



Medium Term Planning

Year 4

Autumn Term Year 4

Formal Elements

<i>Prior Learning</i>	<ul style="list-style-type: none"> ◊ What are the 4 rules of shading? ◊ Can you demonstrate tone by shading, controlling a pencil to create a smooth effect from dark to light and blending tones gradually? ◊ How can using basic geometrical shapes when drawing objects help you draw more accurately? 				
<i>End Point</i>	◊ Exploring two of the formal elements of art: texture and pattern; pupils develop a range of mark-making techniques, make and use their own textured stamps for printing; draw a 'flip' pattern and recreate an ancient geometric pattern.				
<i>Vocabulary</i>	2d shapes, abstract, charcoal, pattern, reflection, symmetrical, texture				
Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<i>Generating ideas</i> <i>Formal Elements and Making Skills</i>	<i>Similarity and difference</i> <i>Written and oral creative expression</i>	1	<p>OO: Experimenting with charcoal to create different textures and effects to express the meaning of words and phrases in an abstract way</p> <p>LO: To develop a range of mark-making techniques</p> <p>Texture - charcoal mark making: After experimenting with the different marks that charcoal can make, children are challenged to represent the meaning of a given list of words and phrases, in an abstract way.</p>	<p>Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing.</p> <p>Use a range of materials to express complex textures</p>	<ul style="list-style-type: none"> ● Large sheets of buff coloured sugar paper ● Charcoal ● White Chalk ● Rubbers
	<i>Similarity and difference</i> <i>Written and oral creative expression</i>	2	<p>OO: Creating patterns using a playdough printing block</p> <p>LO: To create patterns using printing techniques</p> <p>Texture and patterns - playdough printing: Children imprint texture and pattern into a piece of playdough using a selection of clay tools and everyday objects, then create prints from their blocks by applying ink to the surface and placing a piece of paper on top.</p>	<p>Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work</p> <p>Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern.</p> <p>Use a range of materials to express complex textures.</p> <p>Express thoughts and feelings through the tactile creation of art.</p>	<ul style="list-style-type: none"> ● Playdough (one ball per pupil) ● Rolling pins (enough to share) ● Printing ink, either stamp pads or print ink and rollers ● Sponges (enough for pupils to share) ● Objects for creating textures: shells, seeds, bark or pine cones ● Objects for creating patterns: screws, nuts, bottle tops or safety pins

Autumn Term Year 4

Formal Elements					
Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<p>Generating ideas</p> <p>Formal Elements and Making Skills</p>	<p><i>Similarity and difference</i></p> <p><i>Written and oral creative expression</i></p>	3	<p>OO: Making a stamp using geometric and mathematical shapes and creating repeating and symmetrical patterns with it</p> <p>LO: To create patterns using a stamp</p> <p>Stamp printing: Drawing around geometric shapes onto polystyrene foam and securing to a cork or Lego brick, children make a stamp to create repeating patterns, varying configurations and their use of colour.</p>	<p>Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work</p> <p>Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern</p> <p>Express thoughts and feelings through the tactile creation of art. Manipulate materials to achieve desired effects representing ideas from multiple perspectives.</p>	<ul style="list-style-type: none"> ● Polystyrene foam printing sheet (you could use a take-away box or disposable plates) ● 2D Maths shapes ● Printing ink ● Printing rollers ● Printing trays ● Wine corks (you can use rolled paper or lego bricks instead) ● Aprons ● The stamps need to be left overnight once they've been made so this lesson will need to be taught in two halves
	<p><i>Similarity and difference</i></p> <p><i>Written and oral creative expression</i></p>	4	<p>OO: Applying mathematical techniques of reflection and symmetry to create a flip pattern</p> <p>OO: To create patterns using reflection and symmetry</p> <p>Reflection and symmetry: Children draw an image and then select a small section to trace into one square of a quadrant, they continue flipping and tracing into the next square of the quadrant until the 'flip pattern'</p>	<p>Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern</p>	<ul style="list-style-type: none"> ● A4 sheets of white paper – this could be divided up into a quadrant of four 10cm x 10cm squares ● Tracing paper – this could have 10cm squares pre-drawn on it for those who will be unable to do it themselves ● Soft 2B pencils ● Masking tape ● Rulers ● Colouring pencils and/or pens

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<p style="text-align: center;"><i>Generating ideas</i></p> <p style="text-align: center;"><i>Formal Elements and Making Skills</i></p>	<p style="text-align: center;"><i>Similarity and difference</i></p> <p style="text-align: center;"><i>Written and oral creative expression</i></p>	5	<p>OO: Creating a geometric pattern using a compass</p> <p>LO: To create a geometric pattern</p> <p>Flower of life: Using a compass and following precise instructions, children make an image of overlapping and interconnected circles to recreate the sacred geometric symbol, 'the flower of life'.</p>	<p>Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing.</p> <p>Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern.</p> <p>Create geometric compositions using mathematical shapes. Analyse and describe the use of shape in artists' work.</p>	<ul style="list-style-type: none"> ● HB pencils (one per pupil) ● Compasses (one per pupil) ● Rulers ● Plain A4 paper (one per pupil) ● Masking tape (two small pieces per pupil) ● Colouring pencils

Spring Term Year 4

Skills					
<i>Prior Learning</i>	<ul style="list-style-type: none"> ◊ Can you draw in a minimalist cartoon style, giving each character a distinctive feature to identify them and comparing their work to that of other artists? ◊ Can you draw from observation; recognising shapes in an object and describing texture and colour? ◊ How do you alter the tint and shade of a colour? 				
<i>End Point</i>	<ul style="list-style-type: none"> ◊ Children learn and develop their skills in: design, drawing, craft, painting and art appreciation; replicating a plate in the famous willow pattern, carving sculptures out of soap, drawing a collection of still life objects, painting and mixing colours like Paul Cézanne and learning about the role of a 'curator' 				
<i>Vocabulary</i>	Score, sequential order, thematic				
Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<p><i>Knowledge of artists, designers and movements</i></p> <p><i>Generating ideas</i></p> <p><i>Formal Elements and Making Skills</i></p>	<p><i>Chronology</i></p> <p><i>Similarity and difference</i></p> <p><i>Significance</i></p> <p><i>Written and oral creative expression</i></p>	1	<p>OO: Arranging and drawing a still-life image from observation, sketching outlines of the objects using symmetry lines and using light, medium and dark tones to make the drawing look 3D</p> <p>LO: To arrange and draw a still-life image from observation</p> <p>Drawing still life: Children look at the still life artworks of Giorgio Morandi and then arrange a collection of objects in an interesting way to sketch, drawing the outlines of the objects before adding in light, medium and dark tones to their work.</p>	<p>Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing.</p> <p>Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work.</p> <p>Use a variety of tones to create different effects. Understand tone in more depth to create 3D effects. Analyse and describe use of tone in artists' work.</p>	<ul style="list-style-type: none"> ● Drawing paper, cartridge 100 gsm (or sketchbook pages) ● Bread ● White tack ● Pencils and rubbers (per child, placed at desk space before the lesson) ● Ruler (differentiation) ● Still life objects (different shapes, heights, materials and colours of bottles, jars, jugs, cups, vases) arranged on a table at the front of the class ● Camera

Spring Term Year 4

Skills					
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<p><i>Knowledge of artists, designers and movements</i></p> <p><i>Generating ideas</i></p>	<p><i>Chronology</i></p> <p><i>Similarity and difference</i></p> <p><i>Significance</i></p> <p><i>Written and oral creative</i></p>	2	<p>OO: Painting in the style of the artist Paul Cézanne, mixing colours and using the same brush stroke techniques</p> <p>LO: To paint in the style of a famous artist</p> <p>Painting - Paul Cezanne: Learning how Cézanne influenced the shift to modern art, children work in his style, mixing colours using short, angular strokes and painting in various directions.</p>	<p>Analyse and describe colour and painting techniques in artists' work. Manipulate colour for print.</p>	<ul style="list-style-type: none"> ● Poster paints: brilliant red, blue, yellow dark red, ultramarine or dark blue and yellow ochre ● Mixing palettes ● Brushes (if possible use no. 4-6 square end or filbert brushes) ● A3 plain paper
	<p><i>Formal Elements and Making Skills</i></p>	<p><i>Chronology</i></p> <p><i>Similarity and difference</i></p> <p><i>Significance</i></p> <p><i>Written and oral creative expression</i></p>	3	<p>OO: Creating a small scale sculpture, using tools and hands to carve, model and refine the sculpture</p> <p>LO: To create a small scale sculpture</p> <p>Soap sculptures: Referring to the works of Barbara Hepworth, children use a variety of tools to carve a piece of soap into a sculpture.</p>	<p>Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work</p> <p>Develop their ability to describe and model form in 3D using a range of materials. Analyse and describe how artists use and apply form in their work.</p> <p>Express thoughts and feelings through the tactile creation of art. Manipulate materials to achieve desired effects.</p>

Spring Term Year 4

Skills					
Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<p><i>Knowledge of artists, designers and movements</i></p> <p><i>Generating ideas</i></p> <p><i>Formal Elements and Making Skills</i></p>	<p><i>Chronology</i></p> <p><i>Similarity and difference</i></p> <p><i>Significance</i></p> <p><i>Written and oral creative expression</i></p>	4	<p>OO: Recreating a willow pattern design to convey aspects of a story, using undiluted ink to add detail and a water wash to add lighter tones</p> <p>LO: To apply an understanding of tint to recreate a traditional design style</p> <p>Willow pattern: Applying understanding of tone and tints to create a traditional willow pattern style plate depicting a tale of their choice.</p>	<p>Make art using a range of materials.</p> <p>Creating original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern.</p> <p>Express thoughts and feelings through the tactile creation of art. Manipulate materials to achieve desired effects.</p>	<ul style="list-style-type: none"> ● Large paper plates ● Water-soluble blue ink ● Undiluted blue ink ● Fine brushes ● Water ● Sketchbooks ● Pencils
	<p><i>Chronology</i></p> <p><i>Similarity and difference</i></p> <p><i>Significance</i></p> <p><i>Written and oral creative expression</i></p>	5	<p>OO: Understanding that the role of a curator is to set up and manage collections of works of arts within museums and galleries</p> <p>LO: To understand the role of a curator and to create an exhibit</p> <p>Learning about curators: After learning about the role of a 'curator', children curate an exhibition of their own based on either a collection of their most recently created art works or an exhibition designed for aliens, showcasing examples of objects commonly found on planet Earth.</p>	<p>Learn how to display and present work</p>	<ul style="list-style-type: none"> ● Exhibition objects (in the case of 'random stuff' – shells, stones, little plastic toys, buttons, rubbers, sharpeners, feathers) ● Display materials (black sugar paper/card, stands: small blocks of wood painted white if you have time, or books covered with fabric, any other materials that would be suitable for displaying objects) ● Paper and pens for signage and descriptions ● Blue/white tack ● Camera or tablet with camera

Summer Term Year 4

Every picture tells a story

<i>Prior Learning</i>	◊ Not applicable				
<i>End Point</i>	◊ Develop children’s ability to analyse, unpick and understand works of art, using inference to suggest what different subjects may be thinking or feeling and predicting what might be happening in a scene and would could happen next. They also have the opportunity to create their own photo collages and abstract art inspired by the work explored				
<i>Vocabulary</i>	Abstract, narrative, pop art, preparatory drawing, re-enact				
Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teach-	Skills	Resources
<p><i>Knowledge of artists, designers and movements</i></p> <p><i>Generating ideas</i></p> <p><i>Formal Elements and Making Skills</i></p>	<p><i>Chronology</i></p> <p><i>Similarity and difference</i></p> <p><i>Significance</i></p> <p><i>Written and oral creative expression</i></p>	1	<p>OO: Analysing and finding meaning in a painting, describing the story behind it and the formal elements within it</p> <p>LO: To analyse and find meaning in a painting</p> <p>The Dance: Unpicking and analysing Paula Rego’s 'The Dance' and discussing the formal elements of the piece, children learn to justify their opinion by referencing specific aspects of the painting.</p>	<p>Analyse painting by artists.</p> <p>Analyse and describe colour and painting techniques in artists’ work.</p> <p>Analyse and describe how artists use and apply form in their work.</p> <p>Analyse and describe how artists use line in their work.</p> <p>Analyse and describe how other artists use pattern.</p> <p>Analyse and describe the use of shape in artists' work</p>	<ul style="list-style-type: none"> • <i>Presentation: 'The Dance' by Paula Re</i>

Summer Term Year 4

Craft					
Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<p style="text-align: center;"><i>Knowledge of artists, designers and movements</i></p> <p style="text-align: center;"><i>Generating ideas</i></p> <p style="text-align: center;"><i>Formal Elements and Making Skills</i></p>	<p><i>Chronology</i></p> <p><i>Similarity and difference</i></p> <p><i>Significance</i></p> <p><i>Written and oral creative expression</i></p>	2	<p>OO: Interpreting the meaning within a painting, describing the story that it tells</p> <p>LO: To focus on different parts of a painting</p> <p>Children's Games: Pupils explore Pieter Bruegel's painting, 'Children's Games' before recreating it as a photo collage, but with a modern twist.</p>	<p>Analyse painting by artists.</p> <p>Analyse and describe colour and painting techniques in artists' work.</p> <p>Analyse and describe how artists use and apply form in their work.</p> <p>Analyse and describe how artists use line in their work.</p> <p>Analyse and describe how other artists use pattern.</p> <p>Analyse and describe the use of shape in artists' work</p>	<ul style="list-style-type: none"> ● Tablets or computers for them to view the image on the above website ● Read the Wiki entry to give yourself some background information ● A3 paper (one per group) ● Marker pens (per group)
	<p><i>Chronology</i></p> <p><i>Similarity and difference</i></p> <p><i>Significance</i></p> <p><i>Written and oral creative</i></p>	3	<p>OO: Analysing abstract paintings and describing them and the formal elements within it</p> <p>LO: To analyse abstract paintings and describe the stories behind them</p> <p>Fiona Rae: Developing their understanding of abstract art, children discuss the story behind Fiona Rae's work and create their own piece to represent the same themes</p>	<p>As above</p>	<ul style="list-style-type: none"> ● Sketchbooks ● Oil pastels, soft pastels, coloured pencils or crayons ● Link: 'Fiona Rae: Tate shots interview' on VideoLink

Summer Term Year 4

Sculpture					
<i>Prior Learning</i>	◊				
<i>End Point</i>	◊ Children will have explored and used unusual objects to create 3D works of art. They will have created drums from recycled materials and used different techniques, such as wax resist and collages to create different effects.				
<i>Vocabulary</i>	Composition, contrast, crotchet, geometric pattern, maracas, optical effect, percussion instruments, pitch, quaver, sketch, upcycle, wax resist				
Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching	Skills	Resources
<p><i>Knowledge of artists, designers and movements</i></p> <p><i>Generating ideas</i></p> <p><i>Formal Elements and Making Skills</i></p>	<p><i>Chronology</i></p> <p><i>Similarity and difference</i></p> <p><i>Significance</i></p> <p><i>Written and oral creative expression</i></p>	1	<p>OO: Decorating musical instruments from recycled materials, drawing recognisable musical notes and symbols and using wax resist to create a pattern</p> <p>LO: To decorate musical instruments from recycled materials</p> <p>Making drums from recycled materials: Pupils recycle metal tins, turning them into drums (or castles), and use wax resist techniques to decorate the drums in original ways.</p>	Express thoughts and feelings through the tactile creation of art. Manipulate materials to achieve desired effects.	<ul style="list-style-type: none"> ● A selection of cylindrical metal containers with lids, avoiding containers with sharp edges ● White wax crayons, wax resist sticks or white candles ● Paper to use as a guide for template for the fabric ● Fabric ● Drumsticks/beaters (optional) ● Water-based paint in primary and secondary colours ● Glue sticks ● Brushes
<p><i>Evaluation</i></p>	<p><i>Chronology</i></p> <p><i>Similarity and difference</i></p> <p><i>Significance</i></p> <p><i>Written and oral creative</i></p>	2	<p>OO: Creating a collage in the style of the artist Arcimboldo, creating a collage of contrasting images</p> <p>LO: To create a collage in the style of an artist</p> <p>Arcimboldo: Inspired by the work of Arcimboldo, and using the idea of turning objects into something new, pupils create a fruity face collage.</p>	<p>Express thoughts and feelings through the tactile creation of art. Manipulate materials to achieve desired effects.</p> <p>Use their own and others' opinion of work to identify areas of improvement.</p>	<ul style="list-style-type: none"> ● Selection of appropriate magazines and newspapers (for the extension exercise in Main event) ● On each table: scissors, glue sticks, pens and colouring pencils ● Sheets of paper – one per child ● Fruit and vegetable images - one per child or per pair.