

# Year 3: Famous Artists – Turner Lesson 1

Duration 1 hour. Date:

Planned by Katrina Gray for Two Temple Place, 2014

Main teaching	Activities - Differentiation	Plenary
<p><b>LO: To explore Turner's work</b> Cross curricular links: Art, Literacy, History</p> <p>Explain to the children that they are going to be learning about a man called J. M. W. Turner.</p> <p><b>Q What do you think the letters at the beginning of his name are for?</b> They are called initials and they stand for names.</p> <p><b>Q What are your initials?</b> Tell children that his initials stand for: Joseph Mallord William – but his friends called him William. Show a self-portrait of Turner.</p> <p><b>Q What is this?</b> <b>Q Why do you think we are showing you a portrait and not a photograph?</b> (Talk partners) Explain that Turner was an artist who was born in 1775 – nearly 250 years ago and died in 1851, cameras did not exist then.</p> <p><b>Turner's work</b> Explain that in the next lesson we will learn in more detail about Turner's life but now they can see some of his paintings. First show all the paintings on the whiteboard so they can see them clearly and big. Have brief discussion about each one.</p> <p>Tell the children that the paintings are all displayed around the classroom ready for them to be Art Critics.</p> <p><b>Q What is an art critic?</b> Discuss.</p> <p><b>ACTIVITY: ART CRITICS</b> Play some soft music while children walk around the 'exhibition'. Tell them when the music stops, they must stop by a painting – if it is crowded, find one with more space. Encourage children to use speaking frames to discuss the paintings.</p> <p><b>Speaking Frame:</b> This a painting of _____ I like it because _____ I don't like it because _____ My favourite part of the painting is _____ because _____</p> <p><b>G&amp;T:</b> Children to justify their opinions – or explain why they were unsure... <b>Speaking frame:</b> I thought this might be __ because __ but ____</p> <p>Each time, use a mini plenary to hear back about why a few children chose particular paintings.</p>		<p>Children to feedback on which their favourite Turner painting was and why.</p> <p><b>Speaking frame:</b> My favourite Turner painting was.... because</p> <p><b>RESOURCES</b></p> <p>Paintings by Turner A self portrait of Turner Soft music (not provided in the pack)</p> <p><b>Key vocabulary:</b> Turner Painting Critic Portrait Opinion</p> <p><b>ICT:</b> Music</p> <p><b>Success Criteria:</b> I know that JMW Turner was an artist and that he lived a long time ago. I can express my opinion about some of his art works.</p>

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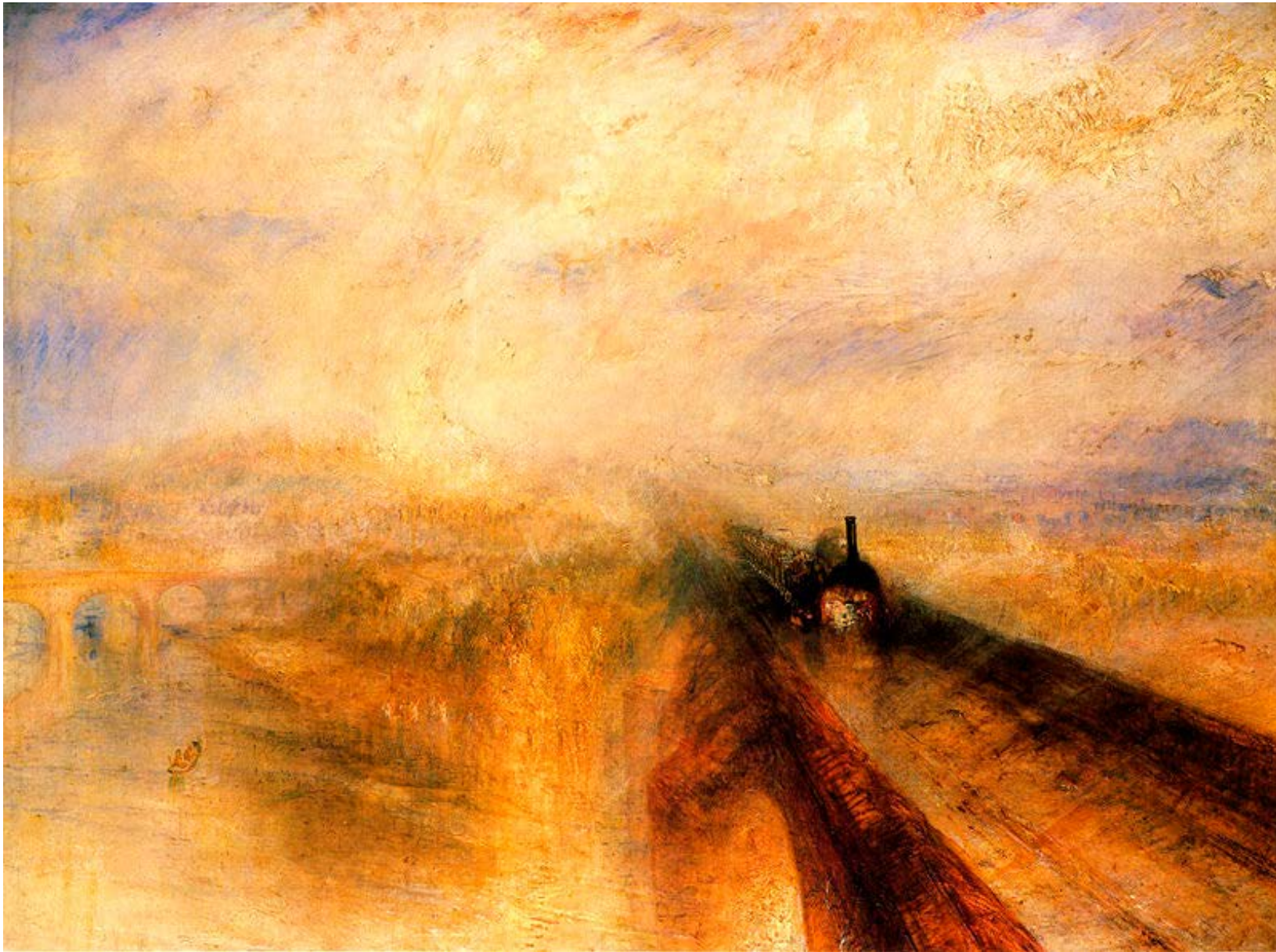
Main teaching	Activities - Differentiation	Plenary
<p>Next, challenge the children to identify a painting which evokes a particular emotion eg: Find a painting which makes you feel scared or anxious. Find a painting which makes you feel joyful. Find a painting which makes you feel calm and relaxed</p> <p>Encourage children to use the speaking frame to expand on their reasoning skills. Speaking frame: This painting makes me feel _____ because _____</p> <p><b>Ethnic Minority Achievement/English as an additional language learning strategies:</b> Talk partners. Speaking frames, collaborative work.</p> <p><b>Every Child Matters:</b> Enjoy and achieve, make a positive contribution.</p>		

Lesson 1 Resource Self Portrait: JMW Turner



Joseph Mallord William Turner, 'Self Portrait', c 1799, Source: Wilton, Andrew (2006) Turner in his time (New ed.), London: Thames & Hudson

Lesson 1 Resource Turner paintings



Joseph Mallord William Turner, Rain Steam and Speed the Great Western Railway, 1844



Lesson 1 Resource Turner paintings



Joseph Mallord William Turner, *Modern Rome - Campo Vaccino*, exhibited 1839



Lesson 1 Resource Turner paintings



Joseph Mallord William Turner, Assos c.1835  
Blackburn Museum and Art Gallery



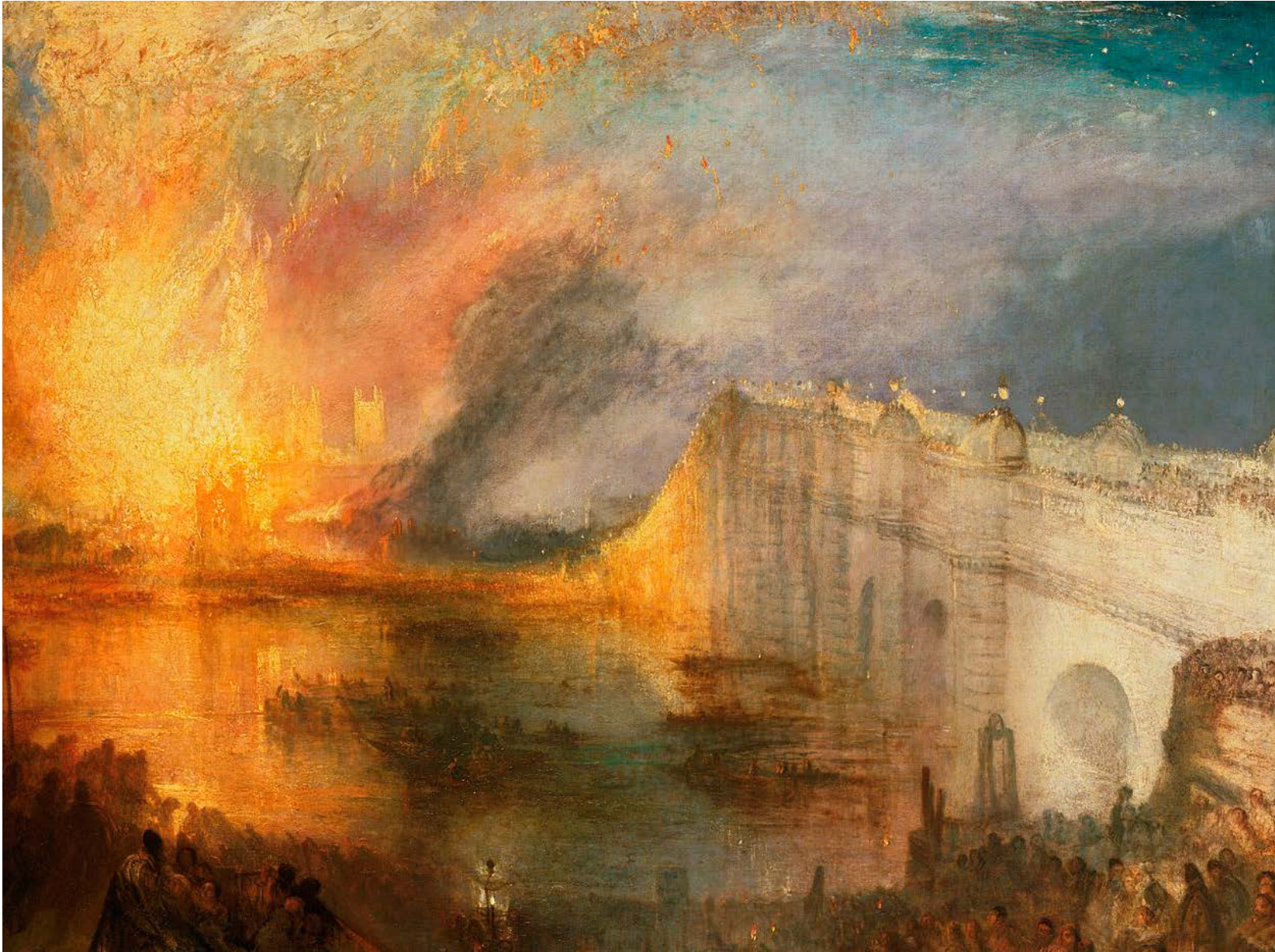
Lesson 1 Resource Turner paintings



Joseph Mallord William Turner, Tynemouth Priory, Northumberland, 1820s  
Blackburn Museum and Art Gallery



Lesson 1 Resource Turner paintings



Joseph Mallord William Turner, The Burning of the House of Lords and Commons, 16th October 1834 exhibited 1835 © Philadelphia Museum of Art



Lesson 1 Resource Turner paintings



Joseph Mallord William Turner, Ramah (Rachel's Tomb) 1830s  
Blackburn Museum and Art Gallery

# Year 3: Famous Artists – Turner Lesson 2

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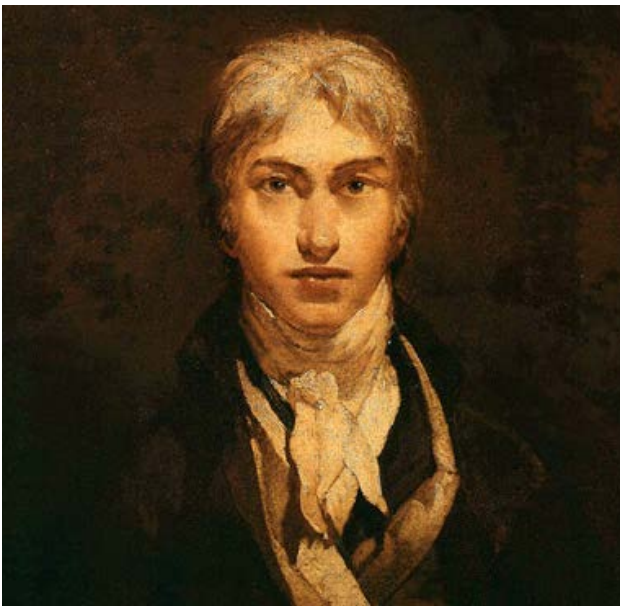
Planned by Katrina Gray for Two Temple Place, 2014

Main teaching	Activities - Differentiation	Plenary
<p><b>LO: To explore Turner's life</b> Cross curricular links: Art, History, Literacy,</p> <p><b>Q What would you like to know about Turner?</b> Discuss and make a list.</p> <p>Explain that today we will be reading a biography about Turner.</p> <p><b>Q What is a biography? Q How is it different to an autobiography?</b></p> <p>Explain to the children that on each table, there will be information about different aspects of Turner's life. They will be rotating around each table, and making notes on the key information with their partner</p> <p>Show the children a copy of their planner – explain that the sub-headings are for each different table and they must be careful to make their notes in the right place.</p> <p>CT to model finding the key information on 'Early Life' in the text and underlining it. Then model making notes using bullet points onto the planner. Make sure children understand not to write full sentences, or just copy the information. Key steps: Read, underline, make notes</p> <p><b>Ethnic Minority Achievement/English as an additional language learning strategies:</b> Mixed ability pair work, writing scaffold, modelling <b>Every Child Matters:</b> Enjoy and achieve, make a positive contribution.</p>	<p><b>Activities:</b> <b>Mixed Ability Groups.</b> <b>Note taking</b> Children to carousel in MA groups and find key information, and make notes on their planners.</p> <p><b>SEN</b> – simple information. Supported by MA partner. <b>G&amp;T</b> – effective notes on key information</p> <p><b>Success Criteria:</b> I can find important information in a text. I can make effective notes I can recall interesting facts about Turner's life</p>	<p>Share information children have learned.</p> <p><b>Sections:</b> Early Life Learning to be an artist Travels The Sea Turner Dies</p> <hr/> <p><b>RESOURCES</b></p> <p>Information packs for each table. Planners for note-taking Biography text</p> <p><b>Key vocabulary:</b> Turner Notes Facts Biography</p>



# Early Life

**Joseph Mallord William Turner is one of the greatest English artists.**



**He was born in London on 23rd April 1775.**

**His father was a barber – this means he cut men’s hair.**

**Turner’s mother was very unwell.**

**He started drawing when he was a boy. His father was very proud of his pictures and hung them in his shop. Some people bought them.**

# Learning to be an artist

When he was 14, Turner went to the Royal Academy in London to study art. His first tasks were to draw statues from ancient Greece and Rome.



A year later, in 1790, Turner put his first paintings on show at the Royal Academy. Even though he was only 15 years old, people already knew he was talented.

When he was 32, Turner became a professor at the Royal Academy. This means he taught other artists about painting and drawing.





**From the age of 17, Turner started travelling because he always wanted to find something new to paint. At first, he visited parts of Britain. His first paintings used watercolour paints.**

**Turner also travelled around Europe. There were no cars or aeroplanes then so travel was much harder and took longer. Sometimes he had to walk more than 12 miles in a day.**

**When he travelled, he sketched what he saw. Later, he turned his sketches into paintings – sometimes years later.**

**When he travelled in Paris, he went to a famous art gallery called the Louvre where they had many paintings by famous artists. Turner studied their paintings and then started to paint using oil paints, like they did.**

# The Sea

When he was young, Turner loved to watch the boats on the River Thames in London. One day, he saw a picture of a ship at sea and this made him decide to be a painter.

All his life, he painted ships and the sea.

Turner often worked in unusual ways. For example, once he was on a ship during a storm and he asked the sailors to tie him to mast so he could see and feel the storm properly.





# Turner Dies

Later in his life, Turner's paintings became more abstract – this means it was not as clear what the paintings were of. They were full of swirling colours – some people called them 'pictures of nothing', but now people love these paintings and call them masterpieces.



Turner continued to paint almost to the end of his life. He died in 1851, aged 76. He was buried in St Paul's Cathedral, London. In his will, he left many of his paintings to the British people.

**Early Life**

**The Sea**

**The life of  
J.M.W. Turner**

**Learning to  
be an artist**

**Turner dies**

**Travels**



# Year 3: Famous Artists – Turner Lesson 3

Duration 1 hour. Date:

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Main teaching	Activities - Differentiation	Plenary
<p><b>LO: To make observational drawings of the sky.</b>            Cross curricular links: History, Art</p> <p><b>Q What do you think an observational drawing is? Explain to the children that often we draw what we think we can see, without really looking at what is there.</b></p> <p>Show the children photographs of different skies.</p> <p><b>Q What is this sky like?</b>  <b>Q What colours can you see?</b>  <b>Q What shapes can you see?</b>  <b>Q How does it make you feel? Why?</b></p> <p><b>Look at some of Turner’s paintings</b>  <b>Q How would you describe his skies?</b>  <b>Q What do you like about his skies?</b>  <b>Q What do you think he does well in his paintings?</b></p> <p>Explain that the children will be going outside and it is really important that they look at the shapes they can really see.</p> <p>If possible, take paper flipchart outside too so the Class Teacher can model looking up at the clouds and really drawing what they can see, rather than cartoon cloud shapes.</p> <p>If possible, repeat this activity on different days so the children notice how the sky changes. Also encourage children to look at sunsets etc</p> <p><b>Ethnic Minority Achievement/English as an additional language learning strategies:</b> visuals, modelling  <b>Every Child Matters:</b> Enjoy and achieve, make a positive contribution.</p>	<p><b>Activities</b>            Children to make observational drawings of the sky outside.</p> <p><b>EAL / SEN:</b> All children can access this activity.</p> <p><b>G&amp;T:</b> Encourage more detailed sketches</p> <p><b>Success Criteria:</b>            I can look carefully at the sky and describe what I can see.            I can sketch what I can see in the sky.</p>	<p>Share examples of children’s work</p> <hr/> <p><b>RESOURCES</b></p> <p>sketchbooks            coloured pencils            outside area            Images of the sky (in the pack)            Turner’s paintings of the sky (in the pack)</p> <p><b>Key vocabulary:</b>            Turner            Painting            Sky            Shape</p>

## Lesson 3 Resource Observations of sky



- **What is this sky like?**
- **What colours can you see?**
- **What shapes can you see?**
- **How does it make you feel? Why?**

[http://commons.wikimedia.org/wiki/Sky#mediaviewer/File:Lago\\_bolsena\\_tramonto.jpg](http://commons.wikimedia.org/wiki/Sky#mediaviewer/File:Lago_bolsena_tramonto.jpg)

Sunset over Lake Bolsena photo by permission of Maurizio Firmani



## Lesson 3 Resource Observations of sky



- **What is this sky like?**
- **What colours can you see?**
- **What shapes can you see?**
- **How does it make you feel? Why?**

### Lesson 3 Resource Observations of sky

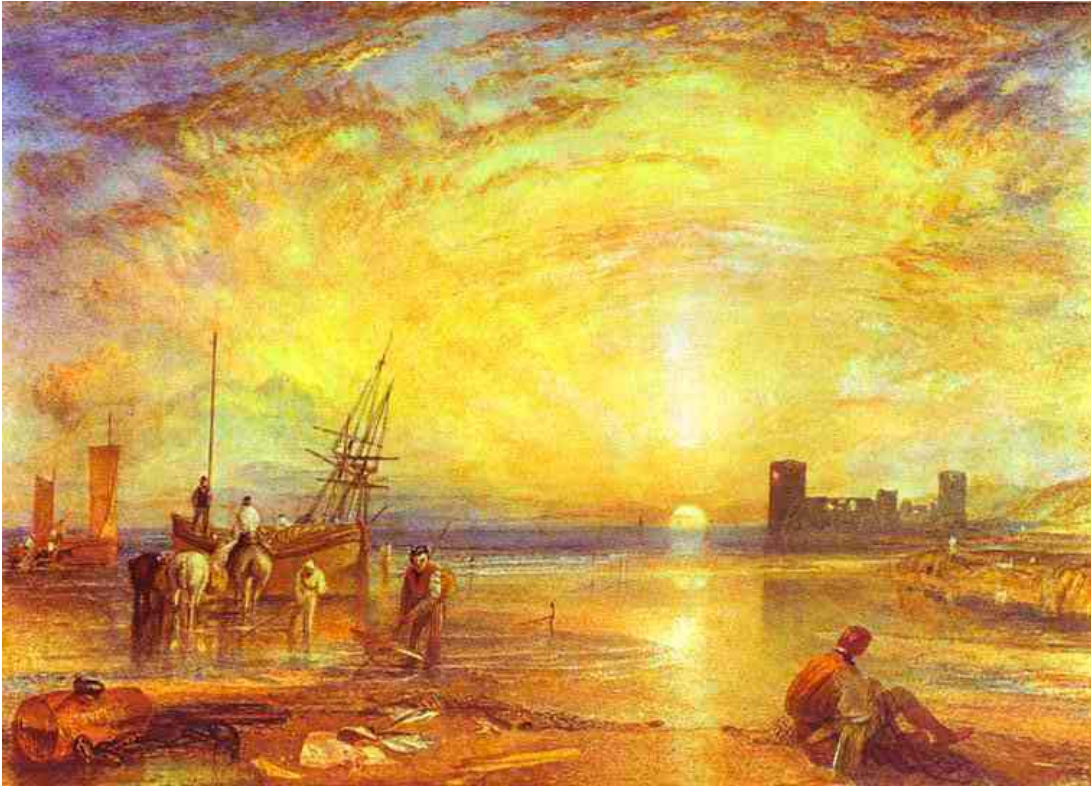


- **What is this sky like?**
- **What colours can you see?**
- **What shapes can you see?**
- **How does it make you feel? Why?**



## Lesson 3 Resource Observations of sky

**LO: To be able to make observational drawings of the sky**



### Turner's sky Paintings

- How would you describe the sky?
- What do you like about the sky?
- What do you think he does well in his painting?

**Success Criteria: I can look carefully at the sky and describe what I can see  
I can sketch what I can see in the sky**

[http://commons.wikimedia.org/wiki/File:William\\_Turner\\_-\\_Flint\\_Castle.jpg](http://commons.wikimedia.org/wiki/File:William_Turner_-_Flint_Castle.jpg)

J. M. W. Turner, 1838, Flint Castle, watercolour on paper, Tate Gallery, London

## Lesson 3 Resource Observations of sky

**LO: To be able to make observational drawings of the sky**



### Turner's sky Paintings

- How would you describe the sky?
- What do you like about the sky?
- What do you think he does well in his painting?

**Success Criteria: I can look carefully at the sky and describe what I can see  
I can sketch what I can see in the sky**

Joseph Mallord William Turner, Shoreham, 1830s, Blackburn Museum and Art Gallery



Lesson 3 Resource Observations of sky

**What colours can you see? Is there only one shade?**



[http://commons.wikimedia.org/wiki/File:The\\_Burning\\_Sky.JPG](http://commons.wikimedia.org/wiki/File:The_Burning_Sky.JPG)

Lesson 3 Resource Observations of sky

**What colours can you see? Is there only one shade?**



<http://hdwallpaperfun.com/screensaver/sunset-blue-sky-wallpaper-best-desktop-images-54634.html>



# Year 3: Famous Artists – Turner Lesson 4

Duration 1 hour. Date:

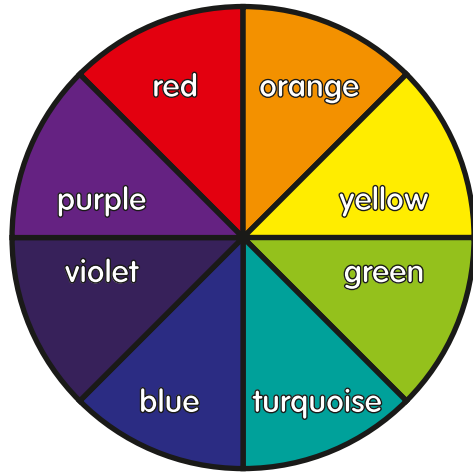
Planned by Katrina Gray for Two Temple Place, 2014

Main teaching	Activities - Differentiation	Plenary
<p><b>LO: To be able to mix different tones of colours using watercolour paints</b>            Cross curricular links: History, Art</p> <p><b>Q What do we mean by ‘different tones’? Discuss</b>  <b>Q Is the sky always just one colour?</b></p> <p>Show photographs of the sky and show Turner’s painting of the sky  <b>Q What colours can you see? Make a list.</b></p> <p>Select one colour that a child has named.  <b>Q Is there only one shade of that colour in the picture?</b></p> <p>Explain that today they are going to be mixing as many different tones of various colours that they may need to use in their painting. Explain that we will be using watercolour paints as this is what Turner used to use for some of his paintings</p> <p>Model with blue – how you can make it lighter by adding white, or darker, or more purple. Model how you mix the paint carefully on the palette. Model doing patches of different tones of blue on your strip of paper.</p> <p>Ideally children should have the opportunity to do a strip for blue, a strip for oranges, and a strip for purples/pinks</p> <p><b>Ethnic Minority Achievement/English as an additional language learning strategies:</b> visuals, modelling  <b>Every Child Matters:</b> Enjoy and achieve, make a positive contribution.</p>	<p><b>Activities:</b>            Children to make colour strips showing as many different tones of colours as they can.</p> <p><b>EAL / SEN:</b> flashcards with colour names</p> <p><b>G&amp;T:</b> Explore primary, secondary and tertiary colours. Investigate colours and shades that can be created using just blue, red and yellow</p> <p><b>Success Criteria:</b>            I can mix watercolour paint.            I can mix different tones of colours.</p>	<p>Share examples of children’s work</p> <p><b>G&amp;T</b> children to share what they found out about primary and tertiary colours. Could use this website to explain to the rest of the class.  <a href="http://www.bbc.co.uk/cbbc/games/colour-factory-game">http://www.bbc.co.uk/cbbc/games/colour-factory-game</a></p> <hr/> <p><b>RESOURCES</b></p> <p><i>Not in the pack:</i>            strips of paper            paint brushes            paints            water</p> <p><i>In the pack:</i>            Turner paintings            Colour flashcards</p> <p><b>Key vocabulary:</b>            Tone            Shade            Colour            Watercolour            Turner            Painting</p>

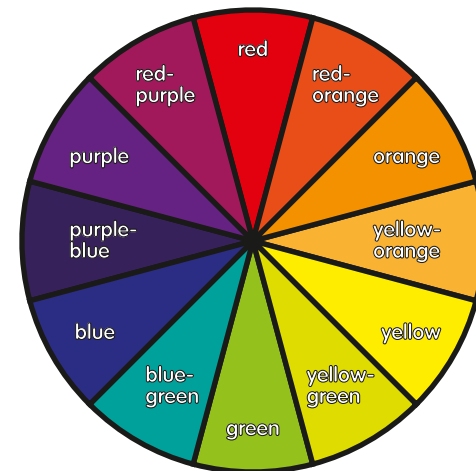
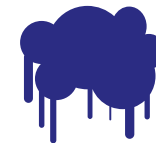
# Lesson 4 Resource

## Colour flash cards

### COLOUR WHEEL



### COLOUR WHEEL



# Lesson 4 Resource

## Colour flash cards

### COLOUR WHEEL

The diagram illustrates the color wheel with 12 segments. Starting from the top and moving clockwise, the segments are: primary (red), tertiary (orange-red), secondary (orange), tertiary (yellow-orange), primary (yellow), tertiary (yellow-green), secondary (green), tertiary (teal), primary (blue), tertiary (blue-purple), secondary (purple), and tertiary (magenta).

Three paint splashes are shown on the left: red, yellow, and blue. A paintbrush with a red flame at the tip is shown on the right.



# Year 3: Famous Artists – Turner Lesson 5

Duration 1 hour. Date:

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Main teaching	Activities - Differentiation	Plenary
<p><b>LO: To be able to extend part of a Turner painting</b>            Cross curricular links: Art, History</p> <p>Show the children a piece of a Turner painting, zoomed in.</p> <p><b>Q What do you think we are looking at?</b>            Discuss.</p> <p>Explain that today they will be extending a piece of a Turner painting, using watercolour paints. (applying the skills from previous lesson)</p> <p>Model how to do this with an example that is different from the one the children will use.</p> <p>Important things to note: include his use of colour and light – it does not matter how much like the original it looks – but they should use what they know about Turner’s works in their pieces.</p> <p><b>Ethnic Minority Achievement/English as an additional language learning strategies:</b> Mixed ability pair work, writing scaffold, modelling</p> <p><b>Every Child Matters:</b> Enjoy and achieve, make a positive contribution.</p>	<p><b>Activities:</b>            Children to complete works by Turner as modelled</p> <p><b>SEN</b> – Adult support  <b>G&amp;T</b> – Use primary colours only to mix other colours</p> <p><b>Success Criteria:</b>            I can extend an artwork by Turner.            I can use watercolour paints effectively.</p>	<p>Share and appraise each others work            Use the 2 stars a wish format            (2 good elements and one target for improvement)</p> <p><b>Speaking frame:</b> I like the way you have.....and....            To improve you could.....</p> <hr/> <p><b>RESOURCES</b></p> <p>sketchbooks            pencils            small piece of a Turner work</p> <p><b>Key vocabulary:</b>            Turner            Watercolour            Shape            Tone            Shade</p>

Lesson 5 Resource Extending a painting

**LO: To be able to extend part of a Turner painting**



**What do you think we are looking at?**

**Success Criteria: I can extend an artwork by Turner**

Joseph Mallord William Turner Tynemouth Priory, Northumberland, 1820s. Blackburn Museum and Art Gallery.

Lesson 5 Resource Extending a painting

**LO: To be able to extend part of a Turner painting**



**Success Criteria: I can extend an artwork by Turner**

Joseph Mallord William Turner Tynemouth Priory, Northumberland, 1820s. Blackburn Museum and Art Gallery.