

No place like home

Early Stage 1

Subject matter: places and spaces, objects

Forms: drawing, painting

Duration: 3 to 4 weeks

Image resources

- artworks of interiors by Howard Arkley, Henri Matisse, Vincent Van Gogh, Jan Vermeer

<http://members.ozemail.com.au/~jif/arkley/gallery.html>

<http://www.abcgallery.com/M/matisse/matisse.html>

http://www.artprintcollection.com/matisse_henri_1.html

<http://www.ndirect.co.uk/~nas/masters/gogh/vangh.htm>

<http://www.vangoghgallery.com/>

<http://www.abcgallery.com/V/vermeer/vermeer.html>

- still life paintings by Georges Braque, Juan Gris or Pablo Picasso (optional)

<http://www.hipernet.ufsc.br/wm/paint/auth/braque/>

<http://www.artchive.com/artchive/G/gris.html>

<http://www.artchive.com/artchive/P/picasso.html>

Enter art

- Abstract – the kitchen stove*, Eric Wilson, image no.16

Outcomes and indicators

Making

VAES1.1 Makes simple pictures and other kinds of artworks about things and experiences.

- explores simple and geometric shapes of the built environment
- recognises how qualities of colour, lines and textures can be used to depict various objects.

VAES1.2 Experiments with a range of media in selected forms.

- experiments with various media and implements to make textures and patterns in artworks
- assembles pieces of paper and fabric in a variety of ways by overlapping, repeating shapes and layering patterns.

Appreciating

VAES1.3 Recognises some of the qualities of different artworks and begins to realise that artists make artworks.

- identifies different colours, shapes and textures in artworks
- describes and responds to artworks.

VAES1.4 Communicates their ideas about pictures and other kinds of artworks.

- talks about significant features within their artworks
- identifies features in artworks that are significant to them and makes links with their own environment.

Unit overview:

Students represent exteriors and interiors of their homes using a variety of two-dimensional techniques focusing on line, colour and texture. They explore shapes of the built environment, referring to their homes and artists' works.

Learning experiences	Teaching notes
<p><u>Learning experience 1</u> Making collages about houses</p> <p>Find pictures of houses in magazines.</p> <p>Use pencils and tissue paper to trace over some regular or geometric shapes. Enlarge these drawings and transfer them to colour squares. Cut out several of each shape in different colours.</p> <p>Group work: Arrange shapes on a large sheet of paper to represent houses in a suburban street. Overlap shapes, repeat, layer and glue. To create details in the artwork, draw lines and textures over shapes with crayon or pencil.</p> <p>Appreciating: reflecting</p> <p>Look at interiors of homes represented by various artists. <i>What have these artists depicted in their artworks?</i> <i>Can you see any shapes similar to the ones that you traced and cut out?</i> <i>What items of furniture can you see that remind you of your own home?</i> Describe some of the colours, lines and textures that you can see.</p>	<p>Resources</p> <ul style="list-style-type: none"> • real estate magazines • pencils • tracing paper (e.g. greaseproof, tissue) • coloured paper squares • scissors • glue • crayons or acrylic paint and brushes <p>Line and texture are used to suggest details of windows and doors, fences, outdoor furniture, etc.</p> <p>Image resources</p> <ul style="list-style-type: none"> • artworks of <i>interiors</i> by Henri Matisse, Vincent Van Gogh, Howard Arkley, Jan Vermeer <p>Record responses.</p>

Learning experience 2

Appreciating artworks

Look at several depictions of home interiors from magazines.

Identify the spaces represented, key items that signify each space and geometric shapes that are recognisable.

Look at *Abstract – the kitchen stove* by Eric Wilson or a still life by Juan Gris, Georges Braque or Pablo Picasso.

What objects can you see in this artwork?

What types of lines or shapes have been used? (straight, curvy, squares, circles)

What textures or patterns can you see?

How do you imagine the artist created some of these textures? (techniques)

Making drawings and collage artworks about interiors

Discuss some of the furniture or objects in a lounge room.

Make a drawing of a lounge room including items of furniture.

Cut out shapes from pieces of fabric and glue into the picture using textures that can represent lounge chairs, curtains or carpets.

Appreciating: reflecting

Arrange artworks on a display board.

Describe some of the patterns or textures in the artworks.

Image resources

- pictures of interiors from magazines
- Still life paintings by George Braque, Juan Gris or Pablo Picasso (optional)

Enter art

- *Abstract – the kitchen stove*, Eric Wilson, image no.16

Explain that artists often represent the spaces that they live in.

Resources

- pieces of fabric, curtains, pieces of felt or carpet that show textures
- paper
- glue.

Write words that students use to describe the feel of surfaces on a chart beside the artworks.

Learning experience 3

Making paintings about houses

Look at houses and notice how they are made up from repeated units like planks of wood or rows of bricks.

Create a background for the house using a rubbing made with wax crayon over textures in the school playground (timber wall, floor, concrete).

Brush Edicol dye over the crayon surface.

When dry, lightly draw the outline of your house in yellow crayon on the textured surface.

To create a house surface, paint a sheet of art paper a bright colour in thick acrylic paint.

When dry, paint a contrasting or complementary colour over the top of the acrylic paint.

Use a textured tool and drag it across the wet surface to create a texture allowing the dry surface beneath to show through.

Cut the sheet into wedges and glue onto the yellow outline sketch of the house.

Draw in details such as doors and windows with oil pastels.

Appreciating: reflecting

Display the paintings in a row to simulate a street scene.

Look at the display of houses and describe the surface and character of each.

Resources

- paper
- wax crayon
- Edicol dye
- acrylic paint and bristle brushes
- scissors
- oil pastels
- serrated edged piece of cardboard.

Students could also refer to images of houses in magazines and newspapers to recall the types of shapes and repetitions that occur.

Different objects can be used to create a texture. You can buy a wood grain texture tool from an art supplier or simply use a comb or piece of cardboard with a cut serrated edge.