

Art – Year 4 – Spring Term 1: Burps, Bottoms and Bile: MTP

Key Vocabulary: Circulism, 3D perspective, shadow, reflection, thickness.


National Curriculum	Week	NC - Coverage	Procedural (I know how) and Disciplinary Knowledge (I know why/how)	Substantive Knowledge (I know that)	Activity Outline
<p>The national curriculum for Art and Design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> Produce creative work, exploring their ideas and recording their experiences Become proficient in drawing, painting, sculpture and other art, craft and design techniques Evaluate and analyse creative works using the language of art, craft and design Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. <p>Key stage 2 Subject Content Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of 	<p>Project 1 1</p>	<p>Exploring their ideas and recording their experiences. Become proficient in drawing Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p>	<p>I know how to use line effectively to create different shapes, tones and effects. I know the procedure behind Maggie Toole's technique. I know why Khalifa Al-Qattan create circulism as a drawing technique.</p>	<p>I know that line is used to sketch, draw and outline, line helps to develop the composition of artwork. I know that Maggie Toole draws no lines at all, only varied, unending, overlapped and inter-twined circles. I know that Khalifa Al-Qattan founded a new art theory known as circulism.</p>	<p>Research: Maggie Toole – American Artist – Using circulism. Research: Khalifa Al-Qattan – Kuwait Artist – Circulism. Compare the Artists use of circulism. Children to experiment with the technique of 'Circulism'.</p>
	<p>Project 1 2</p>	<p>Become proficient in drawing Produce creative work To improve their mastery of art and design techniques, including drawing, with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<p>I know how to create drawings featuring the third dimension and perspective. I know how to use shading to show light and shadow effects.</p>	<p>I know that perspective drawing is a technique used to represent three dimensional images on a two-dimensional picture. I know that to prevent objects looking flat, a range of tonal shading is essential to make objects look 3D.</p>	<p>Using circulism to draw facial features. Children to experiment and explore with drawing facial features and incorporating the use of circulism. Explore relationships between line and tone, pattern and shape, line and texture.</p>
	<p>Project 1 3</p>	<p>Become proficient in drawing Produce creative work To improve their mastery of art and design techniques, including drawing, with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<p>I know how to make a variety of lines free flowing, sweeping, broken, faint & hard. I know how to further drawings featuring the third dimension and perspective.</p>	<p>I know that adding highlights and shadows to an object helps to make it look more realistic. I know that Artists use layers of shading and blending to achieve light, medium and dark tones.</p>	<p>Children to complete a self-portrait adding charcoal, black felt tip pens or black crayons. Using the charcoal/black felt tip pen or black crayons to draw the outline, shading to develop line and tone, varying the thickness of line, using the side to build up colour.</p>
<p>Project 1 completed.</p>					

<p>materials [for example, pencil, charcoal, paint, clay]</p> <ul style="list-style-type: none"> About great artists, architects and designers in History. 	Key Vocabulary: Renaissance, realism, polymath, hatching, cross-hatching, foreshortening, cubism.			
Project 1 4	<p>About great artists, architects and designers in History. Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. Produce creative work, exploring their ideas and recording their experiences Record their observations and use them to review and revisit ideas.</p>	<p>I know how to select and record from first hand observation, experience and imagination, and explore ideas for different purposes. I know how to question and make thoughtful observations about starting points. I know why well-known Artists used particular techniques and effects (e.g., focal points/impact).</p>	<p>I know that Leonardo di ser Piero da Vinci was an Italian polymath of the High Renaissance. I know that Michelangelo di Lodovico, was an Italian sculptor, painter, architect and poet of the High Renaissance. I know that in around 1907 Pablo Picasso, along with his friend Georges Braque, invented a new style of painting called cubism.</p>	<p>Research Renaissance eye drawings and evaluate their realism. Compare Renaissance: Leonardo da Vinci - Italian polymath, Michelangelo - Italian sculptor, painter and architect or Raphael - Italian painter and architect eye drawings to those of Picasso: Spanish painter, sculptor, printmaker and ceramicist. Were Picasso's realistic? What techniques were used? How were the techniques similar or different? Children to experiment with both techniques of drawing eyes.</p>
Project 1 5	<p>Produce creative work, exploring their ideas and recording their experiences. Become proficient in drawing. To improve their mastery of art and design techniques, including drawing, with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<p>I know how to develop intricate patterns using different grades of pencil and other implements to create lines and marks. I know why line, tone, scale, texture and depth are used within drawings.</p>	<p>I know that pencils can be used to make a variety of marks; a few strong lines can capture movement, while tonal shading can show form and shape. I know that foreshortening was a technique used by Renaissance Artists.</p>	<p>Children to draw an eye from memory. Children can use their knowledge of circulism or may use similar techniques to the renaissance artists. Children to draw an eye using a realistic photograph / mirror. Grids may be used to aid proportion. Compare the two drawings. How did their technique differ? How do the drawings compare?</p>
Project 1 6	<p>Produce creative work, exploring their ideas and recording their experiences Become proficient in drawing To improve their mastery of art and design techniques, including drawing, with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<p>I know how to use key vocabulary appropriately to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, and outline. I know how to use mirrors, viewfinders, magnifying glasses or other to aid observation and technique.</p>	<p>I know that using grid can help with proportion or as an aid to enlarge sketches.</p>	<p>Children to create an A4 drawing of an 'eye'. They can choose the style of drawing (cubism/realism). Children may want the use of a mirror/grid.</p>
Project 2 complete.				





Art – Year 4 – Spring 2: Blue Abyss - MTP

Key Vocabulary: Watercolour, mixed media, reverse acrylic painting, textiles, fabric pain/dye, joining.

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	<p>Project 1 2</p>	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Become proficient in other art, craft and design techniques.</p>	<p>I know how to use basic sewing skills such as threading a needle, starting a stitch, doing a basic running stitch and ending a stitch.</p> <p>I know how to use fabric paint/dye.</p>	<p>I know that wall hangings are a form of tapestry.</p>	<p>Children will use a piece of blank fabric to paint their turtle design onto (using fabric paints).</p> <p>*Using fabric paint/ fabric dye. They will then attach a piece of string or wool to the top of their fabric by stitching.</p>
	<p>Project 1 3</p>	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity and an increasing awareness of different kinds of art, craft and design.</p> <p>Become proficient in other art, craft and design techniques.</p>	<p>I know how to apply decoration using needle and thread.</p> <p>I know how to use different joining techniques when working with textiles, such as gluing and stitching.</p>	<p>I know that mixed media describes artwork in which more than one medium or material has been used.</p>	<p>Children will add to their wall hanging by stitching/joining an extra piece of wool/fabric/string to hang on the top of their wall hanging so it can be hung.</p>
<p>Project 1 complete.</p>					

- About great artists, architects and designers in History.

Key Vocabulary: Collage, overlapping, layering, texture, cross-section, papiers collés.

<p>Project 2 4</p>	<p>Exploring their ideas and recording their experiences.</p>	<p>I know how to collect images and information independently in a sketchbook.</p>	<p>I know that layering paper is a key collage technique.</p>	<p>Research – cross-section of the sea. Children will design their own sea</p>
	<p>To create sketch books to record their observations and use them to review and revisit ideas.</p>	<p>I know why investigating the nature and quality of different materials and processes systematically is an important part of my experimenting.</p>	<p>I know that different types of media and materials will be more suitable for my cross-section collage.</p>	
	<p>Become proficient in drawing.</p>	<p>I know how to select colours and materials to create effect, giving reasons for my choices.</p>	<p>I know that the term collage derives from the French term papiers collés (or découpage), used to describe techniques of pasting paper cut-outs onto various surfaces.</p>	<p>cross section and will label the materials they need for their collage (tissue paper, card, paper). Children may want to test different materials and evaluate their quality. Children to label their design and give reasons for their material choices.</p>
<p>Project 2 5</p>	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p>	<p>I know how to create different surface patterns and textures.</p>	<p>I know that different textures can be created in my collage depending on how the paper is torn or cut.</p>	<p>Creating their cross-section sea collage following their design.</p>
<p>Become proficient in other art, craft and design techniques.</p>	<p>I know how to create a collage using overlapping and layering.</p>	<p>I know that Kurt Schwitters is s an artist working across several genres.</p>		<p>Completing their cross-section sea collage and evaluating against peers.</p>
<p>Project 2 6</p>	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p>	<p>I know how to adapt my work according to mine and others views and can describe how I might develop it further.</p>	<p>I know that Kurt Schwitters is s an artist working across several genres.</p>	<p>View Kurt Schwitters collage pieces. How are they compared to those that have been created?</p>
<p>Become proficient in other art, craft and design techniques.</p>	<p>Evaluate and analyse creative works using the language of art, craft and design.</p>	<p>Project 2 completed</p>		

E. Roberts