



Alfred Fitzwalter Grace

Over Lewes, Evening, 1898

Watercolour, The Towner Bequest (1920)

Dimensions 60.1 x 110.5 cm

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About the artist

Alfred Fitzwalter Grace worked mainly as a landscapist and portrait miniaturist.

Born in Dulwich in 1844, he studied at Heatherley's and at the Royal Academy Schools. He was a prolific exhibitor in London, particularly at the Royal Society of British Artists; he was well known as a brilliant conversationalist, and he was a friend of the artist Whistler. He lived at Steyning, West Sussex.

Alfred Fitzwalter Grace's own attitude to painting is clearly demonstrated in the publication 'A Course of Lessons in Landscape Painting in Oils' (1881) in which he praises Constable and Turner and recommends students to copy Turner's drawings.



Understand & Evaluate

Composition: look at this painting, is it divided equally into sections?

Which section takes up the most space?

Do you know what this section is called?

What buildings can you see?

What time of year do you think it is? What makes you think this?

Why do you think the artist has put children and a dog into his painting?

Would it be different if these weren't there?

If you walked into this painting, where would you be?

The artist has painted two different pathways into this scene; one is a road down into the valley, the other is through the gate on the left. Choose one of these pathways and create a story.

Think about questions: What do you see? Who do you meet? How do you feel? What do you smell? What happens next?

If you were to paint a landscape, what would you put into your painting?

Explore and create

Choose your own pathway, draw your path and follow it. As you walk along your imagined path, look for clues to map/document your route, e.g. draw a plant (straight on at the ...) do a rubbing (turn left) perhaps you pass someone walking their dog. Collect objects to put into a scrap book back in class. Give your route to someone else; can they follow it using your clues?

The painting shows people in the landscape, homes, fires burning, a woman collecting - maybe berries from the hedgerow. What evidence can you see in the Downs of people working and living, e.g. tractor tracks, farmers, machinery, animals grazing, farm buildings. Back in the classroom; choose something that represents evidence of people working and living in the landscape. How can you represent this evidence in 3D?

In this painting, the sun is going down; there is warm evening light over the Downs. Make a palette of colours that capture the colours and time of day when you visit the Downs. Think also of soundscapes. Half the class replicate the sounds you heard on the Downs the other half think about the sounds in the painting, e.g. church bells, the noise the dog is making, sounds from the sheep and children.

Create a class/group journey picture using everyone's drawings to plot different pathways creating a montage of all the pathways taken. Use the colours from your palette to create the picture. Try using different textures and paper as the background and include some of the items you have collected.



Further links to the National Park: Alfred Fitzwalter Grace Over Lewes, Evening, 1898

Use the South Downs National Park Learning Zone to explore <http://learning.southdowns.gov.uk/>. All resources mentioned below can be found through the Learning Zone.

[Learning outside the Classroom](#) including links for health and safety and practical support in planning your work away from the classroom.

[About the National Park](#) Lewes is one of only four market towns situated in the National Park. Petersfield, Midhurst and Petworth being the other three. The South Downs National Park is the newest of the National Parks designated in 2009. It makes links to the geography curriculum in comparing and contrasting here and abroad. Why not look at Droxford Primary Schools or Rydon Community Colleges scheme of work to see how they do this and work with artists. If you are interested in this aspect of study please explore the John Muir award in the South Downs National Park.

[Geology and landscape](#) All of the market towns are linked to rivers that run through the National Park. This means the geology around the towns is different. The towns would have been linked to crossing points on the rivers. These river valleys are often also home to quarry sites and the businesses and heritage built around them is diverse. This offers excellent opportunities for rocks and soils science as well as landscape identification. Explore the geology further through the resources on the Learning Zone.

[Farming and Land management](#) The artist has featured sheep, knowing where your food comes from is a great way to meet the needs of the new design and technology curriculum. Use the 'Why Farming Matters to the South Downs' resource to look further at farming in the National Park. At a secondary level you might link to genetics and the breeds of sheep that are well suited to the downland.

[Habitats and wildlife](#) Compare grassland diversity on the chalk downland to that in your school grounds, linking to your science and geography curriculum. Chalk specific plants are a great way to give your students a sense of local identity and learn about how important the downland is to conservationists. Scrub bashing with pupils from your school is a great, practical way to demonstrate how the chalk downland is managed to control the succession of more invasive species such as hawthorn, blackthorn and silver birch. Use the Learning Zone to contact the education team for more information on volunteering for activities such as these.

[Culture and heritage](#) This painting depicts country people in their everyday dress. There is also a church in the distance. Churches tend to have detailed histories which you can access by visiting them, including the dates of their construction. Many of the villages of the National Park have parish churches that were built soon after the Norman conquest (1066). Why not explore how the schools in the Meon Valley have been working with their local saxon church <http://www.saxonsinthemeonvalley.org.uk/the-friends-of-corhampton-saxon-church>. This picture is also a great start for looking at changing landscapes.

[Access and recreation](#) This view would be far more urban today and the heritage and culture industry along with eco tourism is now booming in Lewes. Why not use the tourism case studies on the Learning Zone?

[Economy and industry](#) Lewes is a vibrant market town with a busy high street which offers opportunities for urban geography and business studies. It also has a thriving tourism industry and is part of the Brighton and Hove Biosphere bid which will see it become a national lead on sustainable tourism. For information on the economy within the National Park look at the State of the Park Report on the Learning Zone.

