



# KS2

## Teacher's Notes



# JMW Turner

## *The Pantheon, the Morning after the Fire*

# M&S and JMW Turner

*The Pantheon, the Morning after the Fire* is on loan by Marks and Spencer Group plc to the Stanley and Audrey Burton Gallery for the benefit of the people of Leeds. Pupils will explore this artwork, finding out more about Turner and experimenting with some of the techniques he used. We also reveal the fascinating link between Turner's painting and M&S today!

## Learning Objectives

- Gain knowledge about JMW Turner's work.
- Understand and use painting and drawing techniques used by JMW Turner.
- Understand and use some subject terminology such as *watercolour, en plein air, washes, sketch, tone*.

## Links to Curriculum Areas

Art and Design - Using sketchbooks, recording observations and using them to review and revisit ideas. Improving mastery of techniques. Learning about great artists and understand the historical and cultural development of their art forms.

Literacy - Vocabulary and discussion. Writing for a range of contexts or purpose.

## Resources provided with this pack:

- Classroom PowerPoint slides (can be edited)
- *The Pantheon, The Morning after the Fire* film
- M&S image pack

You will also need (not included): paper, pencils, watercolour paints, palettes/mixing trays, cloths, brushes, water pots, scissors and glue.

We've provided a resource overview on the next page, feel free to select content and activities to create your own plan. The classroom slides are fully editable.

# Resource Overview

Activity	Content	Resources
Starter Pages 3-4	What can you see? Class discussion  Show pupils the painting on slide 3. Ask questions to prompt discussion about what they can see (questions provided on pages 3-4).	Slides 3-6
Film Page 5	Watch <i>The Pantheon, the Morning after the Fire</i> film.  Ask pupils what they noticed, what they were surprised by and what questions they have.	Slide 7, film
Create a scene Page 6	Pupils write and illustrate a story or cartoon that includes their own version of the <i>The Pantheon, the Morning after the Fire</i> as one of the illustrations.	Slide 8, paper, pencils, colours
Paint like Turner Pages 8-9	Pupils take their materials outside and try using some of Turner's techniques.	Slides 9-10, watercolour paints, water pots, cloths, mixing trays, brushes, thick paper or sketchbooks.
Light and Shade Page 9	Pupils practice shading techniques, then draw a still life using this new skill to show light and shade.	Slides 11-13, paper, pencils
Building a Picture Page 11	Pupils compare Turner's painting and 1930s photos from the M&S Archive, then use their knowledge of Turner's composition to 'improve' the photo.	Slide 14, M&S image pack: image 1, images 7 & 8 printed, card, scissors, glue.
Old and New Pages 12-13	Pupils explore how historic architecture influenced more recent M&S building design, then design a store for the future.	Slides 15-16, M&S image pack: images 2-5, paper, pencils, colours.
Plenary Page 14	Ask pupils to imagine that they had the chance to talk to Turner, what would they ask him and why?	Slide 17
What is the M&S Archive?	Further discussion What is M&S? Mind map everything you know, think and feel about M&S What is an archive, and why would a business like M&S have/value one? Discuss Watch the What is the M&S Archive? Film	Paper for Mind Maps  Film

## Starter – Class discussion

Before giving your pupils any information, ask some questions whilst looking at the painting together.

For example (answers provided)

**What can you see?** Buildings, two people, ruins, debris etc

**What do you think has happened?** A fire

**What do you think happened to the building next?**

It took three years to rebuild and went on to have several different uses including a theatre and a bazaar. In 1938 it was demolished and became the M&S Pantheon store.

**What colours can you see?** Greys, browns, red, yellow, black – lots of different shades of each of these colours.

**What time of year do you think it is, and what makes you think that?** It's January, the grey skies and muted tones create a wintery atmosphere.

**What materials do you think Turner used to make this picture?** Turner used watercolour paints built up in layers, light transparent layers first and then the darkest areas last. He may have used pencil to draw some outlines too.

**Where do you think he was when he made this picture?**

Prompts: in his studio copying from a photograph or using his imagination, or at the building with his materials?

He went to the scene with all his materials – paints, paper, an easel and painted it while he was there.

## Starter – Class discussion

Before giving your pupils any information, ask some questions whilst looking at the painting together.

For example (answers provided)

**Can you see areas that are light and areas that are dark? Look closely at these light and dark areas. What do you think Turner did differently when he painted the lighter and darker areas?**

The lighter areas were made with thinner layers of paint and were painted first. The darker areas were made later in the painting process and used thicker layers of paint (mixed with less water). Turner used different colours to lighten and darken too – not just adding white for lighter areas and black for darker shades.

**What are the differences in the way Turner has painted the foreground (front of the painting) and the background?**

There is more detail in the foreground than the background. You can see more of the bricks in the pillars at the front including more colours and tones; in the wall at the back there are fewer bricks painted and they are less detailed. This helps to create a feeling of depth.

## **Film: *The Pantheon, the Morning after the Fire***

Watch *The Pantheon, the Morning after the Fire* film.

Here are some suggested questions for your pupils.

### **Discuss**

- **Which of the techniques that we discussed when we were looking at the painting did you notice?**
- **How has seeing the painting close-up made you think differently about it?**
- **What surprised you?**
- **Do you have any questions?**

# Create a Scene

**You will need:** Paper and pencils/pens, slide 3 showing *The Pantheon, the Morning after the Fire*

## Activity

- Write and illustrate a short story/cartoon that includes your own version of the painting as one of the illustrations.
- Some ideas for inspiration
  - Who are the figures in the painting? What are they saying to each other?
  - Could you tell the story of the fire from the building's point of view?
  - What happened to Turner on the day he painted the scene?
  - What happened to the painting after it was created?
  - How did the fire start?
  - Does the painting contain any clues about what happened?

## Extension ideas

- Pupils could act out scenes from their stories.
- Pupils could sketch their classmates acting, as if reporting the events as they happen.

# Paint Like Turner

Slides 9-10

**You will need:** Watercolour paints, water pots, cloths, palettes/mixing trays, brushes, thick/watercolour paper or sketchbooks, access to the outdoors.

For ideas on making your own sketchbook please visit:

<https://library.leeds.ac.uk/events/event/1900/galleries/353/key-stage-2-resources>

## Activity

- Take your sketchbook outside around your school or local area. Choose a view or building to draw. Start with a pencil sketch, just drawing the outline and a little detail, looking at the main shapes you see in front of you.
- Turner practiced getting his paint colours right by mixing them on spare pages in his sketchbook. Try doing the same for your scene, record your colour mixtures as you go.
- Practice painting in a light 'see-through' way, using a wet brush and small amounts of paint. Then try painting with stronger colours layered over the top.
- Draw your scene again and fill in some colour using light washes and add layers of stronger colours.
- Take your sketches and colour mixes back to your classroom. Can you make a new painting using your sketches as a starting point?

## Extension ideas

Create your artwork again in different media like pencils or oil pastels. Notice how you have to apply these new materials differently to watercolour paint.

**See overleaf for Top Tips for using watercolours...**

# Paint Like Turner

## Top Tips for Painting with Watercolours

- Always use thicker, heavy weight paper
- Encourage pupils to wash and wipe their brush each time they change to a different colour.
- Encourage pupils to put their brush in the water, then into the colour, then to squeeze their brushes out against the edge of the paint palette to avoid putting too much water on the page.
- Watercolour paintings are built up in layers, starting with lighter and thinner colours. Encourage pupils to create lighter washes with the main colours first before filling in details with stronger colours. It is very hard to paint lighter colours over darker colours when using watercolours.
- Encourage pupils to allow the paint to dry a little before trying to paint detail over lighter washes.

# Light and Shade

**You will need:** Paper or sketchbooks, pencils.

Turner was famous for his skills in painting light and shade, which he used to create very atmospheric paintings.

## Discuss

- Look around you, can you see areas of brighter light and areas of shadow?
- Squint your eyes, can you see the really bright areas where the light shines on things and can you see where the strongest shadows are.
- Notice the places in between where the light gradually fades to dark
- What happens to colours when bright light shines on them or they fall into shadow?

# Light and Shade

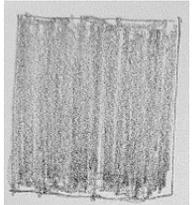
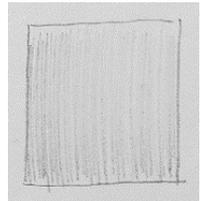
**You will need:** Paper or sketchbooks, pencils.

Set up a simple still life scene (an arrangement of objects). Shine a bright light onto the still life from one side to create strong light and shadow contrasts.

## Activity - Practice Shading

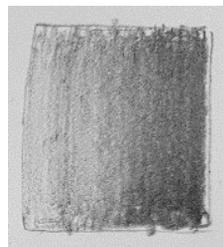
Using a pencil, draw four squares on your paper and number them 1-4. Your squares should be about 3cm x 3cm.

- Square 1 – Use your pencil to colour the square in, but press very lightly on the paper.
- Square 2 – This time press slightly harder, and keep shading for longer.
- Square 3 – Press even harder and colour for even longer.



What do you notice about how you've created the different shades?

- Square 4 – Start by colouring lightly on one side of the square. Move your pencil across, gradually press harder and colour for longer so your square goes from light at one side to dark at the other.



See if you can show a really gradual change in the shading with no hard lines or sudden changes from light to dark.

## Apply the Technique

Draw the still life and use your shading techniques to show the light and dark areas.

**Extension ideas** Try drawing the still life from different angles.

# Building a Picture

**You will need:** M&S image pack: image 1, images 7 & 8 printed onto paper, paper/card, scissors, glue.

## Activity



**1 The Pantheon, the Morning after the Fire 1792**



**7 M&S Pantheon construction site 1938**



**8 The Pantheon demolition 1937**

- Can you find parts of the two photographs that look like parts of The Pantheon, the Morning after the Fire?
- Cut and collage the photographs to make a picture that looks like Turner's painting.

## Extension ideas

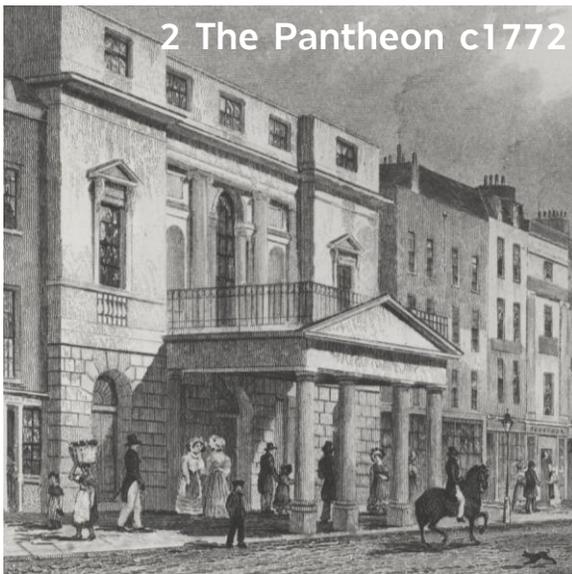
- Look at how Turner has arranged the features in his painting – vertical and horizontal lines, figures, arches, silhouette details etc.
- Cut and collage the 1930s photographs to make a new image that is carefully composed using similar ideas.

# Old and New

**You will need:** M&S image pack: images 2-5, paper, pencils, felt tips/colouring pencils.

## Discuss

- How are the old and new building designs similar?
- How do you think the M&S architect was inspired by neo-classical architecture\*?



\*a style popular in Europe from the mid-1700s inspired by the art and culture of ancient Greece and Rome.

# Old and New and the Future!

**You will need:** M&S image pack: image 6, paper, pencils, felt tips/colouring pencils.

## Activity

Design a shop or high street building for the future.

Our re-developed and new stores include lots of sustainable features like green walls full of plants that create habitats for insects and birds, bike parking, solar panels and rainwater harvesting on the roof.

You could include:

- Features that mean your building has a positive impact on the environment
- Ways that your building could help people in the community to meet/play/shop/recycle
- Take inspiration from the history of your local area or historic buildings nearby



## Extension ideas

Can you apply any of your sustainable ideas to your school building or classroom?

# Plenary

## Discuss

Ask pupils:

If you had the chance to talk to Turner what would you ask him and why?

Can you write or illustrate one thing you've learned using this pack?

# What is the M&S Archive?

## Activity

Students can work individually or as a group.

Mind map everything you know, think and feel about M&S.

Prompts:

- What can you buy at M&S?
- Is it a large or small company?
- Old or new company?

## Discuss: What is an archive?

An archive is a collection of information, which can come in many different forms such as: letters, reports, photographs, films, digital files, sound recordings and design work.

Our archive contains a lot of merchandise (items sold by M&S), which means we also have large clothing and homeware collections.

**Watch** the What is the M&S Archive? film.

# Background Information

## **JMW Turner and *The Pantheon, the Morning after the Fire*, 1792**

British artist Joseph Mallord William Turner, born in 1775, became a student at the Royal Academy Schools in London aged just 14.

Turner is best known for his landscape painting in oil and watercolour and his skills in painting light and shade. He took his materials out in all weathers, or 'en plein air', to sketch the quickly-changing light and shade. He also painted historical scenes and buildings, having originally worked as an architectural draftsman.

The Pantheon Assembly Rooms was an entertainment venue on Oxford Street in London. It was destroyed by a fire on 14<sup>th</sup> January 1792, an event that clearly made an impression on the young artist, as he was quick to get to the scene to paint the ruined building. The fire was reported in newspapers, and was suspected to be arson.

Turner sketched and painted several artworks showing the Pantheon from different angles.

### **Find out more about Turner:**

<https://www.tate.org.uk/kids/explore/who-is/who-jmw-turner>

<https://www.royalacademy.org.uk/art-artists/name/j-m-w-turner-ra>

# Background Information

## The Pantheon

The Pantheon opened in January 1772 on Oxford Street in London. It was designed by James Wyatt who became a famous architect. His design for the Pantheon was inspired by Roman architecture, including a huge domed room copied from the ancient Pantheon in Rome, it was called the “most elegant structure in Europe, if not on the globe”.

The Pantheon was a venue for concerts and balls. On the opening night 1700 people attended, all paying £50 a ticket. In 1792 it was destroyed by a fire and was rebuilt as a theatre, from 1867 it was the warehouse and offices of a wine merchant.

M&S bought the site in 1937, opening a new store on 19<sup>th</sup> October 1938. All new M&S stores at that time had the same architecture designed by Robert Lutyens. His innovative design of polished black granite was very eye-catching and the store quickly became a landmark on Oxford Street. M&S Pantheon became Grade II listed in 2009 which means that the architecture is protected due to its special historic value.

During the London Blitz, on the night of October 16<sup>th</sup> 1940, a delayed action bomb fell on the building. It fell through the roof and landed in the basement, very close to the Air Raid shelter where 20 members of staff and their relatives were. When the bomb later exploded, it brought down the floor above; destroying most of the store.

The store was re-built and went on to be extended three times during the 1950s, illustrating the success of M&S and the popularity of our products.

# Resource Evaluation Form

We hope you've enjoyed using this resource. To make sure that we're providing the best resources that we can, we'd be grateful if you could answer the following questions and let us know how we're doing.

**School name:**

**Date you used the resource:**

How did you find out about the resource?

How does this resource link to your classroom activities or planning?

What did you like most about the resource?

What would you change?

Would you recommend the M&S Company Archive resources to colleagues?

Why?

**Thank you for your comments**

Please email your answers to [company.archive@mands.com](mailto:company.archive@mands.com)

or post to M&S Company Archive, Michael Marks Building,

University of Leeds, LS2 9JT





## Useful information

*The Pantheon, the Morning after the Fire* is on display at the Stanley and Audrey Burton Gallery at the University of Leeds.

Leeds University Library Galleries

<https://library.leeds.ac.uk/info/1900/galleries>

M&S Company Archive Schools

<https://marksintime.marksandspencer.com/schools>

M&S Company Archive with My Learning

<https://mylearning.org/collections/the-mands-company-archive>

## Contact us

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