



'We enjoy. We achieve.'

Care Growth Teamwork

Pudsey Bolton Royd Primary School Art & Design Long-Term Plan

Year 4

<u>Autumn 2</u>	<u>Spring 1</u>
Enquiry Questions	
How can we use collage to the portray movement of water?	Can we create a photomontage? Who is David Hockney?
Outcomes	
Children will create a collage incorporating a range of medias that depicts their own interpretation of the movement of water (linking to the water cycle). The will learn about collage and understand what makes a successful collage.	Learn about David Hockney and his art. Use computing lessons to create a photo montage.
Linked Texts	
Water Can Be by Laura Purdie Salas https://www.youtube.com/watch?v=V3Qu9GSSHuQ	N/A
Linked Experiences	
The water cycle on Now Press Play	Educational visit to Cartwright Hall - David Hockney Exhibit
Overview	
<ol style="list-style-type: none"> 1. Children create a colour palette of shades they would like to use in their collage. 2. They look at a range of water inspired collages and annotate which they like and dislike and why. 3. Learn collage techniques to blend colours gradually. Build up their collage linking back to the colours they wanted to use. Try to incorporate corrugated and metallic cardboard to create a variety of texture. 4. Children to do a basic pencil sketch plan of their collage and write a short paragraph about their own ideas for a water collage. What materials will they use? Do they want it to influence? To be abstract or minimal? What impact do they want it to have? 5. Create collage using own and schools materials 6. Evaluate their collage 	<ol style="list-style-type: none"> 1. Children visit the David Hockney Museum. 2. Create an artist study in their art books all about David Hockney, annotating his art and having a go at recreating some pieces. 3. In computing lessons, learn about photo montages. Use photos of the local area to create some photo montages in a range of styles. 4. Children take it in turns to photograph different parts of the digestive system. 5. Use photos to create a digestive system piece using the photo montage technique. 6. Evaluate in sketchbooks.
Knowledge and/or Skills Covered	
<u>PLAN</u>	<u>Create</u> Show some artistic sensitivity (e.g. to audience, style)



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Explain their planned artwork in some detail, and in writing, making reference to technique and materials

PRODUCE:

Control & precision

Cleanly cut e.g. Xmas tree shape from card

Independent awareness of smaller table clutter (e.g. rubber detritus)

Start to estimate quantities needed

Create

Show some artistic sensitivity (e.g. to audience, style)

EVALUATE:

Appreciate

Verbalise and discuss other people's opinions accurately, comparing and contrasting politely

Ask questions

Ask and answer artistically valid questions

Compare

Link artistic themes and conventions to geographical context and cultural source, and suggest reasons

Evaluate

Start to think critically by suggesting improvements to their peers' work

Desire to redraft

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National Curriculum Attainment Targets

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. Pupils should be taught: to create sketch books 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.

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Important Vocabulary	
Influence, abstract, futurist, minimalism, medium, intensity, intricate, stroke, expressive, metallic card, corrugated card, audience, impact, structure, unique, characteristic.	Installation art, former, latter, jpeg, resolution, photo montage.



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<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Enquiry Questions		
Can I create an effective sunset? Can I blend the watercolours?	Who is Barbara Hepworth? Can I create a sculpture in the style of Hepworth?	Can I draw a realistic living thing? Can I use tone and shade?
Outcomes		
Begin effectively using watercolours to create a well-blended sunset. Create a sunset background with intricately cut silhouettes.	TO learn about the life of Barbara Hepworth in the local area. To create a sculpture inspired by her using carving and moulding skills/	To use observational drawing to draw living things (leaves) from a range of plants in the Rainforest. Children will become more confident adding tone, depth and texture to their drawing. Depictions to become more realistic.
Linked Texts		
Sita Snake Queen of Speed	N/A	N/A
Linked Experiences		
HOOK to English unit - Scarab beetle from clay. Building on clay skills from Y3 mini unit.	N/A	N/A
Overview		
Identify colours in African sunsets by looking at photos over the Rive Nile. Create a colour palette in sketch books of colours planned to use. Sketch their sunset background, use a wash over the top and add in colour ensuring it blends and is bright and vibrant. Practise drawing Egyptian animal silhouettes in sketch books. Draw and cut silhouette on black paper and cut and stick. over sunset. Evaluate their final piece.	Double page spread about Barbara Hepworth in the style of her sculptures. Look at images of her sculptures, critique, question and describe on double page spread. Sketch some of her sculptures, label shape, technique, material used. Plan their own sculpture based on Barbara Hepworth's, annotating as they go. Use soap to carve their own sculpture from the plan. Evaluate and critique their work in their sketchbooks.	1. Experimenting grid; light-heavy, hatch, cross hatch, stippling, scribbles loose/tight, patches of hatching in different directions, zig zags, any others the children can think of . Fill in a grid making light to dark tones. HA- use several grades of pencil to do this - can they discover some grades are good for dark and some for light. MA- grid independently LA- supported to



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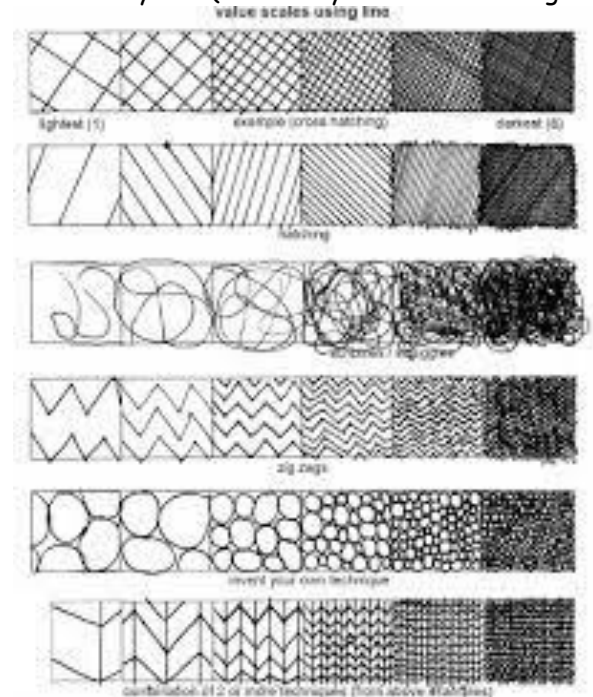
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<https://www.tate.org.uk/kids/explore/who-is/who-barbara-hepworth>

mimic style (less style on the grid)



2. Look carefully at shading -how have they made them look 3d? Using different colours and techniques chn practise shading - cube, cone, sphere in different media (20 mins) discuss light source and work from dark to light. - use lamp and observational drawing to practise.
3. Model using grid for proportion, children to try with a photo of a tree from the school.
4. Have a go at using same shading and grid technique to draw a range of leaves - start off



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		<p>simple and progress onto trickier ones. Ensure discussion is had about tone and texture.</p> <p>5. Evaluate their own and other children's pieces. Each child to say one good thing about the work shown linked to the art skills learnt, using the vocabulary.</p>
Knowledge and/or Skills Covered		
<p><u>PLAN:</u> Explain their planned artwork in some detail, and in writing, making reference to technique and materials</p> <p><u>PRODUCE:</u> <u>Control & precision</u> Cleanly cut e.g. Xmas tree shape from card Independent awareness of smaller table clutter (e.g. rubber detritus) Start to estimate quantities needed</p> <p><u>Create</u> Show some artistic sensitivity (e.g. to audience, style)</p> <p><u>EVALUATE:</u> <u>Appreciate</u> Verbalise and discuss other people's opinions accurately, comparing and contrasting politely</p> <p><u>Ask questions</u> Ask and answer artistically valid questions</p> <p><u>Compare</u> Link artistic themes and conventions to geographical context and cultural source, and suggest reasons</p> <p><u>Evaluate</u></p>	<p><u>PLAN:</u> Explain their planned artwork in some detail, and in writing, making reference to technique and materials</p> <p><u>PRODUCE:</u> <u>Control & precision</u> Cleanly cut e.g. Xmas tree shape from card Independent awareness of smaller table clutter (e.g. rubber detritus) Start to estimate quantities needed</p> <p><u>Create</u> Show some artistic sensitivity (e.g. to audience, style)</p> <p><u>EVALUATE:</u> <u>Appreciate</u> Verbalise and discuss other people's opinions accurately, comparing and contrasting politely</p> <p><u>Ask questions</u> Ask and answer artistically valid questions</p> <p><u>Compare</u> Link artistic themes and conventions to geographical context and cultural source, and suggest reasons</p> <p><u>Evaluate</u></p>	<p><u>PLAN:</u> Explain their planned artwork in some detail, and in writing, making reference to technique and materials</p> <p><u>PRODUCE:</u> <u>Control & precision</u> Cleanly cut e.g. Xmas tree shape from card Independent awareness of smaller table clutter (e.g. rubber detritus) Start to estimate quantities needed</p> <p><u>Create</u> Show some artistic sensitivity (e.g. to audience, style)</p> <p><u>EVALUATE:</u> <u>Appreciate</u> Verbalise and discuss other people's opinions accurately, comparing and contrasting politely</p> <p><u>Ask questions</u> Ask and answer artistically valid questions</p> <p><u>Compare</u> Link artistic themes and conventions to geographical context and cultural source, and suggest reasons</p> <p><u>Evaluate</u></p>



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Important Vocabulary		
Watercolour, blend, primary, secondary, foreground, background, silhouette, gradual, wash.	Sculpture, movement, intricate, engrave, smooth, mould, natural, pierced.	Texture, tone, 3d, depth, foreground, background, grades, dark, light, shadow, realistic, impact, transition, medium.