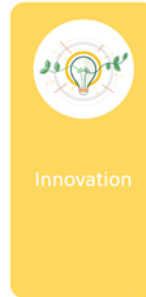


Subject: ART

Year group: 4

Term: Summer

Unit name: Quick Clay Figurative Sketches



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:

Work with a modelling material (clay or plasticine) to create quick 3d figurative sketches from life or imagination. Combine with developing visual literacy skills so that the 3d sketches explore how we read and communicate emotion and idea.

Children to think about how we as humans might react to works of art, and how we can create quick clay sculptures which capture those reactions.

Develop clay sketching skills to draw purposefully, improve understanding, inform ideas and explore potential.

To investigate the nature and qualities of different materials and processes.

To understand how inspiration can come from many rich and personal sources to feed into creative projects.

Access Art : <https://www.accessart.org.uk/quick-clay-figurative-sketches/>



Knowledge and Skills:

Know the names of tools, techniques and formal elements

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

Be able to demonstrate how to safely use some of the tools and techniques they have chose to work with.

Look at ways to develop their design and process alongside sharing their experiences with others.

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

Key vocabulary:

<i>Sculpture</i>	<i>Art created from mixed media including clay</i>
<i>Knead</i>	<i>Preparing clay for shaping by pushing and rolling it under the palm of your hand</i>
<i>Wedge</i>	<i>To knead the clay or push on it repeatedly to help remove air bubbles</i>
<i>Slip</i>	<i>A mixture of clay and water used like glue</i>
<i>Score</i>	<i>To make the surface of the clay rough when putting two pieces together</i>
<i>Leather</i>	<i>Hard clay that is losing moisture and beginning to stiffen – perfect for carving</i>
<i>Bone Dry</i>	<i>When the clay is as dry as it can be</i>

Subject: ART

Year group: 4

Term: Summer

Unit name: Thoughtful mark making/Birds in trees



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,

Big ideas:

Enabling an exploration of observational and experimental drawing of nests, in a variety of media (charcoal, erasers and graphite).

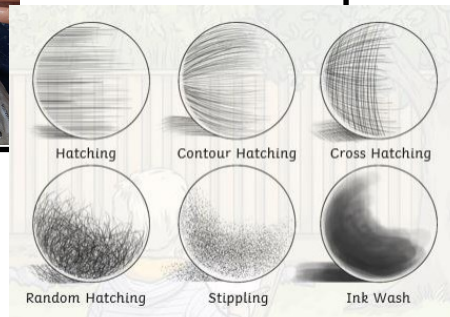
Children to experience first hand how different media can be used to change the feel and character of a drawing .

Apply technical skills to improve the quality of their work, combined with beginning to listen and trust their 'instinct' to make choices.

Construct with a variety of materials (wool, string, twigs, found objects, paper etc.) Exploring how to bring different media together, both technically and visually.

Use different materials to explore and be innovative in constructing sculptural nests.

Access Art: <https://www.accessart.org.uk/nest/>



Knowledge and Skills:

Children to work with hard and soft pencils, graphite, wax resist, watercolour, clay and sticks to create their nests. Work back in using an eraser. Use movements from the elbow and shoulder as they make their marks.

Choose materials by instinct when making birds in trees limiting up to two materials.

Learn to use pliers, thread needles and explore various methods of construction including tying, weaving sewing, wrapping, and sticking.

Explore artists in history compare and contrast their work, linking to their own.

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

Key Vocabulary:

Hardness	How much lead will be left on the paper depends on the hardness of the pencil and how much pressure an artist puts onto it
Mark making	There are a variety of lines you can use these are called mark making. Used to create texture, reflection, shadows and show the direction of light.
3 - dimensional	Line can give an object the appearance of it being 3-dimensional. Using techniques such as cross-hatching, shading and blending can make an object appear realistic.
Direction of line	Lines can go in any direction. They can be horizontal, vertical, diagonal, straight, curved, thick or thin.
Expressive line	Line can also demonstrate movement within a piece of artwork, showing the flow of fabric, or the speed of a bird in flight.

Suggested Artists:

Kitty Jones

Claire Benn