



YEAR: 4 TERM: Autumn 2

TITLE: Roman art - Experimenting with prints and mark making

	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
REVISION / REMIND / REVISIT - Previous work with charcoal and seeing geometrical shapes within art in Year 3)	<p>NC LINKS</p> <ul style="list-style-type: none"> 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, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] <p>Key Vocabulary</p> <ul style="list-style-type: none"> Abstract Printing Shape Pattern Tessellation Geometric Reflective symmetry 	<p>Skills Developed</p> <ul style="list-style-type: none"> Experiment with a range of mark making techniques and apply them in an abstract composition To use a range of objects and look at their properties when creating a range of textures and patterns in playdough Children can use a variety of mathematical shapes when print making to create more complex patterns and use colour creatively Applying mathematical techniques of reflection and symmetry to create a flip pattern <p>Knowledge Acquired</p> <ul style="list-style-type: none"> To understand how mathematical shapes can be used to create repeating patterns To know that Romans used repeating geometrical 	<ul style="list-style-type: none"> Children all produce individual prints with repeating patterns Cross-curricular links to History 	<ul style="list-style-type: none"> Appreciation of Roman culture and lasting impact on the world 	<ul style="list-style-type: none"> Prints displayed in communal areas in school for wider showcase

	<ul style="list-style-type: none">Names of 2-D shapes e.g. quadrilaterals/ triangles	patterns in their tiles and mosaics			
ASSESSMENT CRITERIA: <u>Line</u> <ul style="list-style-type: none">Use a wide range of expressive mark marking techniques using charcoal to portray a word, feeling or phrase in an abstract composition <u>Pattern</u> <ul style="list-style-type: none">Successfully flip a pattern so that the original image is reflected <u>Colour</u> <ul style="list-style-type: none">Apply the correct amount of ink onto rollers to create a clean, sharp pattern when printingUse colour to make repeating patterns more striking by looking at the properties of the shapes being used and how colour could enhance them <u>Texture</u> <ul style="list-style-type: none">Select a range of objects to create different textures for effect when print making			SUGGESTED TIME FRAME Minimum 6 hours of lessons to cover the skills. More can be given to then build on and develop key skills further and create display pieces.		
SUGGESTED SEQUENCE OF LESSONS Session 1 Mark making experimentation with charcoal (sketchbook) <ul style="list-style-type: none">Kapow Formal Elements of Art lesson 1.Children could respond to a topic word linked to English or the Romans.					

Session 2 Art appreciation (sketchbook)

Analyse Roman tiles and mosaics and how repeating geometric shapes are used

Session 3 Experimenting with playdough making different textures and patterns (sketchbook)

- Kapow Formal Elements of Art lesson 2

Session 4 Making a stamp using geometric shapes

- Kapow Formal Elements of Art lesson 3
- Making the stamp needs drying time. Do the first part of Kapow lesson 3 only.

Session 5 print making (display opportunity)

- Kapow Formal Elements of Art lesson 3
- Children could create their own Roman 'tiles' with their stamps
- Experiment with printing on different surfaces e.g. fabric/ cardboard
- This could be made into a large scale display of Roman tiles

Session 6 reflection and symmetry pattern (sketchbook and display opportunity)

- Kapow Formal Elements of Art lesson 4
- Children could sketch a picture based on Roman life
- They flip and rotate that image to create a pattern that mirrors an aspect of Roman life



YEAR: 4 TERM: Spring 1

TITLE: Chocolate creations - sculpture, painting and drawing

	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
REVISION / REMIND / REVISIT - Previous work with charcoal and seeing geometrical shapes within art in Year 3)	<p>NC LINKS</p> <ul style="list-style-type: none"> To create sketchbooks to record their observations and use them to review and revisit ideas To know about great artists, architects and designers in history To improve their mastery of Art and design techniques, including drawing, painting and sculpture three-dimensional piece of artwork. with a range of materials [for example, pencil, charcoal, paint, clay] <p>Key Vocabulary</p> <ul style="list-style-type: none"> Willow pattern Tints 	<p>Skills Developed</p> <ul style="list-style-type: none"> To recognise the 3 main elements of a Willow pattern and apply them to their own composition To paint their own Willow pattern using a variety of blue tones with ink To mix secondary and primary colours in the style of Cezanne To paint using short angular strokes in Cezanne style To sketch in pencil using different tones To sculpt in soap experimenting with different tools <p>Knowledge Acquired</p> <ul style="list-style-type: none"> To understand how Willow the Willow pattern was created The main 3 elements of a Willow pattern To know Barbara Hepworth experimented with 	<ul style="list-style-type: none"> Children all produce individual Willow patterns of their story To create a still life painting in the style of Cezanne To have created Aztec inspired sculptures from soap 	<ul style="list-style-type: none"> Appreciation of Willow pattern design and its ongoing influence today To understand how artists expressed themselves in different ways by responding to the environment around them 	<ul style="list-style-type: none"> Willow plates displayed in communal areas or part of the 'Chocolate Evening' event Soap sculptures to be displayed in communal areas for people to see.

	<ul style="list-style-type: none"> • Tones • Carving • Secondary colours • Primary colours • Short angular strokes • Grades of pencil 	<p>different sculpting materials and was inspired by nature.</p> <ul style="list-style-type: none"> ▪ To know how to mix colours like Cezanne and paint using his brushstroke style ▪ To know that pencils come in different grades 			
<p>ASSESSMENT CRITERIA:</p> <p><u>Line</u></p> <ul style="list-style-type: none"> • Understand the different uses of a pencil to create different tones to create a 3-D effect. • Use good observational skills and use lines of symmetry to help draw shapes. • Drawing neatly with ink by careful paint brush control and ink application <p><u>Shape</u></p> <ul style="list-style-type: none"> • Create simple 2-D organic shaped sketches that can be successfully transferred to sculpture <p><u>Shape and Form</u></p> <ul style="list-style-type: none"> • Use an unfamiliar material and select appropriate tools and techniques to create a carving with detail. 			<p>SUGGESTED TIME FRAME</p> <p>Minimum 6-7 hours of lessons to cover the skills. More can be given to then build on and develop key skills further and create display pieces.</p>		

	<ul style="list-style-type: none"> • Recreate a 3-D sculpture successfully from a 2-D representation <p><u>Colour</u></p> <ul style="list-style-type: none"> • Creative a variety of tones in blue ink by watering down the colour. • Painting using the four primary colours to make more complex secondary colours • Apply colour using Cezanne's short, angular brushstrokes to recreate an image in his style <p><u>Artist appreciation</u></p> <ul style="list-style-type: none"> • Understand how the Willow Pattern was created and how it can be used in story telling • How Cezanne's use of colour, shape and paintbrush techniques later influenced modern art • Knowing that sculptors start with a block of material and are able to sculpt and mould their material into their desired shapes like Barbara Hepworth 	
	<p>SUGGESTED SEQUENCE OF LESSONS</p> <p>Session 1 Artist appreciation – learning about the Willow pattern (sketchbook)</p> <ul style="list-style-type: none"> • Kapow Art and Design Art lesson 2 • Children learn about the Willow story 	

- Children can then sketch out own ideas of a Willow story from a book they are reading (this could be about Charlie and the Chocolate Factory)

Session 2 Painting with tints of blue (display opportunity)

- Kapow Art and Design Art lesson 2 (continue with it)
- Once practiced in sketchbooks creating blue tints
- Apply skills learnt by re-creating their Willow story onto a paper plate using blue tints

Session 3 To experiment mixing secondary and primary colours with short angular strokes

- Kapow Art and Design lesson 5 (Cezanne lesson)
- Experiment mixing colours and brushstrokes on drawing of one object e.g. a chocolate bar/ a mug of hot chocolate

Session 4 Sketching a still life drawing *

- Kapow Art and Design lesson 6
- Children arrange chocolate bars/ packaging to create a 'chocolate themed' still life in the style of Giorgio Morandi.
- Focus mainly on the arrangement and getting the correct outline as they will be painted in session 5.

Session 5 Painting a still life in the style of Cezanne**

- Children can now apply colour to their still life drawings using secondary and primary colours. They also use angular and short brush strokes.

* You may choose to spend greater time practicing using different HB pencils to shade in different tones and produce a pencil still life drawing as a standalone piece.

** You may want to create a completely new still life drawing and paint it Cezanne style.

Session 6 Creating soap sculptures (This will need potentially 2 sessions. It can also be used as a display piece.)

- Kapow Art and Design lesson 4
- Artist appreciation Barbara Hepworth
- Look at Aztec sculpture in particular ones that depict nature such as animals
- Children sketch out ideas for their soap sculpture

- Out of soap, they sculpt their Aztec inspired sculpture



YEAR: 4 TERM: Summer 1

TITLE: Every Picture Tells a Story - Art Appreciation

REVISION / REMIND / REVISIT - Previous work with charcoal and seeing geometrical shapes within art in Year	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
	<p>NC LINKS Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> • Shape • Line • Texture • Pattern • Abstract 	<p>Skills Developed</p> <ul style="list-style-type: none"> • To analyse a picture carefully and look for a narrative within it • To use role play in order to create their own narrative and 'capture' the moment through photography • To comment on the formal elements of a painting by discussing how shape, tone and patterns are used <p>Knowledge Acquired</p> <ul style="list-style-type: none"> ▪ Knowing that artists tell a story through their work ▪ Knowing that art work can be about feelings 	<ul style="list-style-type: none"> ▪ Children explore the feelings convey in a painting through role play. ▪ Create a photo collage 	<ul style="list-style-type: none"> • Explore character feeling's in paintings ▪ React to a painting through their own self-expression in role play ▪ Explore and depict their own lives artistically 	

		<ul style="list-style-type: none"> ▪ Looking hard at the detail in a picture ▪ Knowing the formal elements of a picture 			
	ASSESSMENT CRITERIA: <u>Artist appreciation</u> <ul style="list-style-type: none"> • Reading the picture, identifying different formal elements and meanings and understanding the narrative behind the story it is telling. • Use role-play to create own narratives within their composition. <u>Shape</u> <ul style="list-style-type: none"> • Use geometric and non-geometric shapes in an abstract composition to represent something. <u>Colour</u> <ul style="list-style-type: none"> • Select colour appropriately to create the desired mood of the composition (e.g. happy, sad, chaotic) <u>Line</u>			SUGGESTED TIME FRAME Minimum 4-5 hours of lessons to cover the skills. More can be given to then build on and develop key skills further and create display pieces.	

	<ul style="list-style-type: none"> • Use different lines to create a desired mood (e.g. soft, smooth lines create a calming effect) <p><u>Texture</u></p> <ul style="list-style-type: none"> • Soap sculptures to have some rounded, smoothed out curves that feel soft and pleasant when handled 	
	<p>SUGGESTED SEQUENCE OF LESSONS</p> <p>Session 1 Artist appreciation – David Hockney 'My Parents' (sketchbook work)</p> <ul style="list-style-type: none"> • Kapow Every Picture Tells a Story lesson 1 • Analyse the picture of David Hockney • Re-enact the scene through role play • Take it further by drawing a 'snap shot' of their parent(s) <p>Session 2 Artist appreciation – Edward Hopper 'Table for Ladies' (sketchbook work)</p> <ul style="list-style-type: none"> • Kapow Every Picture Tells a Story lesson 3 • Use inference skills to unpick what is going on in the painting • Act out a scene to reflect the painting <p>Session 3 Artist appreciation – Pieter Brueghel 'Children's Games' (sketchbook work)</p> <ul style="list-style-type: none"> ▪ Kapow Every Picture Tells a Story lesson 4 ▪ Create a photo collage of a 'modern day' playground ▪ Experiment with filters and editing tools to give the collage a '1500s' feel <p>Session 4 Artist appreciation – Fiona Rae abstract art (sketchbook work and possible display)</p> <ul style="list-style-type: none"> ▪ Kapow Every Picture Tells a Story lesson 4 ▪ Children use oil pastels to create an abstract drawing responding to a given stimulus 	



YEAR: 4 TERM: Summer 2

TITLE: Being innovative – upcycled sculpture

REVISION / REMIND / REVISIT - Previous work with charcoal and seeing geometrical shapes within art in Year 3)	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
	<p>NC LINKS</p> <ul style="list-style-type: none"> 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 Improve their mastery of art and design techniques, including weaving Learn about great artists, architects and designers in history <p>Key Vocabulary</p>	<p>Skills Developed</p> <ul style="list-style-type: none"> Children can create a repeating pattern using West African influences Children can show assembling skills when making the maracas and drum Children can apply wax resist and use splatter technique Children can thematically (e.g. by colour) assemble recycled materials to create a visually striking abstract piece of wall art 	<ul style="list-style-type: none"> Children create maracas with recycled material Children will create a drum with recycled materials Children will create a performance with their instruments Children will create a piece of abstract sculpture with recycled materials 	<ul style="list-style-type: none"> Explore character feeling's in paintings React to a painting through their own self-expression in role play Explore and depict their own lives artistically 	<ul style="list-style-type: none"> Children can create their own version of a 'Stomp' performance with their upcycled instruments to share with parents. Children will create a large piece wall sculpture from recycled materials in a communal area for people to see.

	<ul style="list-style-type: none"> Geometric patterns Wax resist Pitch Tempo Upcycled 	Knowledge Acquired <ul style="list-style-type: none"> To know that West African patterns are bright, include geometric shapes and repeating patterns To know that recycled materials can be used to make art to help the environment 			
ASSESSMENT CRITERIA: <u>Pattern</u> <ul style="list-style-type: none"> Creating a decorated shaker instrument with an even pattern in a West African style To create a recognisable wax resist pattern made of musical notes on fabric <u>Colour</u> <ul style="list-style-type: none"> To consider the use of primary colours to create a bright and striking pattern <u>Shape and Form</u> <ul style="list-style-type: none"> When creating instruments predict how the tin size will create different timbres Create a sculpture in the style of El Anatsui placing lids thoughtfully with geometric and colour patterns evident in the design <u>Artist appreciation</u> <ul style="list-style-type: none"> To understand the style and meaning behind the works of El Anatsui and how recycled material can be used artistically 			SUGGESTED TIME FRAME Minimum 4-5 hours of lessons to cover the skills. More can be given to then build on and develop key skills further and create display pieces Minimum 4-5 hours of lessons to cover the skills. More can be given to then build on and develop key skills further and create display pieces.		

SUGGESTED SEQUENCE OF LESSONS

Session 1 Sculpture – making maracas

- Kapow Sculpture lesson 1
- Children look at Stomp and how recycled materials can be re-used and upcycled
- Children look at West African art
- Children make maracas using recycled materials decorated in a West African style

Session 2 Sculpture – making drums

- Kapow Sculpture lesson 2
- Children look at using wax resist on fabric for drum
- Children create a musically themed design on fabric for drum
- Children look at using 'spatter' technique from artist 'Sam Francis' to apply bright secondary and primary colours to the drum
- Children assemble the drum and think about what pitch the drum will make depending on how fabric is pulled and tightened

Session 3 Sculpture – creating a performance piece with upcycled instruments

- Linking to music, children can now create their own musical performance using the instruments they have made
- An accompanying dance can also be created to go with their performance

Session 4 Sculpture – El Anatsui making abstract art from recycled material (possible display piece)

- Kapow Sculpture lesson 5
- Children use bottle tops and arrange them in colour themes
- Children could also paint the bottle tops if choice of colour is limited
- Children can work collaboratively as pairs arranging the bottle tops ensuring the background paper is 'waved and crumpled'
- Work can then be mounted on the wall creating a large 'wave-like' effect
- Words or captions can also be added making reference to recycling or pollution e.g. a wave of plastic

