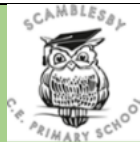




Art and Design – Medium Term Planning

Y3/4 Badger Class



SCAMBLESBY CofE PRIMARY SCHOOL: MEDIUM TERM-PLANNING Y3/4 Art and Design Autumn Year A

Milestone 2

Collage Drawing: All Work and no Play

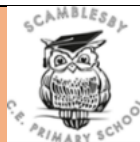
J.S.Lowry

Develop Ideas

- Develop ideas from starting points throughout the curriculum.
- Collect information, sketches and resources.
- Adapt and refine ideas as they progress.
- Explore ideas in a variety of ways.
- Comment on artworks using visual language.

Master Practical Skills		• COLLAGE: • Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage. • DRAWING: • Use different hardness of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture.	
Take inspiration		• Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others.	
Vocabulary		Social, peasant, bustling, genre, classes, navvies, flourish, precise, gesture, charcoal, forms, shapes, proportion, features, images, Collage, accurately, shape, effect, overlap, experiment, line, purpose, apply	
Session	Learning Objective	Learning questions and Success criteria	Lesson outline
1	To discuss art from different historical periods.	What decade did Lowry Live in? How did this influence his work? <i>SC: To identify where Lowry lived influenced his work. (Basic)</i> <i>SC: To explain how Lowry's paintings provide evidence of how his art was influenced by the industrial area in which he lived. (Advancing)</i> <i>SC: To describe how Lowry and Leonardo da Vinci begin the process of a piece of art. (Deep)</i>	
2	To compose a drawing paying attention to the placement of objects	How did Lowry place his subjects in his paintings? Where and how are you going to place your subjects? What materials are you going to use? <i>SC: To create a drawing similar to Lowrys with appropriate placement. (B)</i> <i>SC: To explore Lowrys techniques of creating a background and then sketching outlines in pencil or charcoal. (A)</i> <i>SC: To expand on Lowry's techniques. (D)</i>	
3	To create a design combining collage and drawing.	What are tints and tones? How are they used within portraits? How do we make tints and tones? <i>SC: To Use a variety of materials to create depths. (B)</i> <i>SC: To create a collage like the work of Lowrys. (A)</i> <i>SC: To (D)</i>	

4	To evaluate a piece of work.	Why do we sketch an outline first? What are the stages of painting our portraits? <i>SC: To identify how Lowrys work influenced the final piece. (B)</i> <i>SC: To evaluate own completed piece of work. (A)</i> <i>SC: To Research Lowrys paintings and evaluate the different ways he used matchstick people. (D)</i>	
Assessment	• I can identify the techniques used by different artists. • I recognise when art is from different historical periods. • I can compose a drawing paying attention to the placement of the objects. • I can create a design combining collage and drawing. • I can cut a variety of shapes accurately. • I can arrange shapes with increasing purpose to create a desired effect. • I can begin to overlap materials to experiment with different final looks. • I can experiment using different colours within a collage. • I can experiment using different lines within a collage.		



SCAMBLESBY CofE PRIMARY SCHOOL: MEDIUM TERM-PLANNING Y3/4 Art and Design Spring Year A

Milestone 2

Drawing Painting – Animals - ROSA BONHEUR- p 98

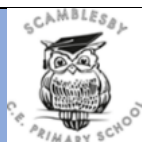
Develop Ideas	• Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language.
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Master Practical Skills	DRAWING: • Use different hardness of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. PAINTING: • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour.
Take inspiration	• Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others.

Vocabulary	Motion, anatomy, masterpiece, gradual, illusion, form, commitment, credited, Tint, Shade, Background, Foreground, Middle ground, landscape, perspective, method, control, effects tone, depth, scenery, impressionist, pencil, third dimension emotion, expression
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Session	Learning Objective	Learning questions and Success criteria	Lesson outline
1	To discuss and identify techniques used by artists.	? ? SC: To Discuss how Bonheur was first inspired to draw and paint animals. (Basic) SC: To discuss and summarise how Bonheur's life events influenced her to become an artist. (Advancing) SC: To research other animal artists and compare their work. (Deep)	See Animals p 98
2	To plan a painting using different sketching techniques.	? SC: To make a plan on how to start. (B) SC: To to experiment with methods and evaluate. (A) SC: To experiment with a variety of different researched methods and plan which is the most successful for the planned piece.(D)	
3	To create a sketch focusing on facial expressions.	What? SC: To copy the sketching techniques of Bonheurs first before exploring own. (B) SC: To explore a range of resources and methods, evaluating the outcomes. . (A)	

		SC: To discuss the importance of doing an initial sketch before the painting. (D)	
4	To explore tints and shades.	Why What SC: To discuss how tints and shades are created. (B) SC: To discuss the importance of tints and shades used within paintings to give depth and create 3d illusions. (A) SC: To explain how tints allow lightness and darkness to change the atmosphere of the painting. (D)	
5	To create a final painting.	Why What SC: To create a final product using sketching and painting techniques similar to Bonheur. (B) SC: To Create a final product in likeness to Bonheur using gradual change in lightness and darkness of colour to create the illusion of 3D. (A) SC: To create a final product in likeness to Bonheur's using the contrasts of light on one side and darkness to create shadows to create realism. (D)	
Assessment	• I can compare the work of different artists. • I can use sketches to produce a final piece of art • I can use line, tone, shape and colour to represent figure and forms in movement. • I can confidently use a range of brushes to create different effects in painting. • I can paint with growing control demonstrating high levels of detail e.g. fur • I can create tints and shades to create depth. • I can create different effects and textures with paint according to what I need for the given task.		



SCAMBLESBY CofE PRIMARY SCHOOL: MEDIUM TERM-PLANNING Y3/4 Art and Design Summer Year A

Milestone 2

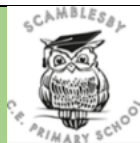
Sculpture- Art deco – Charles Catteau and Tamara de Lempicka (History link)

Develop Ideas	• • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language.
Master Practical Skills	• Create and combine shapes to create • recognisable forms (e.g. shapes made from • nets or solid materials). • Include texture that conveys feelings, • expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail.
Take inspiration	• Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others

Vocabulary	Geometric, aluminium, jade, chrome, sleek, streamlined, traditional, sophisticated, Sculpture, 3D form, model, detail, shape, manipulate, intricate, surface, pattern, texture, pinching, coiling, slab building, glaze, finishing
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Session	Learning Objective	Learning questions and Success criteria	Lesson outline
1	To create a design.	What do you know about Art Deco and the Ancient Egyptians? Can you create a piece of Art Deco with an Egyptian theme?? <i>SC: To name designers who were well known for using the Art Deco style. (Basic)</i> <i>SC: To research the work of famous Art Deco Artists and designers and create own design.. (Advancing)</i> <i>SC: To explore how Art Deco designers may have been influenced by the art of Ancient civilisations like the Ancient Egyptians, and create a design representing this. (Deep)</i>	See page 116
2	To sculpt clay into a shape. To add on to work to create texture and shape.	What sculpting methods will you use? What tools will you need? Which artist are you basing. your design on?	

		SC: To chose an appropriate material to work with and mould to create planned design.(B) SC: To create a piece of work based around an Art Deco design, using appropriate materials.(A) SC: To create an Art Deco design creation that is sleek and streamlined in shape (D)	
3	To add detail using different media.	What other materials will you need to add? What type of materials are they? How will you apply them? SC: To combine other materials to create a final product. (B) SC: To combine and mould a selection of materials to enhance the asthetic appearance of the design.(A) SC: To create an Art Deco design using a combination of natural and man made materials. (D)	
4	To evaluate the final product.	Was your design a success? How would you improve your design if you were to do it again? What went well/not well? How does your design resemble Art Deco? SC: To explain the effect the over all product was intended to have and if it met this. (B) SC: To Explain how the final product has been successful and what could be changed to make it more successful as an Art Deco piece. (A) SC: To evaluate the final piece against the chosen artists inspired piece of work. (D)	
Assessment	• I can sculpt clay into different shapes. • I can use clay modelling tools to add detail, cut, shape and join clay • I can cut, stick, manipulate and join clay to create a form. • I can create more intricate surface patterns/ textures and use them when appropriate. • I can explore the three techniques of modelling clay – pinching, coiling and slab building. • I can use paint and glazing techniques as a finishing off technique for my clay form.		



SCAMBLESBY CofE PRIMARY SCHOOL: MEDIUM TERM-PLANNING Y3/4 Art and Design Autumn Year B

Milestone 2

Drawing/Painting: Impressionism- Renoir (geography)

Develop Ideas

- Develop ideas from starting points throughout the curriculum.
- Collect information, sketches and resources.
- Adapt and refine ideas as they progress.
- Explore ideas in a variety of ways.
- Comment on artworks using visual language.

Master Practical Skills

DRAWING:

- Use different hardness's of pencils to show line, tone and texture.
- Annotate sketches to explain and elaborate ideas.
- Sketch lightly (no need to use a rubber to correct mistakes).
- Use shading to show light and shadow.
- Use hatching and cross hatching to show tone and texture.

PAINTING:

- Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.
- Mix colours effectively.
- Use watercolour paint to produce washes for backgrounds then add detail.
- Experiment with creating mood with colour.

Take inspiration

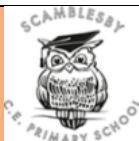
- Replicate some of the techniques used by notable artists, artisans and designers.
- Create original pieces that are influenced by studies of others.

Vocabulary

Impression, optically, hatching, linear, cross-hatching, stippling, impasto, essence, porcelain, meticulous, graphite, canopy, foreground, subtle, charm,

Session	Learning Objective	Learning questions and Success criteria	Lesson outline
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1	To explore and compare artist's work	Who is Renoir? What is he famous for? <i>SC: To describe how Renoir's teenage years were significant to his art. (Basic)</i> <i>SC: To summarise the reasons why Renoir's use of media and materials were unusual for an impressionist. (Advancing)</i> <i>SC: To identify ways in which impressionists like Renoir and Monet compare and contrast their use of materials and media. (Deep)</i>	
2	To be able to create different colours.	How were bold and contemporary colours were used within Renoirs paintings? How can bold, contemporary colours be created and used within our designs? <i>SC: To explain how Renoir use colour to emphasise the features at the foreground of his pictures.(B)</i> <i>SC: To compare, contrast and recreate some of the colour theme within own painting.(A)</i> <i>SC: To discuss the outcome of using bold, contemporary colours for the foreground and evaluate the outcome in own paintings. (D)</i>	
3	To understand mood in paintings and depict this.	How can you relate charm and mood into your paintings like Renoir did? Can you explain what Renoir meant between art and emotion, linking it back to your painting? <i>SC: To practice using the three different methods, hatching, cross-hatching and stippling. (B)</i> <i>SC: To compare your use of the three different methods to create the 'broken colour effect. Explain which was the most effect method and give a reason why. (A)</i> <i>SC: To Explain if mixing colours on a palate will lead to a more realistic painting than using broken colour.(D)</i>	
4	To create a painting in the style of an artist depicting mood.	Why have you chosen the design? What mood do you want to depict? How have you depicted this mood? (e.g. through colour/brush strokes etc). <i>SC: To use the skills learned and observed from the artists style and include them within the final piece to show mood. (B)</i> <i>SC: To use the research on his other paintings and include the charm of his characters within the painting to depict the mood. (A)</i> <i>SC: To be able to describe what Renoir meant by art and emotion, relating this back to his art and the final art piece</i>	
Assessment	• I can explain some of the features of art from historical periods. • I can show facial expressions and body language in my drawings. • I can practise using different drawing techniques for different purposes e.g. shading, hatching, cross hatching, stippling, scribbling • I can confidently mix tints, shades and tones with increasing confidence. • I can explore how artists paint foregrounds and backgrounds for perspective. • I can work with different levels of detail, where appropriate. • I am beginning to work with different types of paint, e.g. poster, acrylic, oil and watercolour and investigate effect		



SCAMBLESBY C of E PRIMARY SCHOOL: MEDIUM TERM-PLANNING Y3/4 Art and Design Spring Year B

Milestone 2

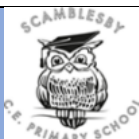
Textiles: Myths and Legends

Develop Ideas	• Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language.
Master Practical Skills	• Shape and stitch materials. • Use basic cross stitch and back stitch. • Colour fabric. • Create weavings. • Quilt, pad and gather fabric.
Take inspiration	• Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others.

Vocabulary	Myths, Legends, Moral, Pre-Raphaelite, frustrated, props, relics, Baroque, prolific, aristocratic, dynamic, flushed, mineral, dramatise, prominent, Textile, shape, attach, join, applique, detail, arrange, rearrange, overlap, overlay, effects, abstract,
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Session	Learning Objective	Learning questions and Success criteria	Lesson outline
1	To understand art can be in any form.	Who is Rosa Bonheur? What style of work does she do? <i>SC: To Name some examples of artists who have been inspired by Myths and Legends. (Basic)</i>	Explore tapestry's and arts of work that include textiles.

		SC: To research the work of Rosa Bonheura. (Advancing) SC: To Compare the work of Bonheura and Rossrtti. (Deep)	
2	To create a design	What will influence your design? Can you create a design? SC: To Identify the media and materials needed then sketch a design. (B) SC: To create a detailed design using the artist as a basis. (A) SC: To create and refine the design evaluating similarities and differences to the artists style. (D)	To create a design in connection to the topic.
3	To choose appropriate textiles to match the design	What materials have been chosen? Why have those materials been chosen? How do they relate back to the artist? SC: To chose appropriate materials and colours to depict the design. (B) SC: To select the correct materials to create the design, explaining why the materials have been chosen. (A) SC: To practice different techniques of joining materials explaining methods and relating back to artist of choice. (D)	To chose the appropriate textile. Eg material to sew together, stitching to create a tapestry effect.
4	To use appropriate skills to complete the design of choice.	Can you use the selected materials to create your final design? SC: To create a final design in the style of the artsts. (B) SC: To use a variety of techniques and materials to create a final piece. (A) SC: To create a final piece explaining how it relates to the chosen topic and to the artist explored and researched. (D)	To complete the design
5	To evaluate the final product.	Why SC: To explain how the final piece depicted the artists tones and light. (B) SC: To explain hoe the final piece depics myths and legends in the style of the artist. (A) SC: To describe which period the final piece represents, and the artists style used. Explain what changes would be made if repeated. (D)	To evaluate the product
Assessment	• I can experiment with the styles used by other artists. • I can explain how my work is similar and different. • I can explain my reasons behind my choices. • I can do simple appliqué work attaching material shapes to fabric. • I can experiment with how to join two fabrics • I can add detail to the fabric. • I can arrange and rearrange materials to create the effect that I am looking for. • I can use overlapping and overlaying to create effects.		



SCAMBLESBY CofE PRIMARY SCHOOL:

MEDIUM TERM-PLANNING Y3/4 Art and Design

Summer Year B

Milestone 2

Printing and Painting Abstract Art

Develop Ideas

- Develop ideas from starting points throughout the curriculum.
- Collect information, sketches and resources.
- Adapt and refine ideas as they progress.
- Explore ideas in a variety of ways.
- Comment on artworks using visual language.

Master Practical Skills

- Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).
- Include texture that conveys feelings, expression or movement.
- Use clay and other mouldable materials.
- Add materials to provide interesting detail.

Take inspiration

- Replicate some of the techniques used by notable artists, artisans and designers.
- Create original pieces that are influenced by studies of others

•

Vocabulary

Random, geometrical, outline, contrast, transparent, chromatic, physical, pioneer, harmonise, chord, spiritual, trend, amplification, spectrum, hues, gouache, Foam block, lino print, rotation, monoprint, rolling, pressing, rubbing, techniques, pressure

Session

Learning Objective

Learning questions and Success criteria

Lesson outline

1	To explore different techniques	What is abstract art? <i>SC: To discuss what the 'colour field' is how this is portrayed in abstract art. (Basic)</i> <i>SC: To explain why an abstract artist is unlikely to paint a real object or living thing. (Advancing)</i> <i>SC: To is abstract art described as being produced in a random way? Justify answer.(Deep)</i>	Each child is to produce their own mono print using foil/ tape process. copy for display and sketch books
2	To make a press print on Styrofoam	How can we create an abstract art print block? Can you create a design? <i>SC: To create an abstract pattern. (B)</i> <i>SC: To create a pattern on a Styrofoam and create a print (A)</i> <i>SC: To discuss how the print was created and based on the work of an artist. (D)</i>	PRESS PRINT DESIGNS Explain to the children that they are going to transpose their designs into press prints. Demonstrate how to transfer designs onto press-print using a soft pencil and firmly drawing onto the press-print surface. Get the children to feel the indented surface and discuss how this will make a print.
3	To make and use a collagraph print block	How will you build up your collagraph block? What materials ill you use? How will you layer you colours? <i>SC: To use different materials to create the print block in an abstract design. (B)</i> <i>SC: To use three colours to create the print building up the design. (A)</i> <i>SC: To create a piece of abstract art using shapes and vivid colours. (D)</i>	COLLOGRAPH BLOCK DESIGNS Show the children some examples of card collotype prints and explain that they are going to use the collotype, relief block process to develop their designs Demonstrate the process Explain to the children that they are going to print their collotypes this week. Ask the children to ink up the slabs with black ink. Demonstrate how to ink up the collotype by rolling ink from the slab onto the collotype in both directions i.e.North/south and east/west. Show the children how to place the collotype face down on the paper and rub firmly on the back to produce the print. Ask the children to print a number of prints from the block onto different surfaces.
4	To create a product using monoprint and collagraph techniques	What will your product be? Which method will you use and why? <i>SC: To identify the best method used create the final print. (B)</i> <i>SC: To create the final print in the style of the chosen artist. (A)</i> <i>SC: To evaluate the final product. (D)</i>	MONOPRINTS –METHOD 2 Demonstrate first 'inking up' a slab with a thin layer of black ink. Show how to place the paper onto the inked slab(not to press on the paper with the fingers.)

5	To create an abstract painting in the style of Kandinsky.	Why do we sketch an outline first? What are the stages of painting our portraits? <i>SC: To copy Kandinsky's use of yellow, red and blue and different shapes to create and abstract painting. (B)</i> <i>SC: To put own twist on Kandinsky's work and create a final piece. (A)</i> <i>SC: To present a final piece of work and produce a written piece of work to demonstrate how the yellow, blue, red, curves and lines effect the eyes. (D)</i>	To draw out then paint a piece in the style of Kandinsky. Linked back to their printing project.
Assessment	• I can discuss and describe well known artist's work. • I can create a detailed stencil that shows a clear image and use it to create a print. • I can create a printed piece of art by pressing and rolling, • I can explore lino printing. • I can explore and use complementary colours		