

Year group: 4	Subject Area: Art	Unit: 1 - Drawing	Subject Leaders: A Barnett	
Focus Artists: Jansson Stegner/Petra Palmeri				
Prior linked knowledge	National curriculum objectives		Future linked knowledge	
<p>Know how to show how people feel in drawings (Y1)</p> <p>Know how to create moods in art work using colour (Y1)</p> <p>Choose and use three different grades of pencil when drawing (Y2)</p> <p>Know how to use pencil, pastel and charcoal to create art (Y2)</p> <p>Know how to show facial expressions in art (Y3)</p> <p>Know how to use different grades of pencil to shade and show tones and texture (Y3)</p>	<p>To create sketchbooks to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques: including drawing</p> <p>Know about great artists, architects and designers in history</p>		<p>Know how to use shading to create mood and feeling (Y5)</p> <p>Know how to organise line, tone, shape, and colour to represent figures and forms in movement (Y5)</p> <p>Know how to express emotion in art (Y5)</p> <p>Create sketches which communicate emotions (Y6)</p> <p>Use a full range of pencils, charcoal or pastels when creating a piece of observational art (Y6)</p>	
Notes	Cross-curricular links		Possible hooks/enrichment activities	
See each lesson	<p>Maths – shape and symmetry</p> <p style="text-align: center;"><i>To be populated by teachers, as they begin to use the curriculum – subject leader to then update half-termly.</i></p>			
Objectives from Long Term Planning (Quest 1)				
<ul style="list-style-type: none"> • Know how to use marks and lines to show texture in art • Know how to show facial expressions and body language in sketches and paintings • Know how to use line, tone, shape and colour to represent figures and forms in movement and know how to show reflections • Know how different artists developed their specific techniques 				
Introduce	Experiment	Design	Create	
Lesson 1: Introduce both artists using images of their artwork. Analyse the art looking at content of the art, mood, and techniques they have used. Research into the background of the artists and what their usual style is.	Lesson 2: Experiment using marks and lines to create texture (hatching, waves, dashes, circles, stipples). Take one piece of art from both the focus artists and sketch elements of their work experimenting with their mark	Lesson 3: Children design two sets of art from both artists' inspirations. Know which colours, shape, size and perspective they will be drawing from. Know which type of resources and techniques they will use	Lesson 4: Children to begin creating their facial expression and body language design (Jansson Stegner) following their ideas carefully. Experiment with what works and	Lesson 5: Children to begin creating their reflective design following their ideas carefully. Experiment with what works and make changes if needed.

	making and taking inspiration from the artist.	(pastels, charcoal, pencils)	make changes if needed.
<p>Notes: Common questions to analyse work could be from the following:</p> <ul style="list-style-type: none"> - What colours have been used? - How does the colours/art make you feel? - What has been used to create the art? - Is it realistic? - What is in the artwork and why has the artist chosen to create this? <p>Children could create a spider diagram of note taking around the art work in their art books.</p>	<p>Notes: Children could create grid with different texture techniques.</p> <p>Children could sketch and experiment with drawing different individual areas of the face and body.</p> <p>Children could use mirrors and water to draw reflections of anything different to marbles.</p>	<p>Notes: Petra Palmeri design – use of mirrors or water for children to come up with original ideas for reflecting</p> <p>Jansson Stegner design – children could take photographs of their friends to help with sketch</p>	<p>Notes: Children should be allowed to change their designs/plans if something they have planned doesn't work when they have tried – encourage children to try their design before changing (changes can be noted onto their design through an editing pen)</p>
Key Vocabulary			
Mood Techniques Content Diagram Artist Analyse Style	Hatching Cross-hatching Stipples Waves Curles Dashes Circles Texture Facial expressions Reflections Experiment	Shape Colour Size Perspective Pastels Charcoal Pencil Plan Design	Create Evaluate Change Edit Sketch
Key skills throughout unit			
<ul style="list-style-type: none"> • Experiment with the styles used by other artists • Use sketchbooks to help create facial expressions • Use sketchbooks to experiment with different texture • Use photographs to help create reflections 			

Year group: 4	Subject Area: Art	Unit: 2 – Painting/Printing	Subject Leaders: K Muldowney and H Cassidy	
Focus Artists: Robert Delaunay				
Prior linked knowledge	National curriculum objectives		Future linked knowledge	
<p>Know how to create a repeating pattern using sponges, vegetables and fruit (Y1)</p> <p>Know how to mix paint to create all the secondary colours (Y2)</p> <p>Know how to create brown with paint (Y2)</p> <p>Know how to create tints with paint by adding white and know how to create tones by adding black (Y2)</p> <p>Know how to create a printed piece of art by pressing, rolling, rubbing and stamping (Y2)</p> <p>Know where each of the primary and secondary colours sit on the colour wheel (Y3)</p>	<p>To create sketchbooks to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques: including painting and printing</p> <p>Know about great artists, architects and designers in history</p>		<p>Create a range of moods in their paintings using media and painting techniques (Y5)</p> <p>Print using a number of colours onto different materials (Y5)</p> <p>Know how to create an accurate print design following given criteria (Y5)</p> <p>Use a wide range of techniques (Y6)</p> <p>Explain why they have chosen specific painting techniques (Y6)</p> <p>Know which media to use to create maximum impact (Y6)</p> <p>Know how to overprint using different colours (Y6)</p>	
Notes	Cross-curricular links		Possible hooks/enrichment activities	
See each lesson	<i>To be populated by teachers, as they begin to use the curriculum – subject leader to then update half-termly.</i>			
Objectives from Long Term Planning (Quest 1)				
<ul style="list-style-type: none"> • Create all the colours they need • Use shading to create mood and feeling • Use a wide range of techniques (layering) • Know how to print onto different materials using at least four colours 				
Lesson Sequence				
Introduce	Experiment		Create	
Lesson 1: Introduce Robert Delaunay using images of his artwork. Know and discuss the background of the artist and what their usual style is. Identify use of colour, shape, techniques and discuss the effect this may have. Make own colour palettes using a range of warm and cool colours and shade these accordingly.	Lesson 2: Know how to print on different materials using at least four colours. Experiment with different objects and materials.	Lesson 3: Know how to use layering technique while painting. Use a range of different shapes and colours to practice this technique.	Lesson 4: Children plan their own Robert Delaunay style artwork. Choose preferred shape, colours and style and print. Sketch design into sketchbooks and add colour.	Lesson 5: Create own piece of art work following the inspiration from Robert Delaunay. Planning is used to support design. Layering technique and printing to be used across design.

Notes: Robert Delaunay wanted to create joyful images – with bright colours. Paints can be used to show warm and cool tones and look at shading.	Notes: Objects can be with different textures, everyday objects. Materials: tissue paper, card, hessian, Perspex sheets	Notes:	Notes: Art work can be completed outside of sketchbook – photographs in sketchbook
Key Vocabulary			
Warm Cool Tone Tint Colour Shape Style Techniques Water colour	Print Block Objects Repeating Material Layering Painting	Design Plan Practice	Create Masterpiece Artwork Inspiration Evaluate Edit
Key skills throughout unit			
<ul style="list-style-type: none"> • Experiment with the styles used by other artists • Use sketchbooks to experiment with different texture 			

Year group: 4	Subject Area: Art	Unit: 3 - Sculpture	Subject Leaders: A Barnett
Focus Artist: Linda Lopez			
Prior linked knowledge	National curriculum objectives		Future linked knowledge
Know how to cut, roll and coil a range of materials including malleable materials (Y1) Know how to make and join simple clay products (Y2) Create sculptures which are life size (Y3)	To create sketchbooks to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques: including drawing Know about great artists, architects and designers in history		Sculpt other mouldable materials (Y5) Create models which are a range of different materials (Y6)
Notes	Cross-curricular links		Possible hooks/enrichment activities
See each lesson	ICT – Research skills Science – Materials		<i>To be populated by teachers, as they begin to use the curriculum – subject leader to then update half-termly.</i>

Objective from Long Term Planning (Quest 1)

Know how to sculpt clay and other mouldable materials

Lesson Sequence

Introduce	Experiment	Design	Create
Lesson 1: Know and understand what mouldable materials are and how clay is one of these. Research into why clay is used, and what the advantages and disadvantages are of using these in sculptures. Discuss and analyse Linda Lopez and her artwork using clay.	Lesson 2: Look at the different shapes created by Linda Lopez. Use small amounts of clay to create these shapes and begin to join them together. Evaluate the different ways Linda Lopez makes designs and choose the most easy and effective.	Lesson 3: In sketchbooks, design a plan of which shape their model will be. Evaluate whether their design may work, and know and understand some difficulties that may arise.	Lesson 4: Create sculpture inspired by Linda Lopez following own planning and design. Add paint and decoration and evaluate the strengths and weaknesses of the design.
Notes: Possible link to science – materials	Notes:	Notes:	Notes:

Key Vocabulary

Sculpt Mouldable Material Clay Plasticine Play-dough.	Shapes Mould Effect	Design Evaluate Plan	Sculpture Decorate Colour Design Plan
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Key skill throughout unit

- Experiment with the styles used by other artists
- Explain the uses of different mouldable materials in art