MTP – Art – Year 4

Topic	Have we Always Looked Like This? (Art Kapow: Light and Dark (painting and mixed media)				
N.C Learning Objectives	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				
Ways of being Co-Op	Do what matters most Succeed together Be yourself, always Show you care				
British Values	Democracy Rule of Law Individual Liberty Mutual Respect Tolerance				
CRL	**Fine Artist (Mixed Media Painter)** **Illustrator (Editorial or Book)** **Concept Artist (Film & Games)** **Art Therapist** **Set Designer / Scenic Artist**				
Vocabulary	**Shade** A pure colour that has been mixed with black paint to create a darker colour	**Tone** Refers to how light or dark a colour is	**Tint** A pure colour that has been mixed with white paint to create a paler colour	**Composition** The arrangement and organisation of elements within a piece of art, such as shape, colour and texture	**Still Life** A piece of art depicting an arrangement of objects
Recap and Recall	Painting and mixed media: prehistoric painting - Use simple shapes to build initial sketches. - Create a large scale copy of a small sketch. - Use mixed media: charcoal, natural pigments and modern paint				

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	- Make choices about equipment or paint, experimenting with colours and textures. - Successfully make positive and negative handprints in a range of colours. - Apply their knowledge of colour mixing to make natural colours.		
	LEARNING OBJECTIVE	**STICKY KNOWLEDGE FACT**	**LESSON ACTIVITIES**
Lesson 1	We are learning to understand how to darken or lighten a colour when mixing paint **Core learning:** ● I can add white paint to one colour to create a tint. ● I can add black paint to one colour to create a shade. ● I can investigate creating a wide range of colours by mixing tints and shades.	When added to a single colour, white paint will create a shade and black paint will create a tone.	**Teach:** Display slide 1 of the *Presentation: 'Mont Saint-Victoire' by Paul Cezanne*. Ask chn to identify a dark green or light green. Ask how they would mix a dark green colour, or a light green colour. They may well suggest adding water, adding yellow, white, blue or black. **Activity:** use the *Pupil video: Tints and shades* to demonstrate colour mixing tints and shades. In sketchbooks, practise mixing tints and shades of one starting colour. They paint small patches of colour across the page, gradually adding white to make tints and then black to make shades. **Differentiation:** May need reminding about painting basics: keeping a clean water pot, adding black and white paint a small amount at a time, holding the paintbrush near the bristles for greater control **Children with prior knowledge:** Could investigate the range of colours they can make even with very similar starting colours
Lesson 2	We are learning to use tints and shades to give a three-dimensional effect when painting **Core learning:** ● I can describe the way colours change in different lights.	Tints and shades give a three-dimensional effect when painting	**Teach:** Display slide 1 of the *Presentation: Three dimensions* and ask the children to look closely at the image and say what they see. Show slide 2, which shows a similar day/night photograph. Use the questions to guide a discussion about the way colour changes in different lights. Explain that the colours are still there but the parts of our eyes that sense colour do not work so well in the dark. The key point here is that colours look different depending on the amount of light. **Activity:** Display the *Presentation: 3D* and ask the class what they notice about the two pictures of apples. (One looks flat, like a cartoon picture and one looks more real - three-dimensional.) Play the *Pupil video: Three dimensions* to remind

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	● I can add black to make a colour darker and add white to make a colour lighter. ● I can use just one original colour in my painting and only change it by adding black, white or water.		the children how shadows are formed on three-dimensional objects and how you can use tints and shades of colours to make objects appear 3D. Give each child a grid template from the *Activity: Grid template.* The children start by drawing an outline of their chosen object on the grid. The children then mix tints and shades to paint each square a slightly different colour. They are aiming to show light and shadow on their painted object. **Differentiation:** Should use the grid template with fewer, larger squares; may need to be reminded of how to hold paintbrushes to achieve control. **Children with prior knowledge:** Should aim to only change the original colour a bit at a time to achieve a gradual difference between the colour of squares
Lesson 3	We are learning to explore how paint can create very different effects **Core learning:** ● I can describe how I created a paint effect. ● I can use a painting tool in a new way. ● I can use tints and shades of colour to make my painted object appear 3D.	Tints and shades of colour make my painted object appear 3D.	**Teach:** Make available a range of tools for applying paint such as brushes of varying sizes, sponges, glue spreaders and cotton buds. Tell the children that they should choose some painting tools and, working in their sketchbooks, try to make as many different types of marks in paint as they can. Encourage them to think about how they use the painting tool. Even ordinary paintbrushes can be used in different ways, a bit like the way pencils can be used to draw sharp lines or shade large areas. Allow the children time to explore mark making in paint, then bring them back together to discuss the questions. **Activity:** The children will be painting the simple 3D object they drew from the last lesson. Use the *Pupil video: Painting techniques* to show a range of different ways to use paint. Hand out the objects the children will paint. Guide the children in organising the equipment they will need for their chosen painting techniques. Then ask them to create two or more paintings of their object in their sketchbooks, choosing a different painting technique for each one. At the end of the lesson Use the *Activity: Self-evaluation* either as a prompt for discussion to Allow time for the children to think about the questions then share some feedback about the task.

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			Differentiation: Could work on just one painting technique in the lesson **Children with prior knowledge:** Should be encouraged to choose painting techniques that challenge them, e.g. if they usually like to work in a detailed way, encourage them to try something more expressive
Lesson 4	We are learning to consider proportion and composition when planning a still life painting **Core learning:** ● I can explain what composition means. ● I can choose and arrange objects to create my own still life composition. ● I can select important detail to include in my composition sketch.	A still life composition is created by arranging objects, considering the proportion and placement of objects.	**Teach:** Display slide 1 of the *Presentation: Still life composition* and ask the children: What is still life? Share ideas and explain that a still-life painting is a collection of things that do not move; objects rather than people or living animals. Remind the children that the term composition in painting means the way elements are organised on the paper/canvas. Draw the children's attention to the way the painting by Audrey Flack shows a top-down view of the objects rather than seeing them from the side. This is what they will aim for in their still life paintings. **Activity:** Use the *Pupil video: Composition* to explain the process of planning and drawing a still life composition. Ask the children to think about how they will arrange their objects to create a strong top-down composition. ***Photograph each composition top down so it can be used in the next lesson.*** Instruct the children to make a quick sketch of their composition that will contain the whole composition rather than a beautifully detailed drawing. Ask them to think about what details are essential to include and what they can leave out until they paint. **Differentiation:** May need reminding to move objects around rather than using the first composition they create **Children with prior knowledge:** Should be challenged to improve their composition and justify their choices

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Lesson 5	We are learning to apply knowledge of colour mixing and painting to create a finished piece **Core learning:** ● I can organise the equipment I will need to paint using my chosen technique. ● I can show light and dark by using tints and shades of colour. ● I can show what I have learned about techniques in the way I paint.	Applying black paint to create tones and white paint to create shades makes a still life composition look realistic	**Teach:** Watch the *Pupil video: Still life.* Display slide 1 of the *Presentation: Still life* to remind the children of the still life image from the previous lesson. Then show slide 2 to reveal the questions. Ask children to discuss their answers to the questions from slide 2 with a partner, then take feedback. **How will you show light and dark areas in your painting?** **How could you use colour to make your painted objects appear three-dimensional?** (Use of tints and shades when colour mixing.) **What painting techniques will you use today?** **Activity:** Using their sketch from *Lesson 4:* and either the photo of their composition and/or the objects they used, depending on whether you intend them to paint from the photo or the real objects, the children will now paint their still life using their chosen techniques. **Differentiation:** May need reminders about what equipment they will need for their chosen painting technique **Children with prior knowledge:** Could be challenged to describe how they are meeting the success criteria as they work
Outcome	Children will have created a still life composition and sketched this. They will then paint their composition, applying tones and shades by using white and black paint		