Pupil Voice – Talk like an Artist – Feb 2024

Year Group: 6

**Task 1 – Talk about works of art.**

**Works of art used:**

1. **Tiger – Franz Marc 1912**
2. **Horse – George Stubbs 1762**
3. **Lion and Three Wolves – Paul de Vos 1638-40**
4. **Dog – Rosa Bonheur 1885**
5. **Stone Age cave painting 2500 BCE or earlier**
6. **Scultpure of Bastet – Ancient Egyptian 600 BCE**
7. **Ernest Walbourn – 1890s**
8. **Megan Coyle – 2020**
9. **The Physical Impossibility of Death in the Mind of Someone Living - Damien Hurst 1991**

**(Pupils asked to sort works of art on the theme of animals according to how old they are.)**

Straight away BW put the stone age image first, recognising the historical evidence. They were quite accurate in terms of time periods, Victorian images together, modern images together. They initially put the statue of Bastet later in the list but moved it when they remembered this was a symbol from Ancient Egypt (making historical connection.) R felt that 9 was newest because it uses a real animal. ‘How does he get it to float like that?’

**(Pupils asked to talk about the culture, time, artist’s inspiration, media, skills used in any of the images)**

R said 1 and 8 are stained glass. He said that 6 represents an Egyptian god. 8 looks quite pixelated like in a game.

B said 1 looks like cubism. She has used her learning from year 3 and 4 and made a connection. 8 is collage (correct) there are layers of bright colour. It looks realistic, like a real dog, but not realistic because it’s pieces of something.

They both found it difficult to try to reason why an artist would use a shark the way Damien Hurst has. R said maybe it shows why you shouldn’t be scared of sharks. I explained that this artist had used other animals in a similar way such as sheep and cows. B said maybe it was so you can study the detail, as you never really see them close up.

They both felt that 3 was fictional, that the artist couldn’t have ‘seen’ this and painted it. It looks like water colour. The colour is dark and subtle, there is a lot of finer detail. There is contrast between the foreground and the background.

In 4 the dog really stands out, there is contrast. It has a shiny nose and a collar with a bell. There is detail on the chair. They compared 4 and 7. There is a real contrast between them – one is really dark and the other is very light. In 7 there is a lot going on, a lot of life, where as 4 is like an animal portrait.

**Task 2 – What would you do to make a piece of artwork to show…**

**Night Sky**

R – chose watercolour for the moon because you can work in white and grey. White colours for the stars. A background of dark blue. He then talked about doing it from the perspective of ‘from above’ (in space), where it looks dark blue. Had a very scientific approach.

B said she would make one big star and everything else dark around it. She would use pastels but couldn’t talk about what she would use the pastel on – the ‘base’.

**Joy**

B – made a link with RE – would create a cross representing Jesus and would use bright colours.

R – would use a lot of yellow as a symbol of joy. Connection with learning in English – he would use a park with children playing as the subject – like in the Selfish Giant – the children played in his garden and the tree full of blossom. He also suggested maybe finger painting – because it can be joyful to make the painting with this method. (B didn’t agree!)

**Task 3 – Show me…**

**Pattern –** neither made a regular pattern – R drew overlapping curved lines / squiggle across the page, B as series of circles.

**Texture –** both represented this well with short sharp pencil marks.

**Line –** represented well

**Shape –** again correctly represented – both used regular shapes.

**Form –** both found it hard to interprest what this was asking for. R had a go, creating shapes. B followed suit when R explained what he thought.

**Space –** both found it hard to interpret this at first. R thought about it and drew shapes with spaces left between. We talked about this. I also explained positive and negative space.

**Task 4 – What can sculpture be made of?**

Clay, wood, stone, platinum, metal wire. With metal you can heat it and then twist, stretch it, fold. When asked if there is anything we couldn’t create sculpture out of, initially R said humans. B looked horrified at first when I suggested we could use humans but for a short period of time - alive!

I suggested we didn’t do much sculpture in school. R spoke about making clay pots in year 3 and B mentioned making wire frame sculptures in year 6.

**Conclusions**

**Children spoke with some good vocabulary and mentioned art movements and time periods.**

**They made good links with other areas of the curriculum.**

**They spoke clearly about colour and understood some of the technical vocabulary when asked to work in pencil.**

**They found it difficult to come up with creative ideas or to suggest more than a limited range of media to work in.**

**Possible Actions**

Further develop our curriculum to offer pupils more choice of media and more opportunities to create their own works.