

Castles – Year 1

Overview: The children will start by considering the features of a castle. The children will look at work by John Piper and Paul Klee. Each child will create two pictures of a castle, one in the style of each artist. The children will learn about clay and its properties, learning to manipulate and create texture. They will learn how to safely use and name simple tools. Following this, they will draw a simple castle independently and use their sketch to create a clay relief tile depicting a castle. Applying the knowledge and techniques they have already learned, they will imprint patterns to the clay and when dry, paint their tile using acrylic paints.

Visual Language:

artist, drawing, painting, pencil, colour, direction, shapes, lines, space/ place, page, paper, sponge, print, tools, clay, slip, texture, roll, carve, mould, cut.

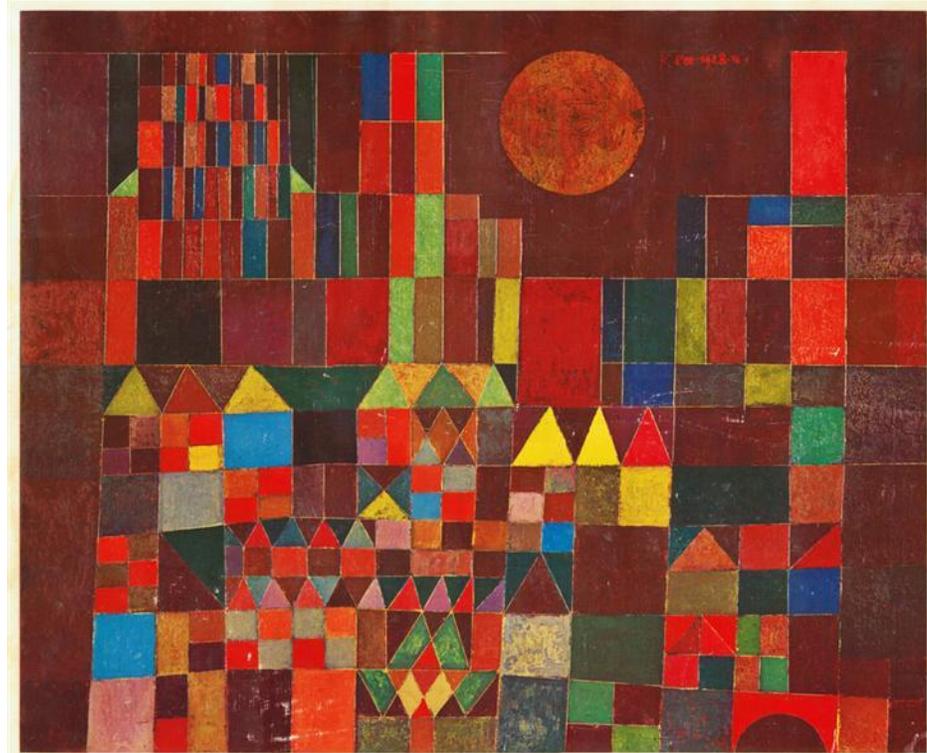
Skills evident throughout:

- *Respond to ideas and starting points, exploring and collecting visual information.*
- *Explore ideas and collect visual information*
- *Explore different methods and materials as ideas develop*



Artists' Castle Interpretations

Paul Klee (1879- 1940) was a Swiss born artist. He is famous for his abstract paintings, which use a technique called Cubism. He looks at a real image, then deconstructs it into geometric shapes. In this painting, 'Castle and Sun', the clay coloured background and bright colours help to define the skyline. The occasional blocks of yellow allow focus, breaking up the darker shades



John Piper (1903- 1992) was an English painter famous for his pictures of landscapes, churches and stately homes. He also designed stained glass windows. You can see his work in the new cathedral in Coventry.

In 1944, he was appointed by Elizabeth II to be the Official War Artist. As well as his paintings and drawings of bomb and fire damaged buildings during the war, he drew and painted pictures of many famous historic buildings as a record in case of bomb damage. These include a full record of Windsor Castle. His paintings of Windsor Castle are atmospheric: The king at the time commented 'You seem to have very bad luck with your weather, Mr Piper'.

You can find some more images of this collection here: <https://www.rct.uk/john-pipers-views-of-windsor>



Examples of Real Castles



Windsor Castle (*left*) was originally a Motte and Bailey Castle.



The White Tower (*right*) at the Tower of London is an example of a Stone Keep

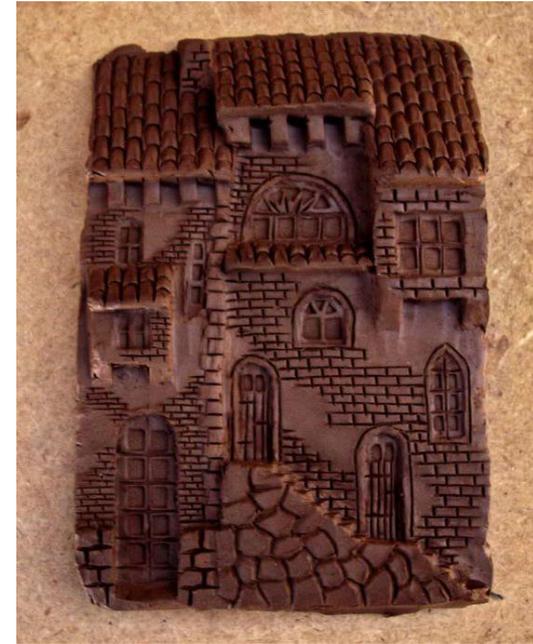
Beaumaris Castle (*right*) is an excellent example of a castle built in the Concentric Circle design

[A helpful link to lots of castle information](#)



Relief Sculpture Tiles

Relief is a sculptural technique where the sculpted elements remain attached to a solid background of the same material. This is achieved by building up elements of the design to give the impression that the sculpted material has been raised above the background plane.



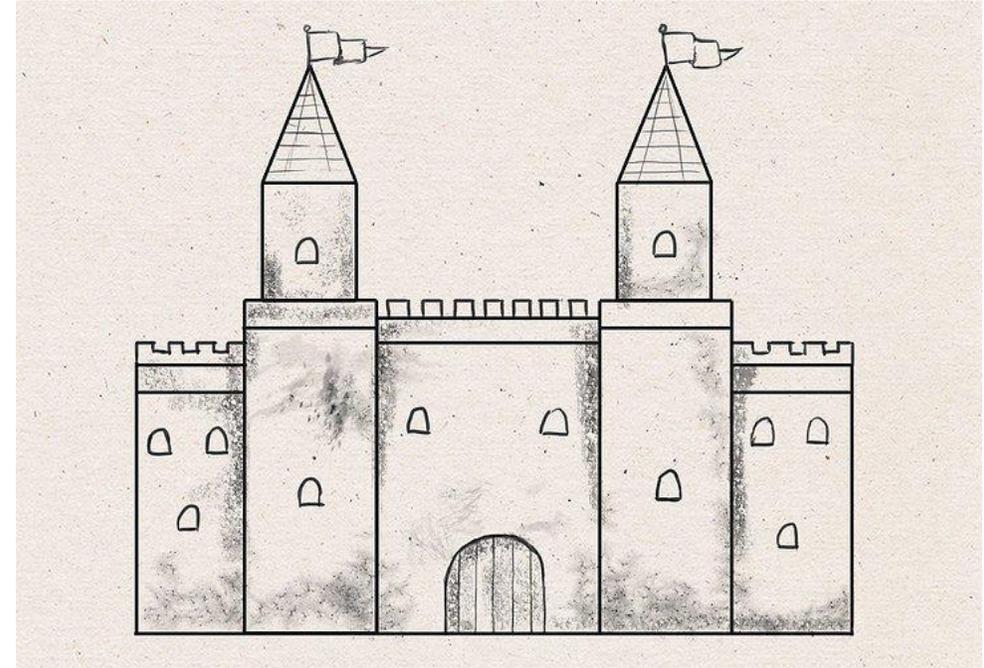
Lesson 1: Introduction to the project. Drawing a castle.

Look at examples of castles (actual and painted), and discuss the features that have been drawn. Can you name the distinctive features of the three different types of Castles? What shapes and features can you see? What differences can you see in the artists work (images provided)? Talk about shape, colour and mood. What do you like/dislike and why?

Children will be given a piece of A3 cartridge paper. Teacher will demonstrate, step by step, how to draw a castle. When the outline is complete, Children will be guided to add details of their own (Extra towers, Portcullis door, flags etc.) Children will use water resistant fine liners to draw over their pencil lines.



Arundel Castle, West Sussex



Skills:

- *Draw lines of different sizes and thickness*
- *Show pattern and texture by adding dots and lines*
- *Describe the work of notable artists, artisans and designers*
- *Use some of the ideas of artists studied to create pieces.*



Lesson 2: Complete a painting of the castle in the style of John Piper.

To complete drawings in the style of John Piper, Teacher will demonstrate how to use fine liners to add detail. (brick work, windows) Using muted tones, Teacher will guide children in use of Brusho wash to paint castle, sky and foreground. Remember to keep a clean brush.



TOP TIPS FOR BRUSHO

Brusho is a watercolour pigment that is extremely intense and should be used sparingly.

- Wet area to be coloured
- Adult sprinkle a few grains of pigment onto wet area
- Use a large brush to move/paint with pigment
- Repeat in separate areas with different pigments.

Skills:

- *Draw lines of different sizes and thicknesses*
- *Show pattern and texture by adding dots and lines*
- *Use thick and thin paint brushes*
- *Use some of the ideas of artists studied to create pieces*



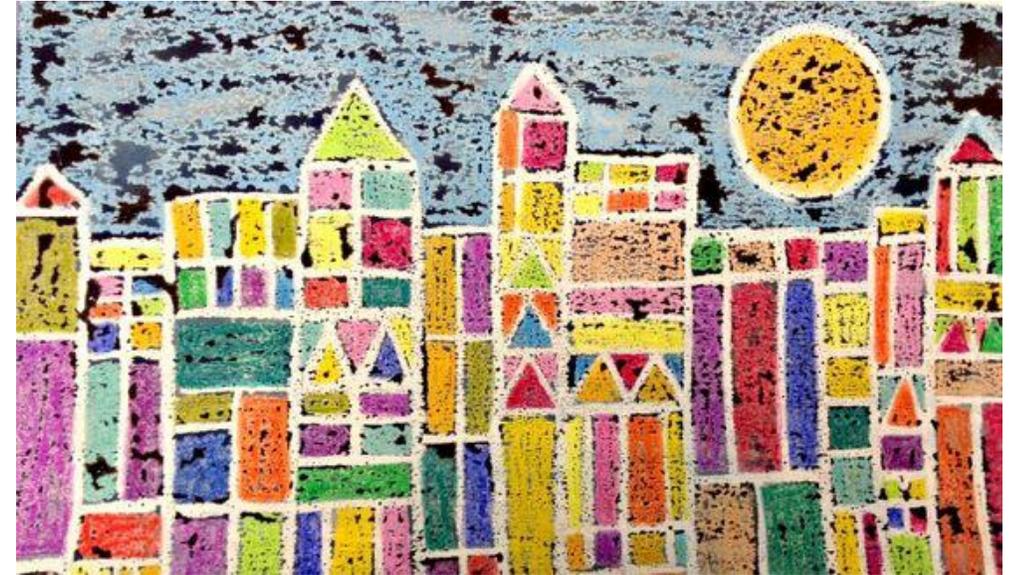
Lesson 3: A castle in the style of Paul Klee

Children will be shown Paul Klees' painting 'Castle and Sun'. They will discuss what they like and dislike about the painting. Talk about the artists use of colour and pattern. Children will be given a piece of A4 paper and a **selection of prepared templates** (squares, rectangles, triangles, arches) Using an HB pencil, Teacher will demonstrate how to lightly draw around the shapes, gradually building up a picture of a castle.

Teacher will demonstrate how to use a white oil pastel over the pencil lines, then filling shapes with a limited pallet of oil pastels. To complete, children will be shown how to paint a coloured wash across their picture, learning that oil pastel 'resists' paint wash.

Skills

- *Draw lines of different sizes and thicknesses*
- *Colour (own work) neatly following the lines*
- *Describe the work of notable artists, artisans and designers.*
- *Use some of the ideas of artists studied to create pieces*



[A helpful instruction video](#)

https://www.youtube.com/watch?v=IVfnesiV_cg



Lesson 4: Creating a Castle Relief Tile

Children will look at pictures of simple relief sculpture tiles. They will learn the definition of relief sculpture. (def: **Relief** is a sculptural technique where the sculpted elements remain attached to a solid background of the same material. Essentially the picture isn't flat, (2D) but bumpy (3D).

Children will learn the names of a few simple clay tools and be given an opportunity to experiment with creating texture and marks in a piece of clay. Children will be given a piece of square paper. (6cmx6cm) Using their knowledge of castles, they will independently draw a simple castle to make a template. They will roll out a slab of clay, (approximately 200g) and using the template on the tile, cut around their castle template. Teacher will demonstrate how to use clay tools and fix small pieces of clay with slip, (def: water added to clay surfaces) Using the clay they have cut away, Children will build up details and create texture with tools provided.

Skills

- Draw lines of different sizes and thicknesses
- Use a combination of shapes
- Include lines and texture
- Use techniques such as rolling, cutting, moulding or carving.
- Use clay as a material



Lesson 5:- Painting the Castle Tile

Talk with children about the colours and textures they can observe in the selected artists paintings. Discuss how they might apply colour to their relief tiles. The teacher will demonstrate how to paint a tile with a single colour (we used black acrylic) ensuring paint covers all the area, and sides. Leave to dry briefly. Using a small piece of sponge and fine brushes, the children will add further colour and texture by applying metallic acrylic in small amounts, highlighting features.

Skills:

- *Use thick and thin brushes.*
- *Use some of the ideas of artists studied to create pieces*



References:

<http://www.primaryhomeworkhelp.co.uk/Castles.html> A helpful primary website with lots of invaluable castle information.

http://art-paper-scissors.blogspot.com/2011/11/ceramic-slab-castles.html?utm_source=feedburner&utm_medium=feed&utm_campaign=Feed%253A+blogspot%252FPdqey+%2528Art.+Paper.+Scissors.+Glue%2521%2529 A useful step by step guide to creating a castle relief tile.

Resources:

Air dry clay - (you will need approximately 200g per child) <https://www.tts-group.co.uk/tts-air-dry-modelling-clay/1013256.html>

Metallic acrylic paint - <https://www.tts-group.co.uk/chroma-molten-metals-metallic-acrylic-paint/1012523.html>

Cartridge paper - £29.94 (170gsm A3 500pk) <https://www.tts-group.co.uk/cartridge-paper-170gsm-a3-500pk/DCHD170A3.html>

Oil crayons - £7.19 (assorted 50pk) <https://www.tts-group.co.uk/pentel-oil-pastels-assorted-50pk/AR02740.html>

Brusho - <https://www.tts-group.co.uk/brusho-ink-powders-assorted-15g-pots/1000201.html>

Clay tools - <https://www.tts-group.co.uk/plastic-clay-modelling-tools-12pk/1000417.html>

Rolling pins - <https://www.amazon.co.uk/Mini-Rolling-Pins-Pack-5/dp/B01H6P158W> 3 packs , to share between 2 children.

HB Pencils

Assorted paint brushes, large and small

Small pieces of sponge



Please feel free to contact us with any questions:

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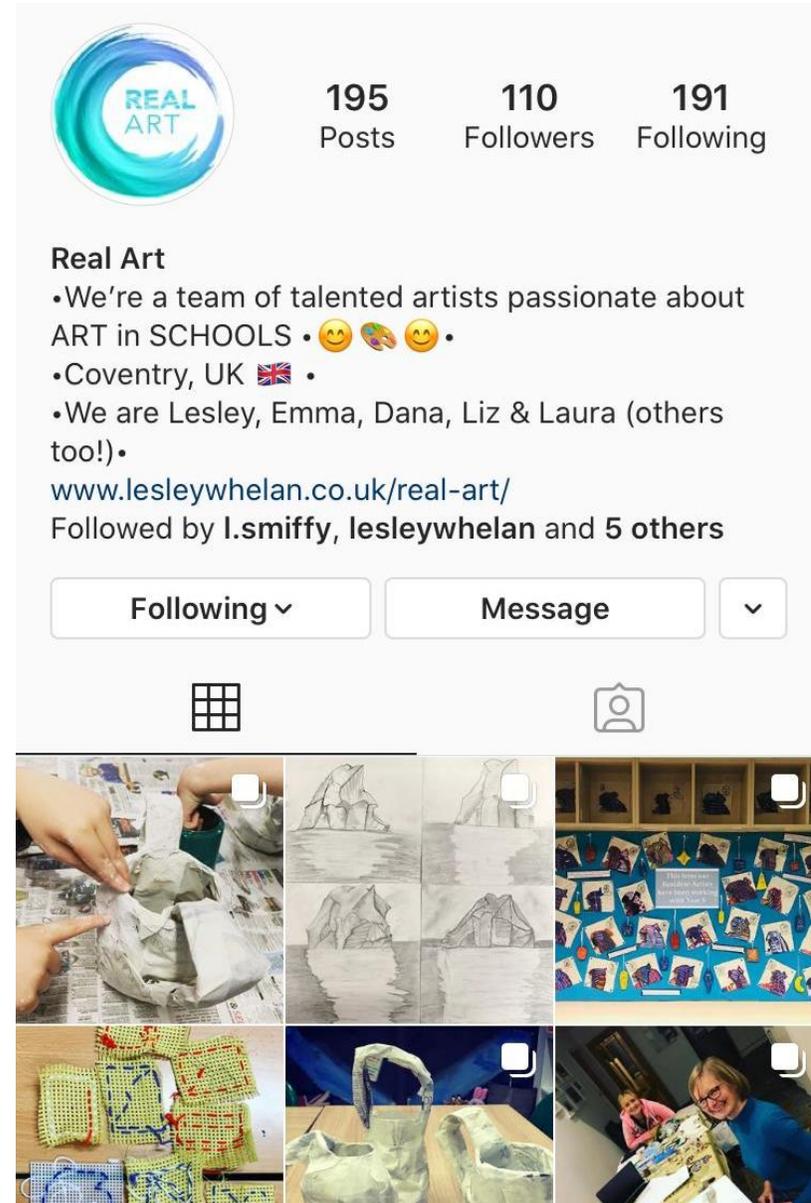
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Yr 1 - Spring		Milestone 1 by Year 2	Milestone 2 by Year 4	Milestone 3 by Year 6	More and Most able
To develop ideas		<ul style="list-style-type: none"> Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop. 	<ul style="list-style-type: none"> Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language 	<ul style="list-style-type: none"> Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language. 	<ul style="list-style-type: none"> Study the history of art, craft and design, including major movements from ancient to modernist periods. Develop ideas and increase proficiency in their execution. Develop a critical understanding of artists, architects and designers, expressing reasoned judgments that can inform work. Use a range of drawing techniques to record observations and to generate ideas.
To master techniques	Drawing	<ul style="list-style-type: none"> Draw lines of different sizes and thickness neatly following the lines. Colour (own work) texture by adding dots and lines. Show different tones by using coloured pencils 	<ul style="list-style-type: none"> Use different hardnesses of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture. 	<ul style="list-style-type: none"> Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use a choice of techniques to depict movement, perspective, shadows and reflection. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). Use lines to represent movement. 	<ul style="list-style-type: none"> Increase proficiency in drawing and in handling different materials. Analyse and evaluate work to strengthen the visual impact.

	Painting	<ul style="list-style-type: none"> • Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. • Create colour wheels. 	<ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour. 	<ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists. 	
	Collage	<ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture. 	<ul style="list-style-type: none"> • Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage. 	<ul style="list-style-type: none"> • Mix textures (rough and smooth, plain and patterned) • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques. 	<ul style="list-style-type: none"> • Use a range of media including oils, watercolours, videos and installations.
	Sculpture	<ul style="list-style-type: none"> • Use a combination of shapes. • Include lines and texture. • Use rolled up paper, straws, paper, card and clay as materials. • Use techniques such as rolling, cutting, moulding and carving. 	<ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail. 	<ul style="list-style-type: none"> • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form. 	

	Print	<ul style="list-style-type: none"> • Use repeating or overlapping shapes. • Mimic print from the environment (e.g. wallpapers). • Use objects to create prints (e.g. fruit, vegetables or sponges). • Press, roll, rub and stamp to make prints. 	<ul style="list-style-type: none"> • Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns 	<ul style="list-style-type: none"> • Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work. 	
	Textiles	<ul style="list-style-type: none"> • Use weaving to create a pattern. • Join materials using glue and/or a stitch. • Use plaiting. • Use dip dye techniques 	<ul style="list-style-type: none"> • Shape and stitch materials. • Use basic cross stitch and back stitch. • Colour fabric. • Create weavings. • Quilt, pad and gather fabric. 	<ul style="list-style-type: none"> • Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces. 	
	Digital media	<ul style="list-style-type: none"> • Use a wide range of tools to create different textures, lines, tones, colours and shapes. 	<ul style="list-style-type: none"> • Create images, video and sound recordings and explain why they were created. 	<ul style="list-style-type: none"> • Enhance digital media by editing (including sound, video, animation, still images and installations). 	
To take inspiration from the greats (classic and modern)		<ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces. 	<ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. 	<ul style="list-style-type: none"> • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles. 	<ul style="list-style-type: none"> • Apply knowledge and ideas from the great artists, architects and designers from ancient to modernist periods.

