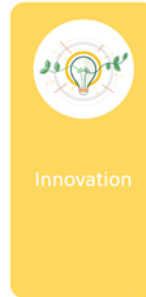


Subject: ART

Year group: 4

Term: Spring

Unit name: Dragons and birds/Wax resist



Prior knowledge:

R— Painting, mark– making drawing, exploring colour, finger puppets, self portrait photography, printmaking shapes.

Y1— Exploring a variety of media, developing hand-eye co-ordination, charcoal and oil pastel drawing skills, plasticine print making.

Y2—Mask making, 3D drawing skills, printing, exploring portraiture and cartoon characters, boats that float.

Y3—Life drawing skills developing into 3D skills, animation, drawing, painting and collage skills, typography, map making, clay tiles

Big ideas:

Develop drawing and hand eye co-ordination skills whilst exploring mark making and colour.

Using imagination through wax resist and mark making on foam boards to reveal images of beasts.

Observing different parts of an animal to form a beast.

Use coloured inks, oil pastels and sgraffito technique for the main area of the beast.

Mark make using bamboo skewers to show texture of skin, feathers or scales

Sgraffito:

<https://www.youtube.com/watch?v=vWIV2bjZKsA>



Implementation:

Look to the work of others (pupils and artists) to feed into their work.

Reflect regularly on their work throughout the creative process.

Be able to talk about the techniques and materials they have used confidently using appropriate vocabulary.

Be able to demonstrate how to use tools and techniques safely.

Share their journey and outcome with others and feel celebrated for doing so.

*Suggested teaching time would be all day or blocked to an afternoon.

Guide to drawing materials:

<https://www.accessart.org.uk/beginners-guide-to-drawing-materials/>

Thoughtful mark making:

<https://www.accessart.org.uk/thoughtful-mark-making/>

Subject: ART

Year group: 4

Term: Spring

Unit name: Drawing with scissors



Big ideas:

Based around an exploration of an historic painting (Penelope with the Suitors by Pintoriccio).

Develops printing, drawing and collage skills.

Enabling an interpretation and exploration of, and a creative response to an artwork .

Explores visual literacy and developing drawing, collage and printing skills, culminating in a modern interpretation of an old master and the creation of a collaborative artwork.

Use continuous line drawing to create an expressive style.

Take inspiration from the colours used in the historical painting but with a fresh and modern approach.



Prior knowledge:

R— Painting, mark– making drawing, exploring colour, finger puppets, self portrait photography, printmaking shapes.

Y1— Exploring a variety of media, developing hand-eye co-ordination, charcoal and oil pastel drawing skills, plasticine print making.

Y2—Mask making, 3D drawing skills, printing, exploring portraiture and cartoon characters, boats that float.

Y3—Life drawing skills developing into 3D skills, animation, drawing, painting and collage skills,

Implementation:

Look to the work of others (pupils and artists) to feed their own work.

Reflect regularly on their work throughout the creative process.

Be able to talk about the techniques and materials they have used confidently using appropriate vocabulary.

Be able to demonstrate how to use tools and techniques safely.

Share their journey and outcome with others and feel celebrated for doing so.

*Suggested teaching time would be all day or blocked to an afternoon.

