

## ART MEDIUM TERM PLAN (MTP) YEAR 4 2020: Taught 1<sup>st</sup> half of each term

ART MTP Y4	Autumn 1: 8 WEEKS	Spring 1: 6 WEEKS	Summer 1: 6 WEEKS
<p><i>Taken from the Year group curriculum map</i></p>	<p><b>Beginning of the year, all year groups must recap on primary/secondary colours, colour mixing, and teaching techniques to shade and tint.</b></p> <p><b>Topic Title: Still life</b></p> <p><b>Key knowledge:</b> Ar2/1.1: To create sketch books to record their observations and use them to review and revisit ideas.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Create sketchbook.</li> <li>• Still life drawing.</li> <li>• Sketching.</li> <li>• Shading.</li> <li>• Shadow definition.</li> <li>• Colour and tone.</li> <li>• Develop close observational skills using a variety of view finders.</li> <li>• Adapt their work according to their views and describe how they might develop it further.</li> <li>• Annotate work in sketchbook.</li> <li>• Teacher led enquiries, to ask and respond to simple closed questions.</li> <li>• Use information books/pictures as sources of information.</li> </ul> <p><b>Key vocabulary:</b> Sketchbook, drawing, sketching, shading, defining, definition, cross hatching, highlighting, colour...</p>	<p><b>Topic Title: Vincent Van Gogh</b></p> <p><b>Key knowledge:</b> Ar2/1.2: To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Creating depth using lines.</li> <li>• Creating movement using lines.</li> <li>• Portraits.</li> <li>• Painting (use brush techniques and the qualities of paint to create texture).</li> <li>• Using a range of materials (pencil, oil pastel, paint).</li> <li>• Teacher led enquiries, to ask and respond to simple closed questions.</li> <li>• Use information books/pictures as sources of information.</li> </ul> <p><b>Key vocabulary:</b> Vincent Van Gogh, artist, painter, paint, draw, portrait, movement, lines, materials, depth...</p>	<p><b>By the end of year all pupils must have knowledge of colour, painting, drawing and sculpting. They should also have had the opportunity to study artists' lives and their work.</b></p> <p><b>Topic Title: Famous architects</b></p> <p><b>Key knowledge:</b> Ar2/1.3: To learn about great artists, architects and designers in history.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Learning about great architects through time (Sir Christopher Wren, Zaha Hadid, Antoni Gaudi, Renzo Piano, Santiago Calatrava etc.)</li> <li>• Finding out about architectural features through history.</li> <li>• Pupils designing their own building.</li> <li>• Spot the potential in unexpected results as work progresses.</li> <li>• Comment on artworks with a fluent grasp of visual language.</li> <li>• Visit local historical buildings like Manor house and Valence house to learn about local arts and buildings.</li> <li>• Teacher led enquiries, to ask and respond to simple closed questions.</li> <li>• Use information books/pictures as sources.</li> </ul> <p><b>Key vocabulary:</b> Architects, architecture, buildings, design, features, history, create...</p>
Lesson 1	<b>Lesson objective (s):</b> To understand what primary and secondary colours are.	<b>Lesson objective (s):</b> To understand how line and colour is used in an artist work.	<b>Lesson objective (s):</b> To Understand what is architecture.

	<p><b>Brief outline of main tasks:</b> To create a colour wheel</p>	<p><b>Brief outline of main tasks:</b> Introduce Vincent Van Gogh as an artist. Look two pieces of art by him. His drawing of the roofs and his painting of the roofs. Answer questions about his work about his use of lines and colours</p>	<p><b>Brief outline of main tasks:</b> Introduce different architects and architecture there is a nice PowerPoint on twinkl that you can use. Children to be split into teams and research a given architect. They then create poster showing what they have found out and present to the class.</p>
Lesson 2	<p><b>Lesson objective (s):</b> To understand how to shade sketches using pencil to make them look 3D</p> <p><b>Brief outline of main tasks:</b> Shading circles using different texture techniques</p>	<p><b>Lesson objective (s):</b> To understand how line and colour is used in an artist work.</p> <p><b>Brief outline of main tasks:</b> Chn recap learning from previous lesson. Chn choose a landscape to copy in pencil using lines and then paint it. Compare both and evaluate what they've done</p>	<p><b>Lesson objective (s):</b> To understand how architecture has changed over time</p> <p><b>Brief outline of main tasks:</b> Children to create a timeline of architecture. Point out key changes and why this may have come about.</p>
Lesson 3	<p><b>Lesson objective (s):</b> To understand how to shade a sketch to make them look 3D</p> <p><b>Brief outline of main tasks:</b> Sketch an object in the room and use shading techniques from previous lesson to make it look 3D</p>	<p><b>Lesson objective (s):</b> <b>Previous lesson continued</b></p> <p><b>Brief outline of main tasks:</b></p>	<p><b>Lesson objective (s):</b> To understand how to design our building in style of an architect</p> <p><b>Brief outline of main tasks:</b> Children choose an architect to base their design on. Ensure lots of photographs are provided to support this</p>
Lesson 4	<p><b>Lesson objective (s):</b> To understand how to shade sketch using charcoal to make them look 3D</p>	<p><b>Lesson objective (s):</b> To understand how to create movement using lines and colour</p>	<p><b>Lesson objective (s):</b> To create a sculpture in the style of an architect.</p>

	<p><b>Brief outline of main tasks:</b> Choose an object to sketch with Charcoal and practise smudging techniques</p>	<p><b>Brief outline of main tasks:</b> Go through Van Gogh landscapes discuss how the plants and trees look like they are moving. Introduce starry night picture. What looks like it is moving in this picture? Chn create own starry night picture.</p>	<p><b>Brief outline of main tasks:</b> Create building using boxes/ clay? Based on design from previous lesson.</p>
Lesson 5	<p><b>Lesson objective (s):</b> To understand how to create a still life drawing</p> <p><b>Brief outline of main tasks:</b> Explore still life artists and comment on their work. Children to choose pencil or charcoal to create a still life drawing of a group of objects.</p>	<p><b>Lesson objective (s):</b> <b>Previous lesson continued</b></p> <p><b>Brief outline of main tasks:</b></p>	<p><b>Lesson objective (s):</b> <b>Previous lesson continued.</b></p> <p><b>Brief outline of main tasks:</b></p>
Lesson 6	<p><b>Lesson objective (s):</b> To sketch a historical artefact</p> <p><b>Brief outline of main tasks:</b> sketch an Anglo- Saxon Artefact.</p>	<p><b>Lesson objective (s):</b> To understand how to evaluate learning</p> <p><b>Brief outline of main tasks:</b> Chn to fill in evaluation form for art topic this half term.</p>	<p><b>Lesson objective (s):</b> To understand how to evaluate learning</p> <p><b>Brief outline of main tasks:</b> Chn to fill in evaluation form for art topic this half term.</p>
Lesson 7	<p><b>Lesson objective (s):</b> <b>Previous lesson continued</b></p>	Term end	Term end

	<b>Brief outline of main tasks:</b>				
Lesson 8	<b>Lesson objective (s):</b> To understand how to evaluate learning  <b>Brief outline of main tasks:</b> Chn to fill in evaluation form for art topic this half term.				