

Creating Surreal Artworks

This unit of work has been designed with Year 5 in mind but would be easily adapted for any Key Stage 2 year group.

Introduction to the scheme of work

In this unit of work, children will use an object or painting from the surrealist art movement as a stimulus for their own artwork. It is suggested that this scheme is linked to a visit to the gallery at 2 Temple Place, London between 28th January and 23rd April 2017. There will be free literacy workshops available which will directly complement this scheme of work. However, if no visit is possible, the plans and resources will work well as a stand-alone unit.

Lesson Variations

The lesson plans for this unit are detailed.

Suggestions have been made about how to differentiate activities for children with Special Educational Needs (SEN), children with English as an Additional Language (EAL), and children who are Gifted and Talented (G&T).

Each lesson also has a resource list which makes it clear which resources have been included in this pack, and those which need to be sourced at school.

Art – Sussex Modernism – Lesson 1

LO: To develop ideas by investigating and collecting visual information.

Planned by Matilda Munro for Two Temple Place, 2016

Main Teaching	Activities - Differentiation	Plenary
<p>CCL - History</p> <p>Class teacher to give a bit of background to the surrealist art movement. The movement came from the huge changes which occurred between the world wars. These artists explored the realms of fantasy and irrationality and through this exploration, created some weird and wonderful artworks.</p> <p>Q What does surreal mean?</p> <p>Explain it means when something is very strange or unreal, or dream-like.</p> <p>Teacher to show images of the lips sofa and lobster phone (the sofa will be available to see at the 2 Temple Place exhibition).</p> <p>Other famous surrealist artworks include:</p> <ul style="list-style-type: none"> - The Persistence of Memory by Salvador Dalí - The Son of Man by Rene Magritte - The Elephant Celebes by Max Ernst <p>Q What is surreal about this artwork? Q What colours do they use? Q Do you like the artwork? Why? Why not?</p> <p>Children carry out Activity.</p> <p>Have a class discussion about their thoughts following Activity 1. Children could present their ideas to the rest of the class or to their groups.</p>	<p>Activity <i>(in collaborative groups)</i></p> <p>Each group to have a selection of images of surrealist artworks including paintings and everyday objects like the sofa and phone. Children to discuss in groups using the key questions to help them, and to make notes in their sketchbook of things they like/don't like about them and why.</p> <p>EAL / SEN: Collaborative group discussion and work, visual aids</p> <p>Assessment I can explain what surreal means. I can identify surreal elements in artworks. I can explain why I like or don't like surrealist artworks.</p>	<p>Children to present their thoughts about different surrealist artworks.</p> <p>Speaking Frame:</p> <p><i>We think this painting/object is surreal because...</i></p> <p><i>I like how the artist has because...</i></p> <p><i>I am not so keen on how the artist has because...</i></p> <p>RESOURCES (bold included in pack)</p> <p>Questions and speaking frames</p> <p>Images of surreal paintings and objects</p> <p>Sketchbooks</p> <p>Pencils</p>

Art – Sussex Modernism – Lesson 2

LO: To be able to design a surreal painting or object

Planned by Matilda Munro for Two Temple Place, 2016

Main Teaching	Activities - Differentiation	Plenary
<p>Q What examples of surreal art have you seen and liked?</p> <p>Explain that today the children will be designing their own surrealist artwork. You can decide if it will be a painting or an object.</p> <p>Give children time to discuss surreal ideas with a partner before having a class discussion, making notes on the board about surreal ideas as they are shared.</p> <p>For example - for objects - instead of a lobster phone, what could be used instead of a lobster as the receiver? Instead of a pair of lips, what else would make a good sofa?</p> <p>For paintings you can discuss putting real objects in strange situations – like Dalí’s melting clocks.</p> <p>When you are happy the children are confident in letting their imaginations run wild, explain their activity.</p>	<p>Activity Children to sketch ideas for surrealist artworks in their sketchbook. They should think about composition and the relative size/location of objects as well as the colours they intend to use if a painting, or materials if an object. Make sure you have made it clear what resources will be available to the children to use.</p> <p>EAL / SEN: Paired discussion, visual aids</p> <p>CT put pictures from previous lesson out for class to look at on tables.</p> <p>Assessment I can explain what surreal artwork is. I can use surreal elements in a design for my own artwork.</p>	<p>Children to share their designs and thoughts either in small groups or with the class</p> <p>Speaking frame: <i>My artwork shows... this is surreal because...</i></p> <hr/> <p>RESOURCES</p> <p>Images from Lesson 1</p> <p>Sketchbooks</p> <p>Pencils</p> <p>List of resources available for artwork production</p>

Art – Sussex Modernism – Lesson 3

LO: To be able to use materials effectively to create my surreal artwork

Planned by Matilda Munro for Two Temple Place, 2016

Main Teaching	Activities - Differentiation	Plenary
<p>This lesson will need to be tailored depending on if the children are doing paintings or making objects using another medium. If painting, then you can use the detail below regarding colour-mixing. If other materials, ensure you show the children how to use them effectively, and ensure they are aware of any health and safety points.</p> <p>Show a surreal painting on the board.</p> <p>Q What colours can you see this painting? Q How do we make different colours? Q What are the primary colours?</p> <p>Explain today's task to the children.</p> <p>The process will be sketching using pencil, then adding colour, then adding detail at a later date if necessary.</p> <p>Discuss with children how to mix paints, the primary and secondary colours and the concept of tones. Model mixing.</p> <p>Children will select appropriate paints and mix paints to use in their work and apply to drawings.</p> <p>Children will report back in groups about the drawings they have been working on and what surreal elements they have included.</p> <p>Note: It may take more than one session, or an extended session for children to complete their artworks.</p>	<p>Activity Children to sketch their composition onto thick paper. Cartridge paper would be ideal. Then to mix paints, and paint their pictures.</p> <p>EAL / SEN: Visual aids</p> <p>CT put visuals out for class to look at on tables.</p> <p>Assessment I know that I can mix other colours from the primary colours. I can mix different tones. I can use appropriate colours to make a surreal artwork.</p>	<p>Children to show their artworks and discuss them with the class.</p> <p>Speaking frame:</p> <p><i>We like how you have used...</i></p> <hr/> <p>RESOURCES</p> <p>Images of surrealist art</p> <p>Paints</p> <p>Paint brushes</p> <p>Pallets</p> <p>Other materials such as clay, fabrics, cardboard boxes etc. if children are making objects.</p>