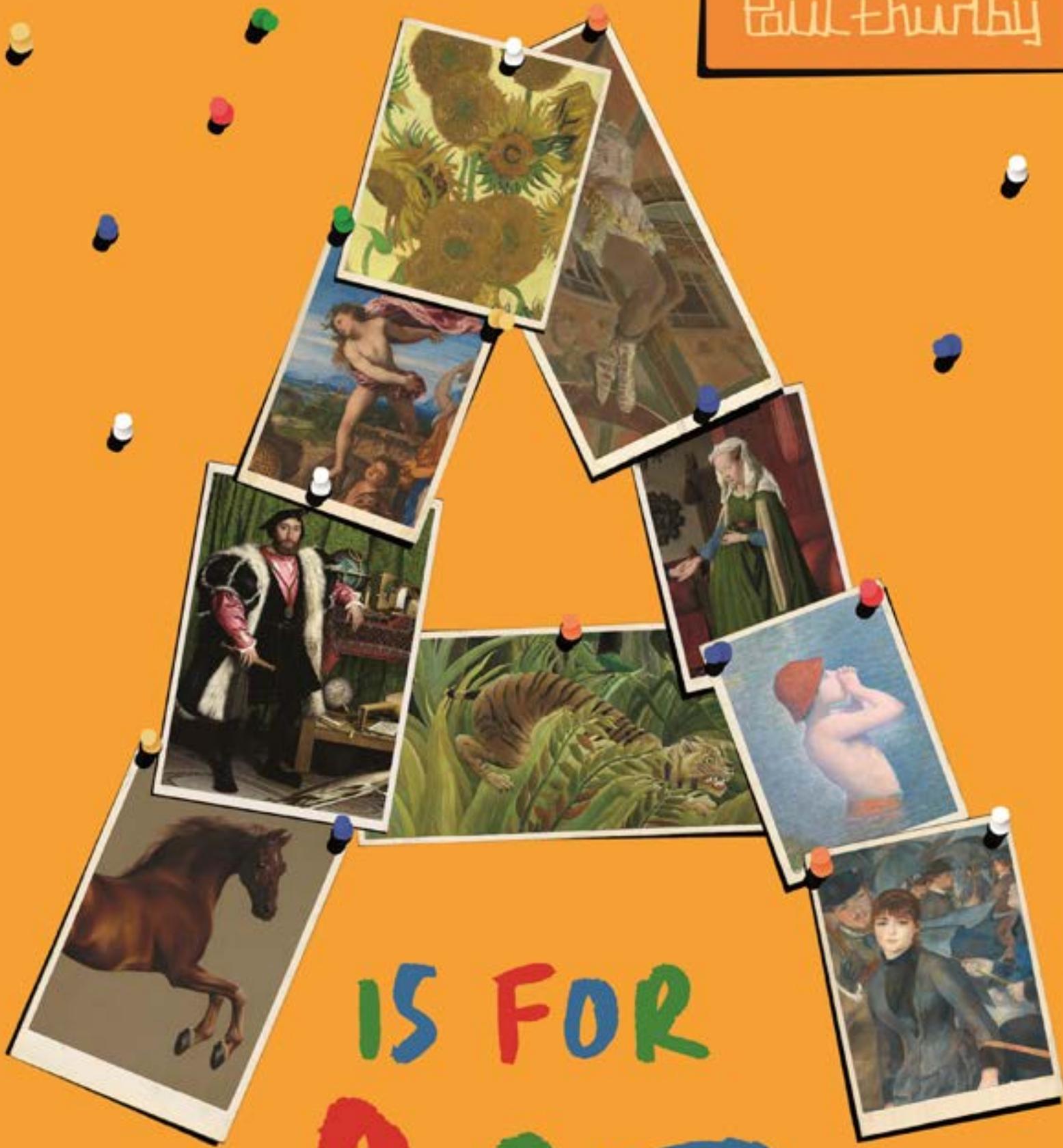


Paul Thurlby



IS FOR ART

TEACHERS' NOTES

QUESTIONS

GENERAL

When looking at a painting remember to answer the questions: Who was the artist? When was the painting completed? What is the title given to the painting? How did the artist paint the picture?

- Why is art important?
- What is your first reaction to the piece of art? Does this change the more you look at it?
- How do you think the artist was feeling when they made this piece of art? How does it make you feel? What is the mood of the painting?
- What is in the foreground?
- What can you see in the background?
- What can we learn about the past from the work of art?
- How does daily life inspire the artists?
- What could be happening just outside the edges of this work of art?
- Close your eyes and describe the artwork from memory. What is worth remembering about this picture?
- I like the way the artist...
- Does your opinion of the art change? Why?
- What do you think this painting is about? What is the meaning or message of the art?
- Which was your favourite painting? Give reasons to justify your answer.
- Ask and answer your own questions about a painting – remember to use question words such as who, what, when, where, why and how.
- Look at the 'Painted Timeline' – What has changed throughout the centuries?
- Place the other pieces of art on the timeline.

ARTIST

- What is an artist?
- What does an artist need?
- Why is the lady in the painting holding a paint palette and brushes?
- What information can you gather about the lady in the painting? Look for clues in the picture.
- What is a self-portrait?
- What would you include in a self-portrait of yourself?

BRUSHSTROKE

- How did the artist make the water appear to shimmer in the heat?
- What does Seurat's painting show? Why was this unusual for the size of painting?
- What can you see in the painting?

COLOUR

- Why are the angels dressed in sky-blue robes?
- What was even more expensive than gold?
- What is a diptych?

DEGAS

- Why does the acrobat appear at the top of the scene?
- What does Degas successfully capture?
- What was Degas fascinated by?
- What is meant by the term 'real life subject'?

VAN EYCK

- Who is the artist? How do we know? Look for a clue in the painting.
- Who are the man and woman?
- What are they doing?
- What does the mirror's reflection reveal?
- What is the object on the left hand side of the picture?

FRAME

- What's in a frame?
- What did Gossaert use a wooden edge for?
- How does Gossaert show that the young woman is wealthy?
- What was fashion like during this century? Use the clues in the portrait.

GAINSBOROUGH

- Where are Mr and Mrs Andrews? Make sure you name the county.
- What is a masterpiece?
- Why is a section of canvas on Mrs Andrews's lap unfinished?
- What else can you see in the painting? Look in the foreground and background of the picture. Make a list to share with your partner.
- Are there any clues in the painting to show who Mr and Mrs Andrews might be?

HOLBEIN

- Why does it say 'Hans Holbein, The Younger' ?
- What do the fine possessions show?
- Name the objects. What do they symbolise/show about the two men in the painting?
- What can you see at the bottom of the painting?

IMPRESSIONIST

- What did the Impressionists study?
- Where did Renoir like to paint?
- What do you like about the painting?
- What can you see in the picture?

THE JUNGLE

- What is the tiger doing? Do you think the tiger is ready to pounce on its prey or is it frightened by the storm? Give reasons for your answer.
- Where did Rousseau go to get inspiration for the leaves and grasses in this painting?
- How is the painting like the tiger?
- Why do you think the painting is called 'Surprised!'?
- How would this picture be different if it wasn't raining?
- Predict what might happen in the image before and after the scene was painted.

KNIGHT

- What does the painting show?
- How did the artist make the lances look solid and real?
- What does the painting show us about life in the past?
- What does the painting show us? Do you think it was painted during the battle or after?
- Is this a true representation of the battle?

LANDSCAPE

- What does Constable's painting highlight?
- What is the name of the river? Where is the river?
- What did Constable's father own?
- What looks the same today?
- If the painting was done today, what would be different?
- What did Constable do in the summer?

- Finish the sentence - In winter Constable ...
- What can you see in the picture? What do you think the people are doing? Where have they been/where are they going?
- Why is the painting called 'The Hay Wain'? What is a hay wain?
- What was Constable's first name?
- Why has this section been called 'landscape'?

MONET

- Who did Monet work alongside in the summer of 1869?
- Where did they paint?
- What does La Grenouillère mean?
- What is the painting called? Why?
- This painting is seen as the start of which painting movement? How is Monet similar to Renoir?
- Where would you like to be in the painting? Explain why.

NATURE

- 'Van Gogh's swirling wheatfield reveals what he was feeling inside as well as what he could see with his eyes.' Discuss.
- What is the painting called? What would you call it?
- Can you name any other paintings by Van Gogh?
- How many paintings did Van Gogh complete of this scene?
- Why do you think he did this?

OIL PAINT

- Who was a master at using oil paint?
- What was Leonardo da Vinci good at?
- Leonardo was not just an artist. What other jobs did he do?

PORTRAIT

- What do great portraits show?
- How old was Rembrandt when he painted this self portrait?
- What does the portrait show about his character? Give reasons to support your answer.
- Why paint a self portrait?

QUEEN OF SHEBA

- Can you spot the Queen of Sheba in the painting?
- What story was Claude re-telling through his painting?

- At what time of day is the painting set? How do we know?
- What are the people doing at sunrise? How would the scene be different at sunset?
- What else can you see in the painting?
- Where do you think the painting is set?
- In which century was the picture painted?

RENAISSANCE

- What was the Renaissance?
- What did Renaissance painters do?
- What does Titian's painting show?
- What is happening in the painting?
- Why does Titian show a circle of twinkling lights in the sky?

STUBBS

- Why is it called Whistlejacket?
- What was Stubbs an expert at?
- Why does Stubbs use a neutral background?
- What do you like about the painting?
- How does Stubbs show the horse is nervous? What might have happened to make the horse feel this way?

TURNER

- Why was Turner's seascape not true to life?
- What mood does the red and gold sunset provide?
- What is the name of the ship?
- Why does Turner name the painting The Fighting Temeraire?

UMBRELLAS

- When did Renoir start painting The Umbrellas?
- When did he finish painting The Umbrellas?
- Why did it take so long to complete?
- How is the lady carrying the basket different to the figures on the right hand side?
- What might have caught the attention of the little girl on the right of the painting? Illustrate.
- Name another painting by Renoir which is shown in this book. Compare and contrast the two paintings.
- How do you think the lady with the basket is feeling?
- What clues can you find to show the painting is from the past?

VEGETABLES

- What does the painting show? Name all the fruit and vegetables you can see.
- What has faded over the centuries?
- What is effective about the way Paul Thurlby has represented the word 'vegetables'?
- What else can you see in the painting? What was life like in 1569? Make reference to the painting to support your answer. How is the scene different to today?
- Predict what might happen in the image before and after the scene was painted.

WATER-LILIES

- Where did Monet paint 'The Water-Lily Pond'?
- What did Monet try to capture in his numerous paintings of The Water-Lily Pond?
- Where was Monet's house?
- What did he design?
- Name another painting shown in this book by Monet. Compare and contrast his paintings.
- Why did Monet like to take his easel outside to paint?

X-RAY

- What secret did an X-ray reveal about Goya's portrait?
- What colour do hidden layers of paint show up as on an X-ray image?
- Why do you think Goya changed his mind about the subject of his portrait?
- What can we learn about the lady from Spain from the painting?

YELLOW

- What does the colour yellow mean in paintings?
- Who did Van Gogh give his sunflower paintings to? How many did he give him?
- What was Van Gogh an expert at?
- Match different colours to a given mood/feeling.
- Why is the name 'Vincent' written on the vase?
- How is this painting similar/different to A Wheatfield, with Cypresses 1889'?
- If you were to paint a picture of a flower, what would it be?

ZOOM

- Why does Canaletto's painting deserve to be studied close up?
- What is a reveller?
- What can you find in the different scenes of the painting?
- The painting is called A Regatta on the Grand Canal. What is a regatta? Where do you think Canaletto painted his picture?
- Do you think Canaletto took his easel outside to capture the scene? Discuss.

BEYOND THE BOOK:

Using the art to inspire the curriculum

GENERAL

English/Art and Design

- Create an art gallery in the classroom of art produced by the pupils.
- Make a glossary of the art terms: shape, line, colour, space, texture, tone, form, space, balance, proportion, perspective, focal point etc. Which of the above did the artist use? What effect did this have? How do these add to the mood and atmosphere of the artwork?
- Make a glossary of unfamiliar words used by the author. Here are some examples you might consider:

majestic
vessel
laden
elegant
expert
Venetian
revelers
gondola
regatta
sketches

specimens
botanical
lance
armour unique
reveals
civilization
constellation
neutral
voyage

inscription
illusion
reflection
encrusted
possessions
contrasting
mosaic
stalking
figment
evokes

palette
radiates
experimented
hazy
dabs
vibrant
precariously
acrobat
commisions
culture

- Think of a selection of adjectives to describe the painting.
- Research information about a chosen artist and write a short biography.
- Create your own annotated art portfolio inspired by the paintings in the book. Explore portraits, landscapes, still life etc.
- Paul Thurlby has carefully chosen how to represent the word of each section e.g. the word 'frame' is made up of picture frames. Create own calligram poem – the design and/or layout of the letters creates a visual representation of the meaning of the word.
- Create your own two page illustration in the style of Paul Thurlby for an aspect of art or a particular artist.
- Imagine you are a curator of an art gallery. Which paintings would you choose? How would you group them for display? Draw a floor plan of your exhibition. Write an informative guide about your chosen paintings for visitors to your art exhibition.

ARTIST/PORTRAIT

Art and Design

- Study the features of a face – eyes, ears, nose, mouth, eyebrows etc. Sketch the different facial features thinking about line and shape.
- Sketch own self portrait ensuring the facial features are in the correct position and are in proportion.
- Experiment using the technique of hatching, cross-hatching and stippling to create tone.
- Mix paint to create different shades, tones and tints to add colour, tone and texture to a portrait.

BRUSHSTROKE

Art and Design

- Experiment with a range of different brushes. What effect can you create?
- Experiment with a range of brushstrokes to create different effects.
- Explore different media and techniques to create the effect of water.
- Seurat and Pointillism: Pupils to create their own landscape using the art technique of Pointillism (use of dots to create an image). How can you create tone using Pointillism? Pupils could also look at the technique of using dots in aboriginal art.

English

- Pretend you are in the painting. What can you see, smell, hear and feel? Write a description of the scene using descriptive language (adjectives, alliteration, adverbs, verbs, prepositions, onomatopoeia, metaphors, similes).
- Add thought bubbles to the painting to show what the people might be thinking.

COLOUR

Art and Design

- Mix primary colours to make secondary colours (yellow and blue = green; blue and red = purple; red and yellow = orange)
- What happens when all the primary colours are mixed together?
- What happens to a primary colour when white is added gradually? (tint)
- What happens when black is gradually added to a primary colour? (shading)
- Use the tints and shades created from the primary colour blue to create the effect of the sea.
- Create tertiary colours (a colour produced by an equal mixture of a primary colour with its adjacent secondary colour).
- Sort colours into warm and cool. Create a warm colour palette and a cool colour palette.
- What is a complementary colour?
- Look at the different paintings in the book and discuss the colours used by the different artists. Why have they chosen a particular colour? What effect does this have?
- Explore the colours used in aboriginal art.

English

- Pick out a colour from their palette and write a colour phrase using adjectives and/or similes. Write ideas on Post-it notes and make a class word bank for future use.

DEGAS

Art and Design

- Degas liked to paint real life subjects. What would you like to paint? Create a sketchbook of drawings.

English

- Describe the feelings of the acrobat – make a word bank of emotion words.

VAN EYCK

Art and Design

- Visualisation – draw a picture of what the room would look like today.

Science

- Light and dark: The mirror's reflection shows two figures standing in the doorway. Explain how we can see a reflection in a mirror.

FRAME

Art and Design

- Design and make your own picture frame. This could be inspired by one of the artists featured in the book.

English

- Describe the young lady in the portrait (use adjectives, similes, alliteration etc)

GAINSBOROUGH

Art and Design

- Draw a picture from the perspective of the people in the painting. What can they see?
- Choose a place to take a photograph of the landscape at different times of the day and in different seasons. What is similar/different?
- Paul Thurlby illustrates the pages with leaves – collect fallen leaves and sort them by colour or arrange them on the ground in a pattern such as spirals and swirls. Take a photo of the finished piece of art.

English

- Write thought bubbles for Mr and Mrs Andrews. What are they thinking?
- Write a description of the setting. Use the senses to create the atmosphere of the English countryside (adjectives, alliteration, adverbs, verbs, prepositions, onomatopoeia, metaphors, similes).

Geography

- Locate Suffolk on a map. What is the county like? Use the painting and other sources to support your findings.

HOLBEIN

Geography

- On the shelf are some globes – pupils to use a globe or atlas to name and locate the world's continents, oceans, equator and the North and South Poles.

Science

- Space: The two men are also shown standing by some instruments for studying the stars – study and explore the different constellations.

IMPRESSIONIST

Art and Design

- Don't show the pupils the painting at the start of the lesson. All pupils to be given a blank piece of A3 paper. Teacher to describe the painting to the pupils who then draw what has been described. Add colour using different techniques described by the teacher. Compare and contrast pupil versions with the original.

English

- Imagine you have just arrived at the scene in the painting. Describe the setting, including what you can see, smell, hear and touch. Use descriptive language (adjectives, alliteration, adverbs, verbs, prepositions, onomatopoeia, metaphors, similes).

Science

- Light and Dark:- 'The Impressionist artists looked carefully at light.'
- Study how the light reflects from surfaces and how shadows are formed and change shape and size depending on the time of day. Pupils could explore how artists create light and shadow in their pictures.

THE JUNGLE

Art and Design/Design and Technology

- Sketch and add colour, texture and tone to own jungle scene in the style of Rousseau. Experiment with different brushstrokes and amount/type of paint to create the desired effect.
- Sketch various animals which live in the rainforest. Add colour, tone and texture through the use of pastels.
- Create a diorama out of a shoe box to show the rainforest habitat.

English

- Collect words and phrases to describe the storm. Use these to create a poem about the storm.
- Create a riddle for a rainforest animal.
- Think about verbs and adverbs to describe the movement of the tiger. Repeat for different rainforest animals.

Geography/Science

- Find out information about the rainforests and present findings on a fact card.
- Research and present findings about different rainforest animals e.g. lifespan, diet, distinguishing features, weight, height, how they have adapted to their surroundings.
- Design your own jungle animal. What features does it have to help it survive in the hot, humid environment?
- Locate the rainforests on a map of the world.

Music

- Create the sound of the jungle, the storm and the movement of the tiger through the use of tuned and untuned instruments.

PSHE

- Discuss the importance of looking after the rainforests for future generations.

KNIGHT

Art and Design

- Design your own coat of arms.
- Design and make a shield for a knight

English/History

- Research and find out what life was like for a knight in the Middle Ages. Present findings as an information page.
- Write a set of rules for jousting for a new knight to follow.

LANDSCAPE

English/Geography/History

- Journey of the River Stour - research information about the journey of a river. Make an information book for younger readers including diagrams.
- Explore how rivers have helped society throughout the ages.
- Collect words and phrases to describe a river. Use these to create a shape poem about rivers.

Science

- Living things and their habitats: Research and present findings about different river animals e.g. lifespan, diet, distinguishing features, weight, height, how they have adapted to their surroundings.

PSHE

- Discuss the negative effect pollution has on our rivers. How can we look after our environment for future generations?

MONET

Art and Design

- What is beyond the frame? Extend the painting beyond the frame in the style of Monet.

Science

- Forces: Explore materials which will sink or float. Design and make a boat and test whether it will float.

NATURE

Art and Design

- Pupils to work in groups of six. Divide the painting by Van Gogh into six equal pieces and give one to each individual so they have a different section of the painting. Each individual can then re-create their section in the style of Van Gogh using a range of media. Place all six pieces together to make one complete final masterpiece.
- Colour mix to make different shades of green. Name the colours created.
- Sketch trees and flowers which can be found in the local environment. How does the scene change depending on the weather/seasons?

English

- Step into the picture. Use the painting as a setting to a story. Imagine you have just stepped into the painting; write a description of the scene making sure the atmosphere and mood of the painting is re-created through exploring the senses and figurative language.

OIL PAINT

Art and Design

- Explore and investigate creating different techniques using oil paints.

English

- Write a job description for a painter, sculptor, architect, scientist, designer, engineer and thinker.

QUEEN OF SHEBA

Art and Design

- Focus on one part of the painting – sketch what you can see.

English

- This painting shows the beginning of the ancient story of the Queen's journey to visit King Solomon. In no more than 200 words summarise what is happening in this part of the story.
- Predict what might happen in the rest of the story. Create a storyboard to show your ideas.

RENAISSANCE

Art and Design

- Titian shows the ancient Greek myth of Bacchus falling in love with Ariadne. Explore other Greek myths and create your own picture to show the main part of the story.

English/History

- Explore a selection of Greek myths and re-write in your own words.
- Create your own myth in the style of the Greek stories. Before writing, plan your ideas using a story map or mountain.
- Find and read other stories which explain how the star constellations were formed.

STUBBS

Art and Design

- Create your own sketches of a horse. Add tone, colour, texture etc by experimenting with different artist techniques.

English

- Write a story where the main character is a horse.

TURNER

Art and Design

- Create own painting of the sun setting over the sea. Think about the mood you would like to create.

Music

- If the painting had sound effects, what would they be? Create the sounds through the use of tuned and untuned instruments.

English

- Collect words and phrases to describe the sea on a calm day and during a storm. Use this collection of ideas to write a description of a voyage at sea. Use descriptive language (adjectives, alliteration, adverbs, verbs, prepositions, onomatopoeia, metaphors, similes).

History

- Research and find out about the 'Battle of Trafalgar'. Write a newspaper report about the key events of the battle. Consider the different viewpoints.

UMBRELLAS

English

- Explore the feelings of the people shown in the painting. Explore synonyms for happy and sad. Create a poem about emotions.
- Collect and explore words and phrases to describe the rain. Use the collection of words to create a shape poem about the rain.
- Devise a conversation between two of the people in the painting.

History

- Research toys and games from history especially the Victorian times. Which would you choose to play and why?
- Imagine the girl in the picture has travelled to the future. Choose a game from our time and write a set of instructions for the young girl in the painting to follow.
- Design and make your own game and write an advert to persuade the public to buy your creation.

Geography

- The people in the painting are in a busy street in Paris. Use the internet and other resources to locate Paris and to explore the different iconic landmarks of the city. Write a tourist brochure about the city.

Science/Computing

- Use of Everyday Materials: Investigate materials which absorb water and those which are waterproof to answer the question – which material makes the best umbrella?
- Monitor the weather patterns over a set period of time and represent results on a graph. Interpret the results.
- How does the weather influence the lives of people?

VEGETABLES

Science

- Animals, including humans: Research different food groups and what is meant by a healthy diet. Design a meal based on the information gathered.

Maths

- Imagine you own your own fruit and vegetable stall at a market. How much would each item cost? What coins or notes would be used to pay a given total? How many different ways can you find to make the same total? How much change would you give?

WATER-LILIES

Art and Design

- Focus on the water and lilies. Re-create an element of the painting through the use of watercolours or oil pastels. Experiment with different techniques to create different effects.

English

- Pretend you are in the painting. What can you see, smell, hear and feel? Write a description of the scene using descriptive language (adjectives, alliteration, adverbs, verbs, prepositions, onomatopoeia, metaphors, similes).

Maths

- Look at effective garden designs over the centuries and create own plan using symbols and a key. Can you make your garden symmetrical?

X-RAY

Science

- Animals, including humans: What are the other uses of an X-ray? Explore the use of the skeleton for support, protection and movement.

YELLOW

Art and Design/Computing

- Create own picture of a vase of flowers. Create a background wash using watercolours, sketch flowers lightly with a pencil and add colour using oil pastels. Take a photograph of the finished product and use image to create a card or change and manipulate the colours on the screen.
- Study Van Gogh's painting of the chair. Discuss his use of different tones of yellow. Colour mix to create different tones and tints of yellow. Create own picture using only three or four shades of yellow.

ZOOM

English/Geography

- Silent Consensus: Individually, look at the picture and write down four or more observations about it. Share ideas with a partner. What was similar/different about your initial observations? Look at the picture again and work together to discuss other scenes portrayed by the artist.
- Find five facts about Venice. Show findings including illustrations on a fact card.
- Locate Venice on a map of Europe and compare to a city in the United Kingdom/Australia/Europe.

