

Y4 – Art	Autumn 1 <i>Art and design skills</i>
Learning Intention	To draw still life
Targets	<ul style="list-style-type: none"> - To arrange and draw a still-life image from observation - Work in a group to create an interesting still-life arrangement - Sketch an outline of the still life objects using symmetry lines - Know that 'tone' means the lightness or darkness of something - Add highlights to my drawing
Activity	Arrange a group of objects as a team on tables. Choose up to three objects, arrange in a way that is interesting to them. Discuss how the light falls onto the objects. Then draw the still life, focusing on light and dark areas, using a clean rubber to create a highlight effect.
Learning Intention	To create an optical illusion piece of art
Targets	<ul style="list-style-type: none"> - To create an image using an artistic process - I know that lenticular printing gives an optical illusion - Know that this illusion is created using two images - -Create an image using the principles of lenticular printing - Score lines safely
Activity	Inspired by the 'lenticular prints' of Luz Perez Ojeda, children carefully cut two images into strips and by alternating them side by side, in sequential order, and then folding, they create an optical illusion piece of art.
Learning Intention	To paint in the style of a famous artist
Targets	<ul style="list-style-type: none"> - Analyse paintings by the artist Paul Cézanne and remember key facts about his work - Paint in the style of Paul Cézanne by: <ul style="list-style-type: none"> o mixing colours as he did o using the same brushstroke techniques
Activity	After 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.
Learning Intention	To create a soap sculpture
Targets	<ul style="list-style-type: none"> - Create a small scale sculpture - Draw a design for a three-dimensional piece - Work with the material safely and creatively to make a recognisable object - Use tools and my hands to carve, model and refine my sculpture

Activity	Referring to the works of Barbara Hepworth, children use a variety of tools to carve a piece of soap into a sculpture.
Learning Intention	Design a willow pattern style plate
Targets	To recreate a traditional design style • I know about the creation of the willow pattern <ul style="list-style-type: none"> - Choose three parts from a story to use in my willow pattern design - Make my own willow pattern design by: drawing the three parts of my story, using undiluted ink to add detail, using a water wash to add lighter tones, adding an outline to my plate
Activity	Children design their own willow pattern style plate based on a tale of their choice, first drawing three key characters, then going over the details with ink, before finally using a wash in lighter tones of blue.
Learning Intention	Create an exhibition
Targets	<ul style="list-style-type: none"> - To understand the role of a curator and to create an exhibit - Know that the role of a curator is to set up and manage collections of works of arts within museums and gallery spaces - Work in a group to select and choose objects and create a collection or exhibition of them
Activity	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.

Y4 – Art	Spring 1 <i>Formal elements of Art</i>
Learning Intention 1	To explore mark-making
Targets	<ul style="list-style-type: none"> - To develop a range of mark-making techniques - To experiment with charcoal to create different textures and effects - To express the meaning of words and phrases in an abstract way using an appropriate charcoal technique
Activity	Give out the sugar paper, charcoal and a printout of slide four. Pupils should use the charcoal in different ways to express the meaning of as many of the words and phrases as they can in an abstract way. They should be encouraged to make small sample drawings that fill the whole page (see slide five). Children should be aiming to represent around eight of these words/phrases and should write it next to each of the drawings they produce.
Learning Intention 2	To create patterns using printing techniques

Targets	<ul style="list-style-type: none"> - To make a printing block using playdough - Press an object into the block to create texture and pattern - Print using my playdough block by: coating the surface in ink and placing paper over the block and pressing with my hand
Activity	<p>Teacher to model to the children the activities they will be carrying out today. The lesson has two parts: Making a simple printing block from playdough How to press various objects into the dough to make textures and patterns. Pupils can now follow the demonstration to create their own printing. A design is made on a surface which can then be transferred using ink block. They should begin by rolling out their ball of playdough then using clay tools to make a rectangle or another shape of their choice. They then need to add texture and pattern- a repeated decorative design- to their printing block on a theme of their choice. The subject matter might be something they have been studying in another lesson or it might be a portrait, a scene, an animal or creature – it might just be a pattern they create.</p>
Learning Intention 3	To create patterns using a stamp
Targets	<ul style="list-style-type: none"> - Make my own stamp using geometric and mathematical shapes - Use my stamp to create prints - Make my prints unique through my use of colour and pattern - When printing I have tried to use: repeating patterns, symmetrical patterns, a simple symmetrical figure
Activity	<p>Teacher to demonstrate how to make a simple printing (explain/ recap meaning of printing). A design is made on a surface which can then be transferred using ink block as follows: Draw around the 2D Maths shapes onto the foam and cut them out. Glue them to a cork, lego brick or a rolled piece of paper. Before they are left to dry children should put their initials on the ‘back’ of the stamp. Leave to dry overnight. Remind children they should have just the right amount of ink – not too much and not too little. Now model using the stamp in a mathematical way, for example:</p> <ul style="list-style-type: none"> - Creating a repeating pattern: A repeated decorative design. - Printing a symmetrical pattern (such as a star shape) - Making a simple symmetric figure with respect to a specific line of symmetry, e.g. four lines of symmetry, or five or six such as is found in simple shapes and flowers. This will depend largely on the shape they have created.
Learning Intention 4	To create patterns using reflection and symmetry
Targets	<ul style="list-style-type: none"> - I can apply mathematical techniques of reflection and symmetry to my artwork to create a flip pattern

Activity	<p>Explain to the pupils that today they are going to use the picture they have drawn to make something called a 'flip pattern'. Display the Presentation: Flip patterns on the interactive whiteboard (IWB) and go through the slides one at a time to show a step-by-step guide for how to make a flip pattern. Model following these steps for the children, demonstrating each of the actions: Take a piece of tracing paper and ask them to draw a 10cm x 10cm square in pencil. Place this square over an interesting part of their drawing. Using a 2B pencil, trace over the lines within the box and the box itself. Turn the tracing paper over and go over the lines on the back of the tracing paper. Put the square of tracing paper over the top left quadrant on their piece of A4 paper and secure with masking tape. Rub over the drawing with a pencil to transfer the pencil marks made on the underside from the tracing paper onto the quadrant. Flip the tracing paper from this position over into the opposite right-hand box – this creates a symmetrical reflection. Once again, rub the tracing paper with a pencil so that the pencil transfers onto the paper in this square. Next, the tracing paper should be placed back onto the original square and be flipped downwards so that the square fills the bottom left-hand quadrant. Again, the tracing paper should be rubbed to transfer the image onto the quadrant. Finally, from its current position, the tracing square should be flipped to the right to complete the flip pattern.</p>
Learning Intention 5	To create a geometric pattern
Targets	<ul style="list-style-type: none"> - To know that a compass is used to make circles - Use a compass safely and accurately to divide a circle into arcs to recreate the flower of life pattern - To know that people have used the flower of life pattern for thousands of years
Activity	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'.
Learning Intention 6 Standalone enrichment lesson (time permitting)	To decorate musical instruments from recycled materials
Targets for Success	<ul style="list-style-type: none"> - Draw recognisable musical notes and symbols - Use wax resist to create a pattern - To know that pitch is affected by the size of the object struck - Recognise further uses for recycled materials - Create a musical themed design or pattern
Activity	Pupils recycle metal tins, turning them into drums (or castles), and use wax resist techniques to decorate the drums in original ways.

Y4 – Art	Summer 1 <i>Every picture tells a story</i>
Learning Intention 1	To analyse and act out a famous painting
Targets	<ul style="list-style-type: none"> - To know that artists tell stories in their artwork and that art can be about feelings - To look hard at a picture to see details and understand the artwork - Describe the formal elements in a picture
Activity	<p>Show David Hockney’s painting on the board. Ask pupils to look closely at the painting of his parents (painted in 1977) and decide how they would describe it to someone on the phone, who could not see the painting. Explain that in their description they must give factual information rather than opinions.. Ask pupils to work in pairs to reenact the painting using chairs and other available props, explaining that they should try and have the exact same pose and expressions as the subjects of the painting. Then appoint two or three photographers to take photos, using tablets or cameras. Print out the photos for evidence for pupils’ sketchbooks alongside their written observations, giving pupils time to discuss which photos best capture the feelings of the painting and why.</p>
Learning Intention 2	To analyse and find meaning in a painting
Targets	<ul style="list-style-type: none"> - To know that artists tell stories in their artwork and that art can be about feelings - Describe the formal elements in a picture - Understand and describe the story behind a painting
Activity	<p>Show the children the Presentation: ‘The Dance’ by Paula Rego (1988). Display on interactive whiteboard. Ask pupils to create the story of what they think ‘The Dance’ is about. In their groups, they can discuss and establish what the narrative is – encourage them to consider different story structures that they are familiar with, e.g. build up, problem, resolution, etc. Once each group has decided upon the story, groups need to nominate someone from their group to share their story with the class.</p>
Learning Intention 3	To understand and describe the story behind a painting
Targets	<ul style="list-style-type: none"> - To act out the story told in a painting - I know that artists tell stories in their artwork and that art can be about feelings - To act out the story behind a picture
Activity	<p>Children work on the painting ‘Table for Ladies’ by the American artist Edward Hopper and engage with the image through analysis, questioning and role-play to create narrative through dialogue. In their groups, children are going to create a story around the painting by: Giving each character a name. Thinking about who they are and what they do. Imagining their conversation or just general sounds that might be heard. Imagining the two customers coming into the café and placing their order.</p>
Learning Intention 4	To understand that artists tell stories in their artwork and that art can be about feelings

Targets for Success	<ul style="list-style-type: none"> - I can understand and describe the story behind a painting - To focus on different parts of a picture, interpreting the meaning and stories behind them
Activity	Show pupils the link: 'Children's Games' by Pieter Bruegel on WikiArt, without telling the class the title of the painting. Explain that it was painted in 1506 in Brabant, which is now part of Belgium. Take the pupils outside with a few cameras or tablets and explain that, as a class, they are going to recreate the painting of 'Children's Games' through a photo collage. Stress that it doesn't need to be exactly the same – in fact, it would be good to add a modern twist by including games not seen in the painting. Either nominate a few children to act as photographers or take the pictures yourself. Make sure that action shots are used to make the collage feel more realistic rather than staged
Learning Intention 5	To analyse abstract paintings and describe the stories behind them
Targets	<ul style="list-style-type: none"> - I know that artists tell stories in their artwork, whether it is realistic or abstract, and that art can be about feelings - Describe the formal elements in a picture - Create a drawing based on a famous piece of art
Activity	In this lesson, pupils explore and respond to abstract work by the contemporary British painter, Fiona Rae. They will also see how the artist organises her studio space and what Fiona hopes people will see and enjoy in their paintings. Watch this video on the link: 'Fiona Rae: Tate shots interview' on VideoLink. Explain to pupils that they will now recreate the image, picking out the main geometric shapes and making sure that it still matches the analysis they have discussed during the lesson. If, for example, the painting makes them feel happy and reminds them of a day at the beach, they must try to represent these same themes in their interpretive artwork
Learning Intention 6	To understand how artists use art to tell stories and evoke feelings
Targets	<ul style="list-style-type: none"> - I can describe and notice details within a painting - I can analyse a painting and interpret the story and meaning behind it - I can respond to art through writing, discussion, role-play or drawing
Activity	Display slide 1 of the Lesson presentation: The Last Supper on your interactive board. Explain that it is a famous painting called The Last Supper by Leonardo DiVinci. It was painted between 1495 and 1497 on a wall in the Santa Maria delle Grazie rectory in Milan, Italy. It is 8.8 metres long and 4.6 m tall which is just bigger than the width and height of a double-decker bus! Provide the children with a printed copy of the image Activity: Group image of The Last Supper, either in pairs or table groups. If available to you, provide magnifying glasses and ask the children to study the details within the painting. The children can use sketch paper to write or draw their findings.