



<p>Year Group: 4</p>	<p>Title: There is no Plan B</p>
<p>National Curriculum coverage: 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 [for example, pencil, charcoal, paint, clay], about great artists, architects and designers in history.</p>	<p>Context: This fits well with the Music and Geography curriculum in Y4. The children are increasingly aware and concerned about the planet and the fragility of the earth and how we are stewards on earth so this is a useful topic to explore this further.</p>
<p>Concepts: Colour / Texture / Form / Tone / Shape</p>	<p>Pre & Post Learning: Portrait task</p>
<p>Visits and Visitors: N/A</p>	<p>St. Mary's Experience: N/A</p>
<p>Careers/preparation for adulthood: Fine artist Painter Sculptor Illustrator</p>	<p>Key People: Monet Zaria Forman Carolyn Saxby Hockney Leonardo Da Vinci Rosie Leventon</p>
<p>Catholic Social Teaching:</p> <div data-bbox="105 900 376 1171" data-label="Image"> </div> <p>Stewardship – Explore how artists are inspired by the natural world</p>	<p>British Values:  Rule of Law - Exploring sustainability connects to environmental laws that protect oceans and water sources.  Mutual Respect - Environmental responsibility.</p>
<p>End points (by the time pupils leave St. Mary's):</p> <ol style="list-style-type: none"> Theoretical Knowledge: Know and appreciate a range of great artists, cultural and historical movements and produce work inspired by them. Theoretical Knowledge: Understand that artists can be inspired by a multitude of different stimuli and use this knowledge to help them inspire their own work. Practical knowledge: Be able to draw carefully from observation, understanding how to use different marks, scale and perspective Practical knowledge: Master artistic techniques (colour, pattern, texture, line, shape, form), including painting, drawing, sculpture, photography, textiles and clay Disciplinary knowledge: Understand that there are different ways of thinking about art (representational, abstract, political or social commentary, decorative, spiritual) and express an opinion about this. Disciplinary knowledge: Be able to show a development of ideas and think critically about their own art (sketch book) 	

<p>Prior knowledge: Y3</p> <p>Theoretical Knowledge:</p> <ul style="list-style-type: none"> - Compare different artists of the same style and explore work from different cultures and time periods. Contemporary artists; McKee and street artists and Victorian Naïve art by Lowry. - Understand others points of view by looking at work and trying to understand what the artist might have been thinking and feeling linking this to artists taking their inspiration from the world around them. How does city life inspire artists? <p>Practical knowledge:</p> <ul style="list-style-type: none"> - Draw and paint faces and a whole body, with accurate proportions in different stances, show facial expression and body language in drawings - Create sketch books to record observations and use them to review and revisit ideas. - Understand the different grades of pencil and use them to scribble and shade (cross hatch, dot dash, circle, spiral) to create lines of different types and create texture and tone. - Be able to draw 3d shapes showing light, shadow and perspective developing simple industrial landscapes. - Create a background using a wash and explore links between colours and feelings. <p>Disciplinary knowledge:</p> <ul style="list-style-type: none"> - Artists document the world around them, using whatever tools and materials they can create. 	<p>Future knowledge: Y5</p> <p>Theoretical Knowledge:</p> <ul style="list-style-type: none"> - Understand the processes, intentions and outcome of different artists, using visual notes in a sketchbook to help consolidate and own the learning. Compare and contrast 20th Century artists, their genre and tools and techniques: Miro (Surrealism) / Warhol (Pop art)/ Kandinsky (Abstract Modern)/ Yayoi Kusama (Japanese contemporary artist). - Understand others points of view by looking at work and trying to understand what the artist might have been thinking and feeling linking this to artists taking their inspiration from the world around them and their feelings and emotions at that moment in time. <p>Practical knowledge:</p> <ul style="list-style-type: none"> - Mix colours, use space, hues, tints and tones, overlap and create texture using paints and collage with a level of mastery. - Sketch and paint people and 3-D shapes with skill. - Draw effect of light on people and objects from different directions and develop the concept of perspective - Use a sketchbook to research, collect, record and develop ideas independently, including the use of mixed media. - Plan and develop ideas and work collaboratively on a moving art project. <p>Disciplinary knowledge:</p> <ul style="list-style-type: none"> - What purpose does art serve? Artists use symbols and images that have meaning to the viewer to tell stories visually. - Reflect on the topic question "Do we all see things the same?" Look at art illusions as a way to discuss this. 				
<p>CRUCIAL KNOWLEDGE: Y4</p> <p>Theoretical Knowledge:</p> <ul style="list-style-type: none"> - Compare different artists and the way they have shown water and tried to promote sustainability and love of nature in their work. Contemporary artists; Zaria Foreman and reclaimed art sculptors with Leonardo Da Vinci (Renaissance) and Monet (Impressionism). - Understand others points of view by looking at work and trying to understand what the artist might have been thinking and feeling linking this to artists taking their inspiration from the world around them and their emotions at that time. <p>Practical knowledge:</p> <ul style="list-style-type: none"> - Sketch showing an increased understanding of line, tone, scale, texture and depth to display movement, reflection and perspective. 	<p>Vocabulary:</p> <table border="1"> <tr> <td data-bbox="1131 1082 1635 1212"> <p>Tier 2 (General Academic Vocabulary - These are high-utility words used across multiple subjects)</p> </td> <td data-bbox="1635 1082 2132 1212"> <p>Tier 3 (Domain-Specific Vocabulary – These are specialized terms primarily used in art)</p> </td> </tr> <tr> <td data-bbox="1131 1212 1635 1482"> <p>Similarity difference Tools Techniques spiral Tradition Change</p> </td> <td data-bbox="1635 1212 2132 1482"> <p>Tone Primary and secondary colours Tint Shades Proportion Dot and dash Cross hatch</p> </td> </tr> </table>	<p>Tier 2 (General Academic Vocabulary - These are high-utility words used across multiple subjects)</p>	<p>Tier 3 (Domain-Specific Vocabulary – These are specialized terms primarily used in art)</p>	<p>Similarity difference Tools Techniques spiral Tradition Change</p>	<p>Tone Primary and secondary colours Tint Shades Proportion Dot and dash Cross hatch</p>
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<ul style="list-style-type: none"> - Mix tints and tones of colour with increasing confidence using paints, chalks and charcoals. - Practice and develop sketch book use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, researching, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting, making links. - Design and make a sculpture or piece of art to convey a message. <p>Disciplinary knowledge:</p> <ul style="list-style-type: none"> - Artists create compositions based on objects that are meaningful to them. - Artists include images in their artwork that might have more than one meaning. <p>Explore "There is no Plan B! How can we use art to highlight global issues?"</p>	<p>Light dark shadow Expression</p>	<p>Pop Art Grades Perspective Landscape Foreground and background Pastel / oil pastel Watercolour Colour wash Impressionism Hot and cold colours</p>
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