

Ashtree Primary School and Nursery Medium Term Plan for Art

Year 4 – Painting- Spring

Key Vocabulary

Tone, back ground, fore ground, detail, fade, sky line, complimentary colours, colour block, colour wash

Prior Knowledge

National Curriculum: KS1 pupils should be taught:

1. To use a range of materials creatively to design and make products
2. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
3. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
4. About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key Knowledge

In addition to the above, the National Curriculum: KS2 pupils should be taught to

- a. Produce, evaluate and analyse creative works using the language of art, craft and design
- b. know about great artists, craft makers and designers, and understand the historical and cultural development and impact of their art forms as well as make links to their own work.
- c. Develop a sketchbook of observation and ideas

Key Skills

Children can be taught key knowledge by learning the skills below:

Understand the difference between hot and cold colours

Understand how the use of hot and cold colours, and colour washes can affect the mood of a painting

To continue to develop the skills of blending in paint to create a background with tone and shade

Begin to combine painting and sketching to improve detail

Continue to compare the work of different artists and begin to use it as base for their own work

Suggested Activities /Steps

1. To practise how to blend colours in paint) (Georgia O'Keefe – Lake George Painting or any of her flower paintings)
2. To use complimentary colours (hot or cold colours e.g. Oranges and reds as opposed to blues and greens) to create mood <https://pin.it/3a1vf5K> (2 weeks)
3. To combine sketching and painting to create detail in paintings (Jen Aranyi – illustrator 2 - 3 weeks) (This is still a focus on Hot and Cool colours)
<https://www.youtube.com/watch?v=3J9FclQN98s>
4. To use colour washes and contrasting colours- (hot and cold colours to create pop art) like Andy Warhol to highlight details <https://pin.it/2OCPJjf>
5. Compare the work of different artist by commenting on likes and dislikes of the artists studied in this unit

Curriculum links

Science – nature, light and dark

Geography – natural environment

English – use of adjectives/descriptions

Misconceptions

Pop Art can only be done with felts.

That 3 D is not possible in pop art -

Curriculum Enhancements and Artists

<https://www.twinkl.co.uk/resource/za-254401-andy-warhol-pop-art-powerpoint>

<https://www.pinterest.co.uk/pin/518476975825725637/>

<https://www.pinterest.co.uk/pin/518476975825725637/>

<https://www.twinkl.co.uk/resource/t2-a-163-georgia-okeeffe-information-powerpoint>

<https://www.pinterest.co.uk/deepspacesparkleofficial/georgia-okeeffe-art-project-for-kids/>

<https://www.youtube.com/watch?v=3J9FclQN98s>

<http://jenaranyi.com/free-resources-for-art-lesson-plans/>

This will lead to in Y5 . . .

Painting in different scales