



Learning Intentions

William Scott



Suggested Learning Intentions

We are learning to:

- Understand how William Scott simplified objects in his still life paintings.
- Understand the term 'abstract art'.
- Compare William Scott's work with other abstract artists.
- Use our memory, ideas and imaginations to create abstract art using a range of media.

Curricular Links

The activities within this lesson will contribute to the following statutory aspects of the Northern Ireland Curriculum:

Art and Design

Pupils should be enabled to:

- engage with observing, investigating, and responding to first hand experiences, memory and imagination;
- look at and talk about the work of artists, designers and craft-workers from their own and other cultures;
- appreciate methods used in the resource materials and use their appreciation to stimulate personal ideas and engage with informed art making;
- develop their understanding of the visual elements of colour, tone, line, shape, form, space, texture and pattern to communicate their ideas.

Connected Learning Opportunities

Personal Development and Mutual Understanding

Create an abstract 'self-portrait' which shows the important aspects of your identity (not just what you look like).



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Language and Literacy

Choose one of William Scott's paintings and ask children a number of words that come into their head when look at the painting. Ask children to write a poem using ten of the words that have been suggested.

Assessment for Learning Ideas

Challenges

At the end of the abstract still life exercise, ask children what they enjoyed most about the task and what they found most challenging.

New Words and Phrases

- Abstract art
- Abstract expressionism
- Still life

Materials Needed

- Objects for still life (pear, lemon, frying pan, pots, candle, egg, etc.)
- Another object for the drawing from memory exercise (e.g. pineapple, football, rugby ball)
- Pencils/pens
- Paints/pastels
- Coloured card/paper
- Pictures of other examples of abstract art by, for example, Picasso, Matisse, Mondrian, Rothko, De Kooning and/or Pollock.