

## Project Autumn - Summer

### Fauvism / Expressionism (Landscapes, Still Life and Figures)

NB students have X3 double lessons a week so they are required to work at a timely pace in order to keep up with the expectations of the course and to develop their skills and understanding of key artists and their styles.

Rationale – for students to learn how to use oil paint, mix paint correctly and learn various techniques ranging from underpainting, painting with colour and expressing imagery through gesture.

Artists to be looked and explored will be:

Andre Derain - painter – Fauvism – landscape focus

<http://www.tate.org.uk/art/artworks/derain-the-pool-of-london-n06030>

[https://en.wikipedia.org/wiki/Andr%C3%A9\\_Derain](https://en.wikipedia.org/wiki/Andr%C3%A9_Derain)



The Pool of London, 1906

Oil on canvas.

Henri Matisse – painter - Fauvism / Impressionism / sculptor - still life focus

<http://www.tate.org.uk/art/artists/henri-matisse-1593>

[https://en.wikipedia.org/wiki/Henri\\_Matisse](https://en.wikipedia.org/wiki/Henri_Matisse)

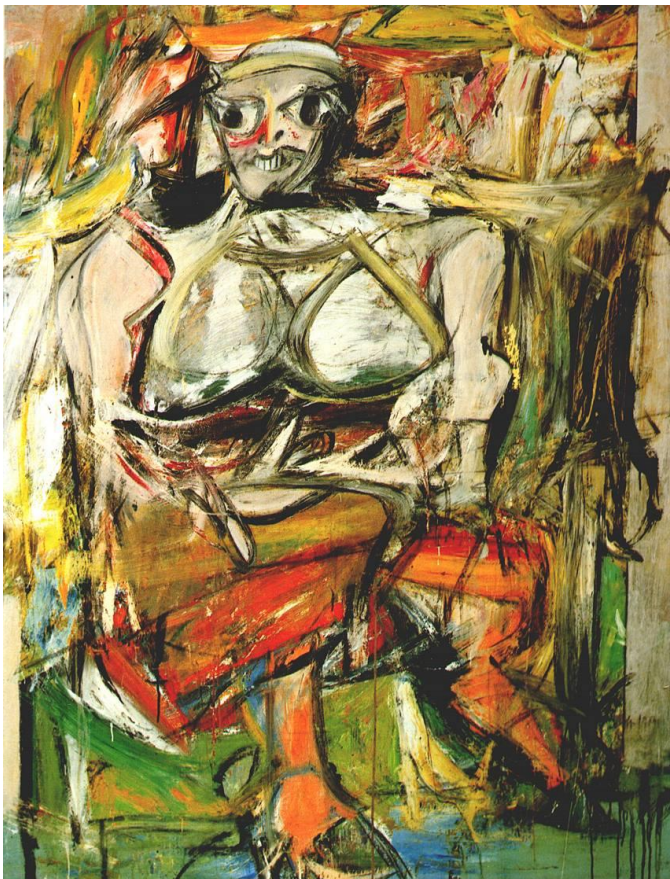


Still Life with Compote, Apples and Oranges, 1899. Oil on canvas

Willem De Kooning – painter - Abstract Expressionism – portrait focus

<http://www.tate.org.uk/art/artists/willem-de-kooning-1433>

[https://en.wikipedia.org/wiki/Willem\\_de\\_Kooning](https://en.wikipedia.org/wiki/Willem_de_Kooning)



Woman I, 1950-2. Oil enamel and charcoal on canvas.

Each week students will study the artist/s and create their own response in a view to choosing their favourite at the end of the term as a final response.

Week	Lesson Aims	Homework	I.S / Studio
1 & 2	<p>Introduce the history of Fauvism, key artists, what preceded this art movement and key artists involved.</p> <p>Students will be shown an array of expressionist artists, discuss what they see, describe the paintings, common themes, colours etc.</p> <p><b>Lesson 1 &amp; 2</b></p> <p>Show example sketch books of previous students, mark sheet and mark scheme. Also show teacher sketch book as an example of how to approach documenting A01 research on art movements and artists.</p> <p>Discuss annotation and the importance of being visually literate whilst reflecting on outcomes noting both success and failures but how to improve in the future.</p> <p><b>Lesson 3 &amp; 4</b></p> <p>Introduce the materials for oil painting, how to prepare the paper (stretch) / boards / canvas, how to thin paint (white spirit), make it more glossy (linseed oil) and the purpose of underpainting (if necessary).</p> <p>Students will choose another image to replicate in the style Derain using a similar colour palette. A demonstration will be given again to show how to mix and apply the paint.</p> <p>Students will complete their own composition of their own choice (from a selection of scenes from the Thames of London / canal / London Docks) using oil paint and complete with a critique comparing and contrasting their outcomes.</p> <p><b>Lesson 5 &amp; 6</b></p> <p>Continue any unfinished painting/s. Aim to have two. Photograph paintings and glue in with evaluations. Group crit and discuss the successes and ways to</p>	<p>Complete research on two different Fauvist artists, x2 pages to be completed with small artist studies of their work.</p> <p>Take own photographs of various Still life's from home e.g. dining table, bedroom desk and bring in to college ready for painting. (show example of famous Vanitas paintings to help them conceptually – Harmen Steenwyck)</p>	<p>Students need to complete any work not finished during class time and show the teacher so it can be marked. The expectation is that this is done at the end of every week.</p>

	improve – focus on constructive criticism.		
3 & 4	<p><b>Lesson 7 &amp; 8</b></p> <p>Recap on the art movement, key features. Quick critique on work completed last week.</p> <p>Intro next artist Henri Matisse, his works most noted during this movement, quick critique and artist study completed. The teacher will demonstrate the importance of layers, mixing paint and the technique of application.</p> <p>Students to complete their own response to their own composed still life of objects from the collection in the art room and or photographic images, some will be provided too.</p> <p>Show sketchbook</p>	<p>X2 pages to be completed on Derain and Matisse, research his style, inspirations, compare and contrast his different styles focussing on his expressionism stage / technique. Small artist studies to be completed.</p> <p>Show own sketch book and previous student sketch books to showcase expectations of work required and level.</p> <p>Take a set of selfi's and bring in / on USB to paint from</p>	Sketchbook documentation of photographs, small painterly studies of his work.
5&6	Introduction of Willem De Kooning – Expressionist artist. Discussion and critique on key works. Photograph each other's portraits and print favourite two ready for painting. Focus here is on expressive brush strokes and exaggerated form. Students are required to do at least two paintings for critical comparison.	X2 pages to be completed on De Kooning, research his style, inspirations, compare and contrast his different styles focussing on his expressionism stage / technique. Small artist studies to be completed.	Sketchbook documentation of photographs, small painterly studies of his work.
7&8	The final weeks are for any unfinished works to be completed. Critically evaluate all works and if there is time to complete a final larger painting based on favourite artist and their style/colour palette. NB new imagery required for final piece. Evaluation.	Complete any unfinished work that is outstanding and to make sure each artist page is completed thoroughly and with intention.	Sketchbook focus and completion.

## Project 2 – Autumn Half term 2- Identity

This project is an extended project where the students are introduced to the starting point of identity. A small introduction of key artists is showcased via power point / Jpegs (from the curriculum folder) where style, composition and colour palette are discussed along with comparing and contrasting them. Artists such as Alberto Giacometti, Jenny Saville, Francis Bacon, Egon Schiele, Paula Rego etc.

They will then be asked to research and select three artists whose style they favour. Using photography, they will take their own portraits ready to compose their own painting. Each artist will have their own painterly response, inspired by experimentation leading up to the final outcome.

Their sketch book will be a key component in both research and exploration of both their favourite artists style but then developing and focussing their own artistic style underpinned by their own interpretation of the theme – *Identity*. Sketch book to follow similar model to the one above.

A final outcome/s will be expected ready for exhibition.

### Project 3 – Spring 2 – Women of Colour

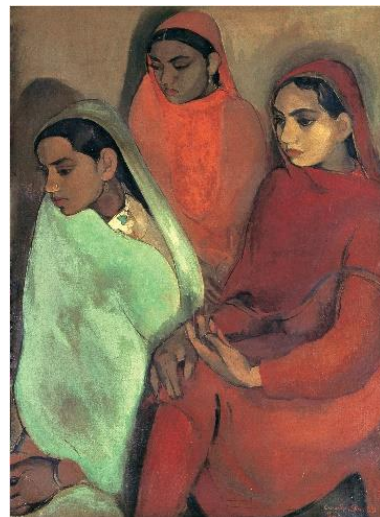
Students will be introduced to a variety of women of colour to showcase diversity amongst the male dominated art world. The Objective is for the students to research their favoured female artist and create art work that they align themselves with both politically and aesthetically; experimenting primarily with mixed media to develop their own sense of skills and style. The question posed to the students, who are mainly of Bangladeshi culture, is how can they align themselves with another artist who is from a different ethnic background conceptually?

Artists selected are:

Lynette Yiadom Boyake



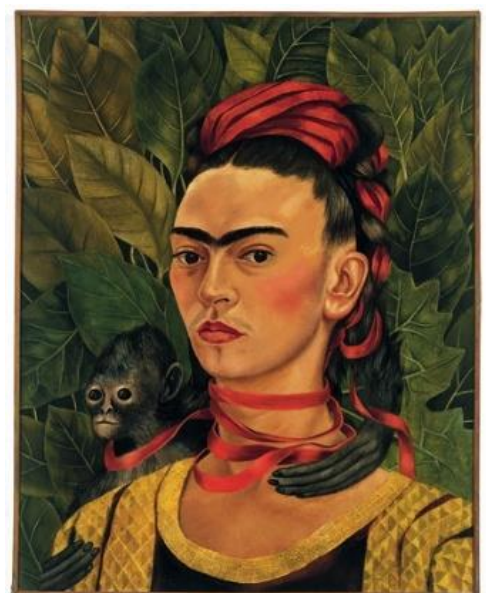
Amrita Sher-Gil



Tschabalala Self



Frida khalo





Project 4 – Summer 2 – Students select own starting point / theme of their choice.

Students choosing their own theme is to enable them to become more independent and develop their own line of enquiry. The hope is to give them freedom where the teacher facilitates their artistic practice and development of skills with the hope of embedding structures learnt from previous projects. The rationale is to encourage independence ready for year 13 and a future at university studying the creative arts.