

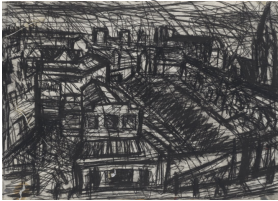
Foundation subject lesson - Art

Year Group: Year Four

Question: How can I show contrasting moods in my artwork?

Learning objectives: <ul style="list-style-type: none"> • 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] • to learn about great artists, architects and designers in history 	Key resources/stimuli Photographs of both scenes in the book to go in the top corner of the sketch book The Promise by Nicola Davies Leave the first page in sketchbook free for techniques and testing strips – painting as the year progresses.
Key vocabulary Cross-hatching- tone Charcoal – lines, depth, smudging Pastels, watercolours, clear lines, bright colours	Key knowledge Charcoal & The Environment. (dorsetcharcoal.co.uk) Search results Tate

1. Introduce Leon Kosoff and discuss his techniques using charcoal such as cross hatching to show tone.



Remind children Of Laura Carlin's illustrations in The Promise and discuss how she conveys mood through her illustrations. Is it a happy place to live?

Comparative scene: Charcoal
 Children to create their first scene based on The Promise before planting using some of the techniques discussed.

Place an illustration in the top corner of the sketchbook to show stimulus.



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2. After reading the second half of the book The Promise discuss how the illustrations change.

Ask the children which medium would they use to create a second piece of artwork for after planting? (Charcoal, pastels, paint, watercolours or sketching pencils) Explain their choices.

Comparative scene: Children to use pastels to create their second scene to show a different mood after planting.



Year 4

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	Drawing	Printing	Painting	Collage
Expected	Can they begin to show facial expressions and body language in their sketches? Can they identify and draw simple objects, and use marks and lines to produce texture? Can they organise line, tone, shape and colour to represent figures and forms in movement? Can they show reflections? Can they explain why they have chosen specific materials to draw with?	Can they print using at least four colours? Can they create an accurate print design? Can they print onto different materials?	Can they create all the colours they need? Can they create mood in their paintings? Do they successfully use shading to create mood and feeling?	Can they use ceramic mosaic? Can they combine visual and tactile qualities?
	Sketchbooks	3D/Textiles	Knowledge	
	Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes? Can they produce a montage all about themselves? Do they use their sketch books to adapt and improve their original ideas? Do they keep notes about the purpose of their work in their sketch books?	Do they experiment with and combine materials and processes to design and make 3D form? Can they begin to sculpt clay and other mouldable materials? Can they use early textile and sewing skills as part of a project?	Can they experiment with different styles which artists have used? Can they explain art from other periods of history?	
Exceeding	Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information? Do they keep notes in their sketch books as to how they might develop their work further? Do they use their sketch books to compare and discuss ideas with others?			