

Year 4 Medium Term Plan - Autumn

Artist Focus - Architects

	Knowledge	Vocabulary	Learning Sequence
Pre-learning	Children should already know how to: - Explore printing onto paper with paint using different shapes and objects. - Be introduced to the techniques of printing - adding paint to a simple printing block, transferring to paper and applying pressure to print. - Using card, design and use their own printing block. - Use simple printing block to create a repeated printing pattern.	Architect Gustav Eiffel Zaha Hadid	Session 1 – What is an architect? - The job of an architect is to design buildings. They are then responsible for HOW they are built not the actual building. - The Eiffel tower was designed by Gustav Eiffel. - Dame Zaha Mohammad Hadid designed the London Aquatics centre Suggested teaching https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-proud-to-be-an-architect/zbf76v4#:~:text=Narrator%3A%20An%20architect%20is%20somebody,of%20buildings%20became%20more%20complicated. Watch the video explaining the job of an architect. Look at famous buildings and who was the architect. Make a sketchbook page about the two architects and the famous buildings they designed. Are there any big differences in design and style?
Learning in this unit	Children will learn how to: Draw for a sustained amount of time paying attention to detail and creating accurate drawings. On paper create simple line drawing design of a well known building. Replicate drawn design onto foam, modelling to children how to score the foam to create their design but not pierce through the material. Using print rollers to apply paint to foam design and print onto paper. Practice using design a number of times in different colours and choose which is most effective.		Lines We can use different types of lines to show texture, movement and shape. Suggested teaching Explore different types of lines
		Lines - thick, thin, curved, diagonal, horizontal, vertical	Session 2 - Line drawing - Observational drawing. Looking between the image and the page to replicate the shapes of famous building focusing on the main/ prominent lines. - Draw lightly initially before using more substantial lines for final choices. Suggested teaching Look at images from previous lesson in sketchbooks create simple line drawings to replicate what they can see in each piece of architecture.
		Printing block Score Foam	Session 3 - Creating a printing block - Apply light but firm pressure to leave a groove that does not pierce through the foam. - Look and check between your design and the foam to check you are replicating your design effectively. Suggested teaching Choose their preferred line drawing. Replicate drawn design onto foam, modelling to children how to score the foam to create their design but not pierce through the material.
			Session 4 - Printing - Use a printing roller to roll the paint sufficiently onto the roller. - Use the paint filled roller to cover the foam printing board. - Turn the foam board over to transfer the print to paper. Suggested teaching Using print rollers apply paint to foam design and print onto . Practice using design a number of times in different colours and choose which is most effective.

Focus - 3D Artist - Historical and Hazel Reeves

	Knowledge	Vocabulary	Learning Sequence
Pre-learning	Children should already know how to: - Explore the medium of clay. - Model how to pinch and roll clay into a long cylinder shape. - Repeatedly coil clay cylinders to form a pot. - Pinch and smooth clay to form a smooth surface. - Use drawing skills to add detail to their completed pottery.	Hazel Reeves Sculpture Expression	Session 1 – Who is Hazel Reeves? - Hazel Reeves is a British sculptor based in England - She designed a statue of Emmeline Pankhurst. - This bronze statue is titled 'Rise up, women' Suggested teaching Look at image of Hazel Reeves suffragette sculpture. Explore how art can tell a story. What do we think the sculpture is feeling? Why do you think they feel this way? What might have happened? Children record their initial responses. Share the actual story behind the artwork.
Learning in this unit	Children will know how to: - Create a simple design template of a Greek theatre mask showing a strong facial expression. - Use previous knowledge of clay to create a simple mask/ face shape. - Use clay tools to recreate drawn design onto clay surface. - Show understanding of the purpose of the task ensuring clay mask has both eye and mouth holes.	Ancient greek theatre mask Thalia Melpomene	Session 2 – What are Greek theatre masks? - Greek theatre masks were used so the audience could see clearly how an actor was feeling. - Thalia – Comedy - Melpomene – tragedy Suggested teaching Look at examples of Greek theatre masks, discuss the facial expressions and feelings. Explain that the names of the masks are Thalia and Melpomene and were used to show emotions.
	Children will also know how to: - Use sketchbooks to explore and begin to compare famous pieces of art, plan their artwork and practice techniques. - Identify techniques used by artists in their work. - Share their artwork with the whole class saying what they like about a range of their peers art and begin to say what could be made better. - Begin to use their self evaluation to make simple improvements to their work. - Be able to talk about the artist Hazel Reeves as well as historic Greek theatre masks and compare with other artists and artwork. - Begin to talk about artist styles such as abstract.	Drawing Emotion Expression	Session 3 – Drawing Drawing to show emotion Suggested teaching Use knowledge of the different masks to design their own in their books.
		Clay Score Slip	Session 4 – Score and slip - Score and slip used to join two pieces of clay together. - Score it by making scratches in the surface where you want to make the join. - Use a slip (little clay in water) to join the two pieces the slip acts like a glue. Suggested teaching Recap previous clay skills used in Year 3 of scoring and creating to slip to join. Model this technique to children.
		Clay Slab pinch Coil Texture score Slip	Session 5 – Clay mask - Follow a drawn design. - Adding texture to clay using clay tools. Suggested teaching Choosing a design from their art sketch books. Model showing texture such as fair, wrinkles to clay using tools. Use clay to make their own Greek mask representing facial expressions. Children need to be able to lift the masks when they are dry so they need to ensure that all of the different facial elements that they add are secure using their knowledge of score and slip.
	Children will know that: <i>Greek theatre masks were used so the audience could see clearly how an actor was feeling.</i> <i>Hazel Reeves designed a statute of Emmeline Pankhurst.</i> <i>This bronze statue is titled 'Rise up, women'</i>	Session 6 – Exhibit Once dry children spread out across school classes in small groups modelling their masks for the other children. Can children from other classes identify how they feel from looking at their mask?	

