

## 2. Great artists and war memorials



**Background:** This lesson forms part of a series of six art lessons looking at the work of great artists who designed war memorials to commemorate the fallen during the wave of memorialisation which followed World War I. It has been created to increase pupils' awareness of different kinds of design and the work of great artists including the architects Baker, Blomfield, Lorimer and Lutyens and the sculptor Toft. Teachers may wish to focus on one of these artists throughout the series of lessons particularly if they designed a war memorial nearby. Equally a selection of work from several artists may be used. Pupils will learn about the lives of architects and sculptors who designed war memorials which remember the fallen from World War I including other works which they produced.

**Suitable for:** Key stage 2

**Learning objective:** Pupils will learn:

- To explore the lives of great artists (Baker, Blomfield, Lorimer, Lutyens, Toft) who designed war memorials in the wake of World War I

**Learning outcomes:** Pupils will be able to:

- Share at least three key facts about the life of a great architect or sculptor

### Resources:

- Primary helpsheets about the artists: [Sir Herbert Baker](#), [Sir Reginald Blomfield](#), [Sir Robert Lorimer](#), [Sir Edwin Lutyens](#) and [Albert Toft](#)
- Pupil fact cards about the artists: [Sir Herbert Baker](#), [Sir Reginald Blomfield](#), [Sir Robert Lorimer](#), [Sir Edwin Lutyens](#) and [Albert Toft](#)
- Paper and materials for presenting information
- Sketches by pupils from lesson 1

### Introduction:

- Recap from last lesson who designed war memorials. This could be the name of the person's job or the name of an architect or sculptor who was introduced in lesson 1. Ensure pupils understand the role of an architect and sculptor
  - One way of doing this could be to mind map things which people in these roles might design e.g. new buildings including houses, churches, cathedrals, building renovations, war memorials, statues, busts, heads
- Ask pupils to consider what materials architects and sculptors might work with (particularly sculptors). They may draw on the images of war memorials they looked at last week to help identify the materials. Suggestions may include stone, marble, glass, metal, wood
- Tell pupils which architect(s) and/or sculptor(s) they will be focusing on and learning about over the next few lessons

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## **Suggested teaching points and activities:**

### **What would you like to find out about the artist(s) we are studying?**

- Ask pupils what they would like to find out about the architect or sculptor. These ideas could be gathered in a range of ways depending on the needs of your class
- You may choose to prioritise some of the pupils suggestions and use them as questions they have to find answers to when researching
- It would be useful if by the end of the lesson pupils had an understanding of the work of the artist before and after World War I, including some of the war memorials they designed

### **What key facts can we learn about the artist(s) we are studying?**

- Pupils should have the opportunity to carry out research about the architect or sculptor they are studying. Depending on the time available and research skills of your pupils this may be done using pre-selected resources such as War Memorials Trust's '[Pupil fact cards](#)', sharing information from WMT's [Primary helpsheets about the artists](#) or internet research
- While they are researching refer pupils back to the questions and ideas they had when asked what they wanted to find out. Encourage them to seek out answers for these

### **How can we present the information we found out to share with others?**

- Having completed their research, or while they are finding out facts, pupils should find a way to present what they have found out so that they can share it with others
- Ideas for how to present the information include individual or group posters, information or fact sheets, using a program or software on the computer or iPad
  - Pupils may wish to include some of the sketches they made in lesson 1 if they have researched the same artist, to show some of the elements of their design work

### **Conclusion:**

- If pupils have looked at different artists they should have the opportunity to tell another pair or group about the artist
- If pupils all looked at the same artist, now is an ideal time to review what they found out and share how they presented the information. Pupils could be asked to share the most interesting or unusual fact they found out

### **Support/extension:**

The activities in this lesson plan are suggestions only and teachers will need to adapt the lesson to take account of the needs of their class:

- Consider organising pupils into mixed ability pairs or groups when carrying out the research
- Less able pupils may benefit from some form of structure or scaffolding when selecting the facts to include in their poster, information sheet or other form of presentation

### **Ideas for further work:**

There are many opportunities to extend this lesson and link it with other areas of the curriculum:

- There is the opportunity to create a classroom display, exhibition or art gallery with the work produced by pupils alongside images of the war memorials designed by the chosen artists

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