffiti.

Impasto: refers to an area of thick paint or texture, in a painting; a technique used by Van Gogh.

Blending: mixing two or more colours to soften lines. To be an artist, it's important to practice blend.



Useful links

BBC Bitesize Using painting techniques for different effects: <https://www.bbc.com/education/clips/zqstrdm>

BBC Two: Your Paintings

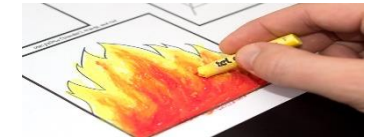
<https://www.bbc.co.uk/programmes/b01fhg2l/clips>

<https://www.tate.org.uk/kids/explore/what-is/impressionism>



How can we classify painting?

- **Post impressionism** – a term describing the changes in impressionism from about 1886.
- **Expressionism:** art in which the image of reality is distorted in order to express the artist's ideas.
- **Texture:** the feel or look of a surface. Painters often use texture to make their painting interesting.
- **Landscape:** One of the principal types of subject in Western art.
- **Perspective:** a way of showing objects on the flat surface of a picture so that they seem the correct size and distance from one another. □
- **Visual elements,** e.g. relative size, colour, texture, pattern, detail, form.



Sculpture techniques

What is sculpture? 3 Dimensional Artwork! *

Experiment with making small scale sculptures using soft wire, blue tak, plasticine, salt dough or pipe cleaners.

Make larger sculptures using newspapers, cardboard boxes and cellotape or papier mache. Explore large scale work in groups. Give opportunities to experiment with rolling, ripping, scrunching, and tearing the paper to create different 3D shapes and forms.

Take small lengths of wire, paperclips or pipe cleaners and set a timer – ask children to 'draw' with them. Could give them a prompt to start with, eg. A face, a tree, a spider, then give them time to go free form.

Take photos as evidence. Sketch the sculptures.

