


<b>Art</b> <b>Year 4</b> <b>Autumn 1</b>		<b>Theme: Tudors</b> <b>Strand: 3D Modelling</b> <b>Medium: Clay</b>			
<b>NC objectives covered:</b>	<p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	<b>Learning in this topic:</b> <b>Producing Creative Work and Ideas</b> <ul style="list-style-type: none"> <li>Children will create designs for their tankards based on their knowledge of the Tudors and the tankards that they use. They will explore and practise drawing Tudor patterns and colours to add detail to their tankards</li> <li>Children will work on their final tankards, using clay and moulding and shaping their designs. They will use the techniques they have learned about in previous sessions and choose which is best to suit the purpose of their design.</li> <li>Children will paint their designs once dried using a range of colours and patterns which are appropriate to the Tudors.</li> </ul> <b>Proficiency in art mediums (drawing, painting, sculpture etc.)</b> <ul style="list-style-type: none"> <li>They will learn the names of the tools they are going to be using (modelling knives, roller, block, cutting wires, cutters) and will learn how to use these tools to cut the clay, make patterns in them and add detail to them. They will explore different techniques in using them and what effects this will create.</li> <li>Children will cut their clay and roll it out into the correct dimensions to create the right layout to create their model.</li> <li>Children will then use the necessary tools and techniques to mould a bottom, sides and handle for their tankards. Ensuring the thickness and shape are correct.</li> <li>Children will then think about how to fix them together and secure the handle. Then think about how to finish and smooth them out so they can look like one complete product, ensuring no joins are visible.</li> </ul> <b>Analyse and Evaluate Art using design language</b> <ul style="list-style-type: none"> <li>Show children a range of techniques involved in creating ceramic pots, mugs etc. Give children the opportunity to explore them and to look at how to mould shapes and make joins between the two. Look at videos of potter's wheels and so children can see this technique being used in action.</li> </ul> <b>Knowledge of artists and designers and their impact on history/culture</b> <ul style="list-style-type: none"> <li>Look at a range of Tudor tankards in groups and discuss the artwork using pre-prepared questions sheets (what materials have they used? What equipment would they use to make these? How have they added detail? What shapes have they used? What patterns and emblems are going to be used in Tudor times). Children choose their favourite to copy onto a postcard and write on the back their thoughts and feelings about it.</li> </ul>			
<b>Prior Knowledge needed:</b>	<p>Create a 3D model using a range of modelling materials.</p> <p>Explore shape and form</p> <p>Manipulate and decorate clay using a variety of techniques, e.g. coiling, modelling, carving, impressing,</p> <p>Join clay using slip.</p> <p>Use a range of modelling tools to add marks, patterns and detail.</p>				
<b>Curriculum Concepts and Themes:</b>	<p>3D modelling</p> <p>Painting</p> <p>Sculpture</p>	<b>Curriculum Skills Progression:</b>	<p>Shape and form clay to produce a coil pot or container.</p> <p>Add handles/details using scoring, blending and slip.</p> <p>Mix and combine a range of different materials and tools to create surface patterns and impressions.</p> <p>Create effective relief and radiating patterns.</p> <p>Mix paint and other materials to create detailed patterns and textures.</p> <p>Use a wide range of painting techniques to create different effects.</p>	<b>Direct links to made other subjects:</b>	<p>History – The Tudors</p>
<b>Inspirational Start:</b> (hook to capture the imagination) Exploring Clay. - Children to have a piece of clay to examine and mould.		<b>Mid-way Milestone:</b>  Using clay top create the shape of their tankards.		<b>Extraordinary End:</b> (a recognised end point to work towards) Painting and decorating their Tudor Tankards to create a gallery	

<b>Art</b> <b>Year 4</b> <b>Spring 1</b>		<b>Theme: World War 2 Skyline</b> <b>Strand: Printing</b> <b>Medium: Paint and Printing Ink</b>	
<b>NC objectives covered:</b>	<ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history.</li> </ul>	<b>Learning in this topic:</b> <b>Producing Creative Work and Ideas</b> <ul style="list-style-type: none"> <li>Children will work in their sketchbooks/create a mini sketchbook, including examples of their printing experiments so far and to work on their final design. They will design a skyline that will show a WW2 air raid with the silhouettes of the buildings in black, the sky in either yellow, red or orange, and the searchlights in white.</li> <li>Children will work on their final prints – creating more than one print of each stage so that the best can then be chosen. They will then write a short reflection on how they feel their design worked and what they would do to improve it/to add into it (i.e. they may say they would add surface texture to some areas/engrave windows etc to add more detail).</li> </ul> <b>Proficiency in art mediums (drawing, painting, sculpture etc.)</b> <ul style="list-style-type: none"> <li>They will learn the names of the tools they are going to be using (ink, roller, block, ink tray, stencil) and will learn how to roll up ink correctly in a thin layer onto a printing tray using a roller, then use this to ink up their printing block and print, making sure they also use a clean roller to roll on the back on the paper to make sure the ink transfers effectively.</li> <li>Children will be given a small printing block to experiment with (made from wood/acrylic) and will practise creating a flat one colour print then explore how surface texture can be added using various methods/tools (sponges, stippling, stamping found objects/embossed materials, engraving using a blunt pen/pencil). Children will watch a video/powerpoint to explain how a 2 part block print works and shows how one colour can be printed on top of another to create a layered print (starting with the lightest and working towards the darkest). They will then experiment in doing this using their small blocks and cut/torn paper as stencils. (note: whatever the paper covers, will stay the colour printed underneath)</li> </ul> <b>Analyse and Evaluate Art using design language</b> <ul style="list-style-type: none"> <li>Children will explore the meaning of 'geometric', 'symmetrical' and 'asymmetrical' in terms of printing. They will look at examples (this is very in fashion at the moment and many can be found in homeware stores/online) and will experiment with creating their own using found geometric objects (corks, lego, plastic shapes etc) and printing inks.</li> </ul> <b>Knowledge of artists and designers and their impact on history/culture</b> <ul style="list-style-type: none"> <li>Look at a range of skyline artwork from different artists (printers and painters) in groups and discuss the artwork using pre-prepared questions sheets (what materials have they used? Have they used hot/cold colours? How have they added detail/texture? How have they used perspective? Etc). Children choose their favourite to copy onto a postcard and write on the back their thoughts</li> </ul>	
<b>Prior Knowledge needed:</b>	<p>Year 3 printing skills: Compare and recreate shapes and patterns in nature and the environment.</p> <p>Talk about the ways in which patterns are made, e.g. overlapping of shapes, repeats.</p> <p>Make prints based on surfaces taken from the environment.</p> <p>Make a simple paper stencil. Make a simple printing block.</p>	<b>Curriculum Skills Progression:</b> <p>Talk about geometric, symmetrical and asymmetrical patterns.</p> <p>Create surface texture using rollers, sponges, engraving and by printing from an inked surface.</p> <p>Make a 2-part paper stencil. Make a 2-colour block print.</p> <p>Collect, examine, select and use resource materials to inform thinking and contribute to the development of ideas.</p>	
<b>Curriculum Concepts and Themes:</b>	 <p>(This is what we are aiming for but using printing and having just red/yellow for the sky, white searchlights and black building silhouettes).</p>	<b>Direct links to made other subjects:</b>	<p>Topic – World War 2</p>
<b>Inspirational Start:</b> (hook to capture the imagination) Have a mock air raid at school – turn off classroom lights, have sounds playing - siren, bomb explosions, aircraft flying overhead etc. Tell all the children they must get under their desks as quickly as they can and stay quiet. Have video with lights and flashes playing on IWB. After talk about how they it made them feel.	<b>Mid-way Milestone:</b> Exploring making stencils out of different materials. E.g potatoes lego, etc. Investigate and explore what patterns can be created.	<b>Extraordinary End:</b> (a recognised end point to work towards) Put up examples of children's work on twitter for parents to see and create a display in the classroom/corridor to showcase everyone's work.	

<b>Art</b> <b>Year 4</b> <b>Summer 1</b>  <b>Theme:</b> Aztec pattern weaving <b>Strand:</b> Weaving <b>Medium:</b> Textiles		<b>Learning in this topic:</b> <b>Producing Creative Work and Ideas</b> <ul style="list-style-type: none"> <li>Children will create designs for their circular weaves based on their knowledge of the Aztecs and the patterns that they use. They will explore and practise drawing Aztec patterns and colours to add detail to their weaving</li> <li>Children will work on their final weaves using wool, fabric, ribbon and natural materials to create their designs. They will use the techniques they have learned about in previous sessions and choose which is best to suit the purpose of their design.</li> <li>Children will then add beads and sew in patterns to the centres of the design to help create Aztec sun god symbols.</li> </ul>			
<b>NC objectives covered:</b>	Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas  Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials	<b>Proficiency in art mediums (drawing, painting, sculpture etc.)</b> <ul style="list-style-type: none"> <li>They will learn the names of the different types of looms (Floor looms, card looms, bobbins, table looms, backstrap looms, tapestry looms, bead loom) and explore which material works best on which loom.</li> <li>Children will source and cut materials to weave onto their looms. They will create a pattern using colours and techniques based on their research into the Aztec patterns.</li> <li>Children will then think about how to secure their weaves so that they stay tight and learn how to tie them off securely. Children will be shown a range of techniques to do this and make sure they become effective before completing a final design.</li> </ul>			
<b>Prior Knowledge needed:</b>	<ul style="list-style-type: none"> <li>Look at examples of natural and man-made materials used in mixed media collage and textiles and talk about their properties and effects (e.g. shiny/reflective foils, transparent plastics, feathers, beads, to add texture/detail etc)</li> <li>Use a card loom to create a weaving.</li> <li>Explore and respond to direct sensory experiences, and to memory and imagination, natural and made environments.</li> </ul>	<b>Analyse and Evaluate Art using design language</b> <ul style="list-style-type: none"> <li>Show children a range of weaving techniques. Give children the opportunity to create a paper weave using a cardboard loom. Discuss how patterns can be created using this medium. Also let children explore how to use different fabrics such as wool, plastic bags, natural materials, thread, ribbons can be used on a cardboard loom</li> <li>Show children how to use a bobbin to create a simple wool chain. Ask them to explore how it can be done and the techniques needed.</li> <li>Show children videos of large-scale weaving equipment. Talk about when and how this is used. Children then to compare all the different weaving techniques they have seen and evaluate which would be best for certain purposes.</li> </ul>			
<b>Curriculum Concepts and Themes:</b>	Textiles  Weaving  Creating Patterns	<b>Curriculum Skills Progression:</b>	<ul style="list-style-type: none"> <li>Collect, examine, select and use resource materials to inform thinking and contribute to the development of ideas.</li> <li>Look at examples of weavings from other times and cultures, discuss the use of materials and techniques used.</li> <li>Create and use a wide range of materials, techniques and patterns to create a large-scale weaving project.</li> <li>Use a bobbin to create a simple wool chain.</li> </ul>	<b>Direct links to made other subjects:</b>	DT Textiles  History – The Aztecs
<b>Inspirational Start:</b> (hook to capture the imagination) Exploring different woven items and patterns.		<b>Mid-way Milestone:</b>  Walk on hills to collect natural resources for weaving.		<b>Extraordinary End:</b> (a recognised end point to work towards) Making an Aztec inspired sun burst weave.	