




All Saints Church School Art Planning Year 4

How is clay and other malleable materials used to create 3D models?		
<p>Prior learning How can paper be used to create sculptures? Paper maché and origami are two different techniques used to create sculptures. Sculptures can be shaped, formed, modelled and constructed out of paper.</p>	<p>Know and Understand Uses carving and sculpting tools safely Know about the life and work of Barbara Hepworth Know that clay was used many years ago (Roman times) Know different techniques when working with clay and other sculpting materials Know where clay comes from</p>	<p>Learning Objectives To use and explore clay and experiment with mark making tools Explore carving as a form of 3D art To press shapes into clay, engrave shapes and textures using tools Make a slip to join to pieces of clay Use coiling technique</p>
<p>Key Vocabulary</p>	<p>Reference Images</p>	<p>Artist References Dragon books</p> 

<p>Clay Coil Score Slip Slab</p>		<p>End Goal</p> <p>Can explain key vocabulary coil, score, slip and slab. Can recall steps to create their 3D clay sculpture. Knows where clay comes from.</p>
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<h2 style="text-align: center;">Textiles- Weaving</h2>		
<p>Prior Learning Mosaics</p> 	<p>Know and Understand</p> <p>Weaving is a method of textile production in which two distinct sets of yarns or threads are interlaced at right angles to form a fabric or cloth. Other methods are knitting, crocheting, felting, and braiding or plaiting.</p> <p>A God's eye (in Spanish, Ojo de Dios) is a spiritual and votive object made by weaving a design out of yarn upon a wooden cross. These shields were called God's Eyes because through them a god might keep a watchful eye over the people who made them. The four points of the crossed sticks represent earth, air, water and fire.</p>	<p>Learning Objectives</p> <ul style="list-style-type: none"> ●To explore and discuss the work of weaving artists. ●To experiment with weaving a range of different materials including paper, materials and threads. ●To use sketchbooks to design weaving creations. ●To create a 'Gods Eye' weave.
<p>Loom- A frame on which weaving is done. Warp and weft- the two basic components used in weaving to turn thread or yarn into fabric. Warp- The lengthwise or longitudinal yarns held</p>		<p>End point Children will explore different methods of weaving and produce a God's eye</p> <hr/> <p>Artist reference</p>

stationary in tension on a frame or loom.

Weft- The horizontal threads interlaced through the warp in a woven fabric.

Selvedge- The edge on either side of the woven fabric so finished as to prevent travelling.

Fibre- A long thin thread of material.

Yarn- Fibres such as wool, cotton or silk that have been twisted into long strands.

Gods eye- Mexican weaving craft.



Jay Mohler

Ojos de Dios

<https://www.thisiscolossal.com/2015/07/the-gods-eyes-of-jay-mohler/>



How are shadows and reflections created in drawings? How is texture created through line?

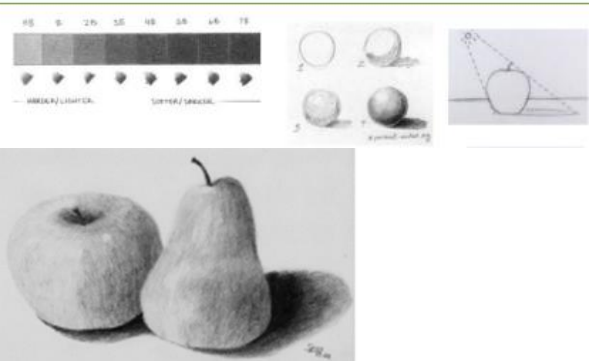
Prior Learning

Year 1- How are line used in art?

Learning Objectives

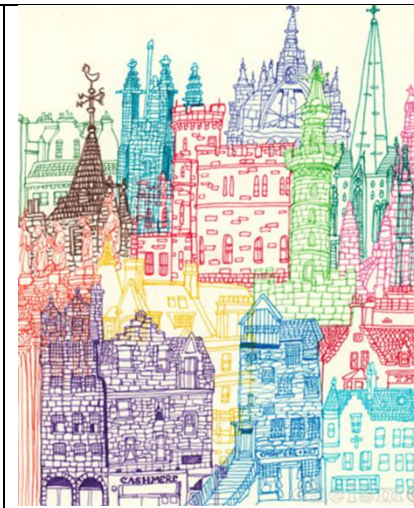
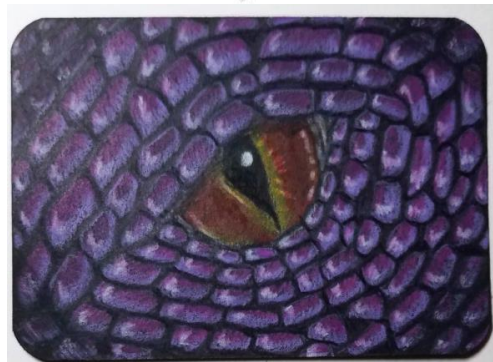
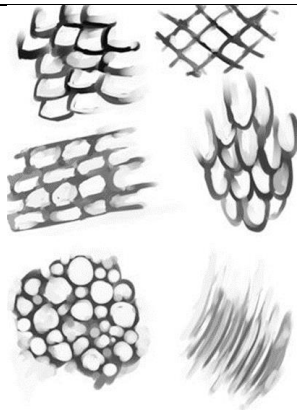
What success looks like

- Children clearly mark areas of light and shadow in an observational drawing.

<p>Year 2- How are shapes and lines used to create landscapes? Year 3- How is hatching and cross hatching used to create tones in drawings?</p>	<ul style="list-style-type: none"> • To explore blending lines to create different shades and tones with different drawing mediums. • To explore how light and shadow is captured in the correct areas with knowledge of light source. • To draw from observation and apply shades and tones. • To refine techniques when using oil pastels and blend colours to create different tones and shades. 	<ul style="list-style-type: none"> • Children know how to draw and blend lines to create different textures, shades and tones. • Children begin to select pencil grades for purpose. • Children know different grades of pencils HB, B- 6B and select these for purpose. • Children know how to create contrast and tone in drawings. • Children can create a textured look through line
<p>Key Vocabulary Drawing mediums- drawing materials. Shades- the darkening or colouring of an illustration or diagram with parallel lines or a block of colour. Textures- one of the seven element of art that refers to the visual "feel" of a piece. Tone- Tone shows lightness and darkness of colour. Tones are created by the way light falls on a 3D object. The parts of the object on which the light is strongest are called highlights and the darker areas are called shadows. Graduating tones- continuous shading from light to dark and vice versa. Background- The ground or</p>		<p>End Point Use shading to add interesting effects to drawings, using different grades of pencils. Know how to draw from first-hand experience. Know how to select graded pencils for purpose. Use oil pastels to create light and dark tones Create texture with line making</p> <p>Artist reference</p>

parts of a scene that are behind the main subject of the art work.

Shading- Shading is showing levels of darkness on paper by applying media more densely or with a darker shade for darker areas, and less densely or with a lighter shade for lighter areas.



Cheism

Painting - How do you mix colours to match objects?

Prior Learning

Year 1- Learnt about primary and secondary colours, warm and cool colours. Created a simple colour wheel.

Learning Objectives

- To combine colours and create tints, tone and shades to reflect the purpose of the work.
- To mix and match colours to objects in the natural or man-made forms.
- To observe colours on hands and faces - mix a range of

What success looks like

- Children demonstrate control and accuracy when painting using thick and thin paintbrushes and select for purpose.
- Children know precise colour language e.g. tint,

Year 2- Learnt to create tints and tones.
Year 3- Learnt to create hues using water colours.

Key Vocabulary
Tint- where an artist adds white to a colour to create a lighter version of the colour.
Tone- refers to the relative lightness or darkness of a colour.
Shade- where an artist adds black to a colour to darken it down.
Hue- the origin of the colours we can see.

flesh colours.
●To mix and blend colours using a soft and smooth gradient.
Colours are blended with little visual appearance of intervals.



tone, shade, hue
●Children demonstrate a secure knowledge of primary, secondary, complementary, warm and cold and contrasting colours.

Artist Reference

Paul Cezanne




Georgia O'Keeffe



Archimboldo



		<p>End point Knows how hues are created using water colours. Can what tints, tones and shades are. Can combine colours to create tints, tones and shades. Can mix and match colours to objects in the natural or man-made forms.</p>
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Styrofoam printing		
<p>Prior Learning Monoprinting</p> 	<p>Learning Objectives</p> <ul style="list-style-type: none"> ● Poly block is a polystyrene based printing material which you can work into using a biro or a pencil ● The areas pushed down on the polystyrene block will show up in white when printed on to white paper 	<p>What success looks like</p> <ul style="list-style-type: none"> • To explore positive and negative space in printing • To look at printmaking in the environment (e.g wallpapers, fabrics etc.) • To examine how artists and designers used colours, shapes and lines to create prints • To create press prints using inks • To print onto different textures and colours of paper, board or fabric
<p>Key Vocabulary Relief printing- when you carve into a printing block that you then use to press onto paper and make a print.</p>		<p>Artist Reference Cheism How to Do Styrofoam Printmaking (artfulparent.com)</p>

Positive space- the areas in a work of art that are the subjects, or areas of interest.

Negative space- the area around the subjects, or areas of interest.

Pattern- a repeated decorative design.

