

Pit Pictures: The work of Thomas Harrison Hair c.1810-1875



The *Pit Pictures* learning journey relates specifically to:

Key Stage 2 Art & Design, Unit 6C, 'A Sense of Place' (Yrs 5/6).

Exploring and developing ideas (2): ... show the children examples of the ways in which artists have responded to the rural and urban environment. Ask the children to describe one work. What can they see? What is the focus of the work? Why did the artist select that particular viewpoint? What was the purpose of the work? Who was it for? How has the artist used line, colour and pattern in the work? Compare this work with work by different artists. Discuss methods or approaches used and how they relate to the ideas in the work...

Investigating and Making : ... explain, by referring to artists' work or through demonstrations, how to:

- make objects that are further away from the viewer smaller, to give the idea that they have receded into the distance
- make parallel lines appear to converge as they get further away from the viewer
- make objects paler and bluer as they recede (aerial perspective)
- arrange everything in the composition on the same plane (vertical perspective)

Evaluating and Developing Work: ... ask the children to talk about their work using the vocabulary they have learnt:

- What ideas have been incorporated into their work?
- Why have they selected a particular method or approach?
- How does it match their ideas?
- How have they used information collected from their visit together with their study of the work of other artists to inform their work?
- How well have they communicated their ideas about the environment in their work?

Ask the children to say how they would adapt their work in ways that would improve it.

The learning journey can be used along with the following suggested activities to meet the above criteria. Links to other relevant units of the National Curriculum are given at the end of this sheet.

Activity One

As a precursor to children undertaking the on-line activity a brief class discussion on the following topics may be appropriate:

- the reasons why artists create works
- how artists might show how people lived
- how artists might show the effect of industry on the landscape

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Children should then be introduced to the *Pit Pictures* learning journey which they could work through independently to learn about the artist's life and background and explore examples of his work. A worksheet has been prepared which should be used in conjunction with the learning journey to ensure children are picking up key points the artist makes.

This sheet will also act as a useful record in later class discussions about the artist's work, influences and background. Therefore children should be encouraged to keep them safe.

Activity Two

Direct the children to the on-line collection of Hair's watercolours on the SINE website (linked from the end of the learning journey). Ask them to look through the sketches and select one image they like. Ask the children to print it out. In class hold a discussion about their chosen pictures. Ask the children to describe aspects of their selected painting such as:

- What can they see in the picture?
- What is the focus of the work?
- Their thoughts on why the artist selected that particular viewpoint.
- What they think the purpose of the work was.
- Who they think the picture was created for.
- How the artist used line, pattern and colour in the picture.

Give the children a copy of the information sheet: *'Thomas Harrison Hair's Contemporaries in the Art World'*. Using a selection of resources ask the children to research the work of one of the artists on the sheet. They could use the internet or a selection of books to search for examples of their chosen artist's work. Encourage children to:

- record details of their chosen artist's work and to build up a small collection of examples of a technique(s) they like
- consider how an artist has successfully used a particular technique or approach and think about why it has worked

Make sure the children record their thoughts on this.

Activity Three

Ask the children to create their own work depicting a structure in their local area, in either a rural or urban environment. If possible encourage them to make rough sketches from first hand observation which can be used as a starting point in class.

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Encourage the children to consider interesting features such as:

- Fields
- Walls
- Hedges
- Waste Spaces
- Waterways

And details of buildings such as:

- Decorative work
- Columns
- Windows
- Towers
- Doorways

Encourage the children to refer back to their notes about Thomas Hair and his use of line, pattern, colour, medium, technique and perspective for inspiration. Also, they may like to refer to their collected images of work by their chosen artist for ideas.

Activity Four

Ask the children to write a few notes about their finished work. Give them a framework of key points to cover which will encourage them to:

- Explain the ideas they have incorporated into their work.
- Explain why they selected a particular approach/method.
- Explain how they feel their choice of approach/method matches their ideas.
- Explain how they went about gathering ideas for their work whether from a visit to the site, research on the internet or by studying the work of different artists. Did they use a sketchbook to record details? Did they collect visual information from books, the internet, etc.?
- Explain how well they feel they have communicated their ideas about the environment in their work.

A worksheet *My Picture* has been prepared which covers the key points and allows children space to record their thoughts.

Alternatively the above could be covered in a group discussion and evolve into a preparation session for the following exercise. A series of questions for the 'Art Critics' to ask the 'Artists' could be devised by the class.

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Display the finished works in an open area capable of holding the entire class without congestion. Divide the class in two. The first group are going to stand by their paintings and be the 'Artists'. The second group are going to circulate and ask the artists questions about their works, they will be the 'Art Critics'. Either give the 'Art Critics' a series of questions which they can refer to as a prompt for this exercise or use the questions devised by the class in the first part of this activity. It may be decided to encourage the 'Art Critics' group to record notes on what the 'Artists' say. At 'half time' ask the two groups to swap places.

Fieldwork

These activities are not intended to replace fieldwork but to act as preparation for such an opportunity. Children should still be encouraged to:

- learn to use viewfinders to select appropriate viewpoints
- use sketchbooks to record from personal observation
- learn how to draw thumbnail sketches
- learn to use relative proportions, lines and shape, texture, pattern and colour

Children with learning difficulties

The learning journey has been designed in two stages – in the first stage the artist introduces himself and talks about his life and work. All the information required to complete the accompanying learning journey worksheet is contained within this first section.

The second stage of the learning journey introduces a fictional sketchbook belonging to the artist through which the user is guided as he talks about his use of perspective, light and shade, pattern, line and colour. Children with learning difficulties may be able to work through the first section of the learning journey along side their peers, possibly with assistance. If they need further examples of how the artist used various techniques in their work some examples from the sketchbooks could be printed out for them. (Note: pages must be printed out in landscape format).

For the other activities children with learning difficulties may need to be provided with a prepared selection of examples of work by different artists. They could then be encouraged to use the material in parallel activities to those outlined.

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Curriculum Links

This learning journey and its associated activities may also be linked to other elements of the National Curriculum for **Key Stage 2** such as:

KS2 English (Reading)	Reading for Information	(3.a),(3.c),(3.d),(3.e)
KS2 English (Writing)	Composition	(1.a)
KS2 English (Speaking & Listening)	Listening	(2.b)
KS2 ICT	Finding things out	(1.a),(1.c)
KS2 History	Chronological understanding	(1.a)
	Historical interpretation	(3)

Specific Units of the National Curriculum which may be linked to the learning journey and its associated activities are:

Art and Design Key Stage Three (Year 7)

Unit 7C: Recreating landscapes

Citizenship at Key Stage Three (7-9)

Unit 21: People and the environment

History Key Stages 1 and 2 (Years 3, 4, 5 and 6)

Unit 12: Section 4: What evidence of Victorian times remains in our area?

Unit 18: Section 3: What can local buildings or sites tell us about the past?

Unit 18: Section 4: What do pictures and photographs tell us about past life in our area?

ICT Key Stages 1 and 2 (Years 3 and 6)

Unit 6D: Using the internet to search large databases and to interpret information