MTP – Art – Year 4

Topic	Who Were the Romans and What Did We Learn from Them? (Art Kapow: Fabric of Nature (craft and design)				
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	**Fashion Designer** **Textile Designer** **Costume Designer** **Fiber Artist** **Upholsterer**				
Vocabulary	**Batik Pattern** A design using a repeated pattern which is covered in a wax resist	**Viewfinder** A tool to frame a section of an image to frame a composition	**Textile** A type of art created from fabrics	**Design** When an artist considers how to create art that fulfils a purpose.	**Purpose** The reason why a piece of art is created. This could be functional or aesthetic.
Recap and Recall	Craft and design: ancient egyptian scrolls - Record colours, patterns and shapes through observational drawing. - Choose and use colours, tools and materials confidently based on their suitability and showing an understanding of effective composition - Begin to experiment with drawing techniques and create a selection of sketches that show idea exploration. - Produce a final design with a clear purpose.				

MTP – Art – Year 4

	- Discuss and evaluate the process and outcome of their work. - Produce a complete painted or drawn piece from a design idea		
	LEARNING OBJECTIVE	**STICKY KNOWLEDGE FACT**	**LESSON ACTIVITIES**
Lesson 1	We are learning to understand starting points in a design process **Core learning:** ● I can describe images and objects using art vocabulary. ● I can select images that interest me to draw. ● I can gather images, shapes and colours together, identifying a mood/theme.	Moodboards are used in art as part of the design process to show inspirational images and colour palettes.	**Teach:** Play the *Audio: Rainforest sounds* which has some sounds of the rainforest as the children enter the classroom or during lesson transition. Ask the children to sit quietly, close their eyes and imagine what they can see. **Practice:** Hand out small pieces of paper and the *Activity: Rainforest images* to each child. Watch the *Pupil video: Rainforest inspiration.* Pause the video at 00:58 seconds. On the paper, ask the children to make a series of small drawings of the objects from the photographs. They can focus on a small part of the object/photo, such as the texture of a fruit skin or the centre of a flower or draw the whole thing. These can be pencil sketches, detailed coloured drawings or quick studies in a combination of media. **Activity:** Children to create a moodboard in their sketchbook. Continue to watch the rest of the *Pupil video: Rainforest inspiration* from 00:58 to show the children what this means. 1. To start their boards, ask the children to select the images from the *Activity: Rainforest images* that inspired their drawings. 2. They place these images and drawings on their sheets of paper, exploring how to position them without sticking them down. 3. Provide each table with coloured pages from magazines, fabric scraps or paint shade cards. 4. Ask the children to cut out any pictures or sections of pages that represent the same colours used in their drawings and the photos they selected. 5. Ask them to identify 5 to 8 main colours from their collected images. 6. The children make a colour palette by cutting out and sticking snippets from paint colour charts or drawing/painting small squares of colour directly onto their boards.

MTP – Art – Year 4

			7. If there is time or as an extension, the children can consider key features of their mood board by adding words to describe the colours, objects and patterns, for example, greenery, emerald, stripes, butterflies, etc. **Differentiation:** Can trace the images to form an outline and work on this with colour and detail **Children with prior knowledge:** should be encouraged to experiment with mark making to express textures.
Lesson 2	We are learning to explore techniques to develop imagery **Core learning:** ● I can discuss the inspiration for an artist's work. ● I can choose interesting sections of one picture to draw. ● I can use materials and tools to show colour and texture.	Viewfinders are used to find interesting sections of a picture to help me focus on drawing details like colour and texture.	**Teach:** Show the children some artwork that has been inspired by the flora and fauna of rainforests. Two nice examples are American painter Ruth Daniels and Sri Lankan born Senaka Senanayake. Then watch the *Pupil video: Abstract animal drawings*. **Activity:** Children to have A3 paper and to split into four boxes. Provide each table with a selection of photographs from the *Activity: Rainforest animals and insects* and ask the children to select one to draw. The children use a viewfinder to select a section of the picture. These can be quickly made using the *Activity: Viewfinder template* if needed. The children begin drawing what they can see in a box. Repeat this 3 more times using different sections of their chosen rainforest picture. Inform them to think of the space in the viewfinder as the same space as the squares. Therefore, the drawings needs to fill it. Ensure they use light sketching to mark out the shapes before adding any colour. **Differentiation:** Choose an image with simpler shapes. **Children with prior knowledge:** could encourage them to focus on texture and details

MTP – Art – Year 4

Lesson 3	We are learning to explore using a textile technique to develop patterns **Core learning:** ● I can discuss the work and patterns created by William Morris. ● I can create a pattern using a drawing. ● I can develop a pattern using inspiration taken from research.	Patterns can be developed by identifying interesting features in a drawing and transferring this onto tracing paper	**FLOORBOOK. Tracing paper, paper, square of fabric and PVA glue needed** **Teach:** Ask children to go back to their artwork from the last lesson. Use the *Pupil video: Pattern ideas* to show the children how to create patterns from their one picture, four views artwork. Provide each child with a piece of tracing paper to place over their four images. Ask the children to trace their drawings, picking out the main shapes. They need to build up a page of organic and interesting patterns. Remind the children they do not need to draw everything. Ask the children to transfer their traced shapes and patterns onto a piece of paper. To do this, turn the tracing paper over and use the pencil to shade over the back of all the drawn lines. Turn the tracing paper back over and place it on a piece of paper. Re-draw over the original lines; they will imprint onto the paper as the pencil presses the shading on the back. **Activity:** show the *Pupil video: Glue batik* and pause at 1:05 minutes. This is all the children need to see to complete this first glue batik stage. Provide each child with a 30 x 30 cm square of plain fabric. Ask the children to copy the pattern they have created onto the fabric using glue. For a more precise finish, the children can faintly draw their design, with a pencil, onto the fabric, before going over it with the glue **Differentiation:** Can be provided with photocopies of their one image, four views pictures to draw directly onto as an alternative to the tracing method. **Children with prior knowledge:** Should consider varying the lines of their transferred image to add interest, such as thick and thin lines
Lesson 4	We are learning to create a repeating pattern **Core learning:**	A batik pattern is a textile pattern that creates colourful, repeated patterns	**FLOORBOOK** **Teach:** Explain to the children that when part of a design is repeated within a space, it is called a repeated pattern. Introduce the children to pattern designer Megan Carter by looking at the link: Megan Carter Patterns.

MTP – Art – Year 4

	● I can identify where a pattern repeats. ● I can create a repeating pattern. ● I can develop a pattern by adding extra detail.		**Activity 1: S**how the children the Pupil video: Repeating patterns. Give children a piece of paper in a squared shape. Chn to split into four boxes and to label each box a number from 1-4. Have coloured paper on tables. Ask the children to recreate their batik pattern from *Lesson 3: Creating patterns* by cutting or tearing pieces of coloured paper to create the shapes and lines and gluing them on the blank other side of the paper. When finished, ask children to cut the four squares out and stick the squares back together in a different order using masking tape on the back. ***PHOTOCOPY CHILDREN'S WORK X4 TIMES FOR THE NEXT LESSON** **Activity 2:** Use the time at the end of the lesson to paint their glue-batik fabric from last lesson. Use the *Pupil Video: Glue batik* from 01:06 to 01:40 minutes for this stage of the process. The children can paint the fabric freely, covering it all in one colour or using different colours. **Differentiation:** could have examples of completed designs to support their understanding of the final outcome. **Children with prior knowledge:** Should be encouraged to add more detail to their design
Lesson 5	We are learning to understand how art is made for different purposes **Core learning:** ● I can create a repeating pattern. ● I can evaluate my design, considering	Textile designs can be used for lots of different purposes, including fashion or soft furnishings.	**Teach:** Show the children footage of William Morris's wallpaper being printed by hand using blocks. Although this is paper, block-printed fabric would be produced in the same way. Show this on the Link: V&A Museum William Morris block printing. After watching this, ask the children to consider the pros and cons of printing by hand or machine. Split the lesson into two activities: **Activity 1: Washing glue batik:** Hand out the children's dried glue batik fabric pieces. The children need to remove the glue from their fabric by washing it. Share the *Pupil video: Glue batik* from 01:42 to the end. Advise the children to gently rub their fingers and thumb over the glue while it is in the water. It should

	what it could be used for		start to feel slippy as the glue dissolves. They must keep going until the fabric no longer feels like this, indicating the glue has been removed. **Activity 2: Repeated pattern large scale:** Provide the children with four photocopies and original pattern squares from the last lesson. Next, the children match the edges of their photocopies to the edges of their original repeated pattern design. They should now be able to see their pattern repeated over a larger area. ****Take photos of the children's artworks from Activity 1 and 2, to stick into sketchbooks.** **Evaluation:** At the end of the lesson, in sketchbooks discuss the following questions with the class, asking them to record their answers in sketchbooks. **How effective are your patterns?** (They are considering the overall pattern and whether they are pleased with it.) **Does your pattern repeat correctly?** (They are looking to see if their patterns match up and whether this was easy.) **Would your batik make a good repeated design? Why?** **What would you change or improve about either design?** **How are your designs in keeping with your mood board?** (The children can look at their mood boards and lay their fabric and repeated patterns on them. Guide them to discuss how well their design fits - can they see similar colours and patterns to those identified on their mood board?) **Differentiation:** Can work in pairs to help each other fit their patterns together **Children with prior knowledge:** Can include drawings in sketchbooks to illustrate improvements they could make to their designs.
Outcome	Children will have designed and created a pattern based on their moodboard, which will have been arranged into a design that will be used to create a repeating pattern on a larger scale.		

MTP – Art – Year 4