Badger Hill PRIMARY SCHOOL

ART Long Term Plan Year Four 2023-24

	Autumn Term	Spring Term-A Wonderful World	Summer Term-Back to the Future
Topic	**Focus Medium Drawing** **Focus element/s: line, shape, tone, value** **Artist: Frida Kahlo** 	**Focus Medium Painting** **Focus element/s: colour, tone, value, texture, space, form** **Artist: Vincent Van Gogh** 	**Focus Medium Sculpture** **Focus element/s: texture, form** **Artist: Barbara Hepworth**
Sticky Knowledge	To use an eraser to blend tones To use different forms of texture Use scale and proportion in a drawing	To use tone to portray a light source To use a range of tertiary colours To use different types of paint Create texture within a painting	To understand how space can be used within a sculpture To use the word modernism
Vocabulary	2B pencil, texture, scale, proportion, grid method, observational drawing, layering, stippling, Frida Kahlo	Mood, shadow, tertiary colour, complementary colours, matt, gloss, filbert paintbrush, palette knife, form, foreground, midground, background, proportion art, post impressionism, impressionist paintings	Revise previous vocabulary modernism movement
Artist Knowledge	Frida Kahlo Born Mexico 1907 Frida Kahlo is considered to be one of the most important artists of modern times. She was famous for painting self-portraits (pictures of herself) but she was particularly famous for painting women as strong people 	Born in the Netherlands 1853 He painted in a style that became known as post impressionism He is famous for using bright colours and bold brushstrokes in his work 	**Born:**10 January 1903 **Died:**20 May 1975 Dame Jocelyn Barbara Hepworth DBE was an English artist and sculptor. Her work exemplifies Modernism.
Suggested Tasks	**Focused Sessions** **Session 1 Artist Study Lesson 1 Artist Study** Recall previous artist knowledge (see EYFS, Y1, Y2, Y3) Introduce Frida Kahlo and her artwork including The Frame Learn artist facts **Pencil Knowledge** Know which pencils they must use based on their properties. E.g. 2B pencil would be appropriate for mid to dark tones. Know that erasers can be used for different purposes e.g. putty erasers and soft easers can be used to lift off graphite to reveal areas of light. **Tone**	**Focused Sessions** Session 1 Artist Study Introduce Vincent Van Gogh and his artwork including Sunflowers and Starry Night Learn the facts about him Learn how to identify areas of shadow and light in the Starry Night piece Learn how colour is used to reflect mood Learn that tone can be used to show implied form within a painting using dark, mid and light tones to portray a light source. **Colour Skills** Recall prior learning (see Y3) Learn that tertiary colours are created from primary and secondary colours eg blue/purple	**Focused Sessions** **Session 1 Artist Study** Introduce artist Barbara Hepworth and her work Recall prior learning and artists **Sculpting Skills** Paper sculpture Watch the video and then children create their own paper sculpture in the style of Barbara Hepworth https://www.youtube.com/watch?v=PZ8M3fVvPYw Take photos of process and the final piece for sketch books **Session 2** Paper sculpture part two

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	Use an eraser to expose lighter tones to show texture in an artwork. Identify areas of shadow and light and blend tones accurately to create soft gradients. Follow the contours of a shape to show its shape. Capture its form in an implied 3D space using directional shading. Can blend tones using a soft and smooth gradient Tones are blended with little visual appearance of intervals. Practise these skills in sketchbook, if you have time create a piece of work demonstrating these/some of these skills **Session 2 Texture** Know that texture can be manipulated via different methods and techniques such as layering, stippling and different types of mark making. Practise these skills in your sketchbook, if you have time create a piece of work demonstrating these/some of these skills **Session 3 Scale and proportion** Know that they can measure shapes from observation using a scaling method using their thumb and pencil. Know that they can use the grid method of referencing to correctly scale an object Know that scale is a comparison of size between objects. Know that scale will change relative to distance and depth. Know that proportion is relative to the object it is part of. Know that when drawing from observation, they must consistently look at the subject to gauge accurate shape, form, tone and proportion. When drawing, elements of the same object are draw using an accurate proportion e.g. the facial features. Practise these skills in your sketchbook to create a piece of work. **Session 4 Artist inspired piece of work** Inspired by Frida Kahlo, and practising learned skills, children are to create a piece of artwork using her style.	Practise mixing and matching colours and record in sketch book Practise mixing variations of dark, mid and light of a certain colour and learn that to blend them softly, they must use minimal pressure back and forth using an appropriate brush. Practise blending like this in sketchbooks. Learn that complimentary colours are opposite each other on the colour wheel. **Lesson 2 Paintbrush skills and knowledge** Recall prior knowledge (see Y3) Learn that if the artist's work seems more fluid then holding the paintbrush towards the end will aid this style. Learn that - Detail round brushes have short hairs. They are a good choice for working on details and making short strokes - Flat square end brushes are good for bold strokes, washes and filling wide spaces. The can also be used for fine lines, straight edges and stripes. - Filbert flat and oval-shaped end brushes work well for blending and creating soft rounded edges like flower petals. **Proportion in painting** Learn what is meant by proportion and practise skills by painting facial features in the correct proportion in sketchbook Use one of Van Gogh's self-portraits to inspire this work. **Lesson 3 Paint knowledge** Recall prior knowledge (see y3) Learn to compare the different properties of paint that are similar in appearance, for example: - Ink = like watercolour in consistency – however rich and glossy as opposed to matte Learn the drawbacks of using certain paints eg oil/acrylic take a long time to dry **Foreground and background work** Learn how to create objects in the foreground that appear larger than those in the back and midground. Practise this skill inspired by one of Van Gogh's paintings	Watch the video and then children create their own paper sculpture in the style of Barbara Hepworth https://www.youtube.com/watch?v=g7tedkxcILc Take photos of process and the final piece for sketch books **Session 3** Carving Watch the video and look at the information and then children create their own soap carving in the style of Barbara Hepworth https://www.youtube.com/watch?v=0iMMhtn67Qw https://www.tate.org.uk/kids/make/sculpture/soap-carving Take photos of process and the final piece for sketch books **Session 4** Improving carving Watch the video and look at the information and then children create their own soap carving in the style of Barbara Hepworth. Ask children to reflect on their previous carving and to decide how it could be improved and how can they further develop their carving skills? https://www.youtube.com/watch?v=0iMMhtn67Qw https://www.tate.org.uk/kids/make/sculpture/soap-carving Take photos of process and the final piece for sketch books

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			Lesson 4 Artist inspired piece of work Practise exploring texture in an artwork using different techniques such as layering, differing brush strokes or varying equipment such as a sponge or palette knife. Provide sponges and palette knives for children to use to explore texture. Practise created a swirling effect with his paint like Van Gogh in sketch books Practise using thick brushstrokes and curved lines in sketch books In sketchbooks, create a piece of artwork inspired by one of Van Gogh's pieces.		
Skills and Knowledge linked to outcomes	**Drawing Skills** Chooses correct apparatus for purpose and outcome. E.g. If the artist in study creates a dark, melancholic mood with high contrast, a range of pencils should be used. Draw objects that are correctly sized in comparison to others within an artwork (portray distance). Create objects in the foreground that appear larger than those in the back and midground. When drawing, elements of the same object are draw using an accurate proportion e.g. the facial features. Use an eraser to expose lighter tones to show texture in an artwork.	**Drawing Knowledge** Know which pencils they must use based on their properties. E.g. 2B pencil would be appropriate for mid to dark tones. Know that texture can be manipulated via different methods and techniques such as layering, stippling and different types of mark making. Know which marks are symbolic in their artwork and why based on their aesthetic. E.g. Sharp lines to show anger. Know that they can measure shapes from observation using a scaling method using their thumb and pencil. Know that they can use the grid method of referencing to correctly scale an object	**Colour Skills** Mix and match colours effectively. Experiment with creating mood with colour. -layer colour when I paint Understand the terms tint tone and shade and use them in my work Understand how colour is used to reflect mood and am beginning to use this idea in my work Blend colours using a soft and smooth gradient. Colours are blended with little visual appearance of intervals. Identify areas of shadow and light and blend tones accurately to create soft gradients. Compare the different properties of paint that are similar in appearance, for example:	**Paint Skills** Choose a paintbrush appropriate to the task, from a selection Choose the correct paintbrush grip for purpose and outcome. E.g. If the artist's work seems more fluid then holding the paintbrush towards the end will aid this style. Know which paintbrushes I must use based on their properties. Know that paintbrushes can differ in appearance and purpose and can reflect a certain style of painting - Detail round brushes have short hairs. They are a good choice for working on details and making short strokes - Flat square end brushes are good for bold strokes, washes and filling wide spaces. The can also be used for fine lines, straight edges and stripes.	**Sculpting Skills and Knowledge** Revise the four main types of sculpting, carving, modelling, casting, constructing https://kids.britannica.com/kids/article/sculpture/353751 (guidance for staff) Carving is the process of turning such substances as stone, wood, or ivory into a desired shape by cutting or chipping away pieces. Modelling involves shaping a soft material such as clay by hand. It can then be baked until it hardens. Models can also be used in casting. Casting is used to reproduce a piece of sculpture through the use of a mould Construction is a sculpture built of many parts, such as pieces of wood, cardboard, or metal. Modernism movement – a group who wanted to experiment with new techniques and draw attention to the process involved in making a work of art.

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	Identify areas of shadow and light and blend tones accurately to create soft gradients. Follow the contours of a shape to show its shape. Capture its form in an implied 3D space using directional shading. Can blend tones using a soft and smooth gradient Tones are blended with little visual appearance of intervals. .	Know that scale is a comparison of size between objects. Know that scale will change relative to distance and depth. Know that proportion is relative to the object it is part of. Know that when drawing from observation, they must consistently look at the subject to gauge accurate shape, form, tone and proportion. Know that erasers can be used for different purposes e.g. putty erasers and soft easers can be used to lift off graphite to reveal areas of light.	- Ink = like watercolour in consistency – however rich and glossy as opposed to matte. Choose certain paints for purpose Suggest drawbacks of using certain paints. E.g. Oil paints take a long time to dry. Know that red, blue and yellow are primary colours and orange, green and purple are secondary colours. Mix primary colours confidently to create secondary colours. Create tertiary colours from primary and secondary colours. E.g. blue/purple Use my knowledge of shade and tint, know how to mix variations of dark, mid and light of a certain colour and know that to blend them softly, they must use minimal pressure back and forth using an appropriate brush. I know that complementary colours are opposite side on the colour wheel. I know that tone can be used to show implied form within a painting using dark, mid and light tones to portray a light source	- Filbert flat and oval-shaped end brushes work well for blending and creating soft rounded edges like flower petals. Paint objects that are correctly sized in comparison to others within an artwork (distance) Paint elements of the same object are drawn using an accurate proportion e.g. the facial features Create objects in the foreground that appear larger than those in the back and midground. Begin to explore texture in an artwork using different techniques such as layering, differing brush strokes or varying equipment such as a sponge or palette knife. Know that texture can be manipulated via different methods and techniques such as layering, differing brush strokes or varying equipment such as a sponge or palette knife.	

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Assessment Opportunities	Inspired by Frida Kahlo, and practising learned skills, embark on a final piece using her style. Encourage children to think about pencil choice, grip and angle, use of eraser, tone, blending, contrast (dark, mid and light) shading, proportion, shadow and light, mid ground, foreground and background. When completed, evaluate piece and decide on next steps for improving drawing		Inspired by one of Van Gogh's pieces, embark on a final piece using his style. Encourage children to think about colour choice, brush choice and paint choice, which would be best and why? When completed, evaluate piece and decide on next steps for improving painting.		Inspired by Barbara Hepworth, children plan a final sculpture piece a final piece using her style. Ensure it is significantly different to those already done. Encourage children to think about which medium/media, would be best and why? Use two lessons for this. When completed, evaluate piece and decide on next steps for improving sculpting skills Take photos of process and the final piece for sketch books
Previous and Past learning experiences	**Why this topic now? Y3** **Next Steps Learning: Y5**		**Why this topic now?** **Next Steps Learning: Y4**		**Why this topic now?** **Next Steps Learning: Y4**
National Curriculum	Pupils should be taught to 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. Create sketch books to record their observations and use them to review and revisit ideas Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Learn about great artists, architects and designers in history.		Pupils should be taught to 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. Create sketch books to record their observations and use them to review and revisit ideas Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Learn about great artists, architects and designers in history.		Pupils should be taught to 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. Create sketch books to record their observations and use them to review and revisit ideas Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Learn about great artists, architects and designers in history.