MTP – Art – Year 4

*DOJO - NEED SWEET/ CAKE/ CHOCOLATE WRAPPERS

Topic	What Happens to the Food We Eat? (Art Kapow: Exploring tone, texture and proportion (drawing)				
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 Illustrator Concept Artist Graphic Designer Animator (2D Artist)				
Vocabulary	**Cross hatching** A drawing technique created by shading with intersecting sets of parallel lines	**Composition** The arrangement and organisation of elements within a piece of art, such as shape, colour & texture	**Form** Referring to two-dimensional or three-dimensional objects	**Proportion** The relationship in size between different parts of the artwork.	**Three-dimensional** An object that has height, width and depth.
Recap and Recall	Drawing: developing drawing skills - Use their observation skills to describe specific shapes, textures or patterns in objects. - Shade with a reasonable degree of accuracy and skill following the four shading rules, applying this to create light and dark (tone)				

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	- Use simple shapes to sketch the basis of their drawing before using lines and mark making to add detail and texture. - Digital art skills: apply line, shape and tone with digital tools and save and present digital artwork.		
	LEARNING OBJECTIVE	**STICKY KNOWLEDGE FACT**	**LESSON ACTIVITIES**
Lesson 1	We are learning to draw using tone to create a 3D effect **Core learning:** ● I can notice areas of light and dark on an object. ● I can experiment with shading to create different tones. ● I can explore using different pressures.	I know that changing the pressure of pencils can affect the tone, creating a 3D effect	**Teach:** Display the *Presentation: Sarah Graham. Ask the children;* **-Where do you think the light is coming from in this image? Explain why.** **-What do you notice about the colour of different areas of the picture?** (The colour has different tones depending on the amount of light: it is lighter and in some places, white shows areas where the light is strongest; the tone is darker in areas of shade.) **Practice:** Hand out the children's sketchbooks and colouring pastels/ pencils. Ask the children to draw a simple **shape**. Then, to choose a colour and shade the shape, using the shading grip and smoothly changing the pressure to change the **tone** (how light and dark something is). Repeat with two more simple shapes using different colours. **Activity:** Place an arrangement of wrapped chocolate bars, cakes or sweets on tables. Ask the children to discuss in pairs where the light is shining on the objects and where the **shadows** are. Model sketching one of the objects OR share the pupil video. Ask them to choose a wrapped treat from their table and sketch the object in the middle of their table using pastels/ pencils, using the simple shapes they can see before adding shading to show light and dark areas. Remind the children to use careful **observation** to create an observational drawing. **Differentiation:** Could be given a limited selection of colouring pencils; could focus on showing the light and dark tones first, then add in mid-tones when confident; could use the *Activity: Images,* which shows objects with consistent lighting.

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			Children with prior knowledge: Could be given more than one object to sketch in the Main event; could sketch the object(s) from more than two different angles.
Lesson 2	We are learning to explore how combining lines and mark making can show texture and tone in drawings **Core learning:** ● I can combine lines and marks to represent different textures. ● I can use lines and marks in different ways to show darker and lighter colours (tone). ● I can observe and replicate the texture and tone of real objects in my drawings.	Combining lines and marks, such as cross-hatching, can create texture and tone to make objects look realistic	**Teach:** Display the artwork of Nicola McBride using the link: Nicola McBride art. Look at the artwork closely and point out her use of lines, mark making and colour to show **texture** and tone. Show the children a variety of examples, such as using different colours layered on each other using **cross-hatching**. Ask children: **How have the artists shown texture and tone in their work?** (Using different lines and marks and light and dark colours; leaving some areas white to show where the light has shone.) **Practice:** Display the *Pupil video: Showing texture and tone.* Hand out the *Activity: Texture and tone* (one each) and ballpoint pens or coloured pencils. On a copy of the *Activity: Texture and tone,* model how to use various lines and marks to create patterns that represent different textures in the first box. Start by using cross-hatching with lines close together to show how this creates dark tones, gradually creating more space between the lines across the boxes, showing how the overall tone becomes lighter. Encourage the children to experiment with creating patterns to represent different textures and tones. **Activity:** In sketchbooks, using *Activity: Sweet creations* cup up in half, ask the children to select one of the images and glue it on a new page in their sketchbooks, leaving enough space beside them to draw. Children complete the picture by drawing the other half, using the mark-making skills they have been learning. **Differentiation: Children** could be given textural objects to feel and look at for patterns to use as a starting point.

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			Children with prior knowledge: could be provided with a range of materials to experiment with, such as coloured pencils, felt tip pens, ballpoint pens or crayons.
Lesson 3	We are learning to understand proportion by observing how it is used in artwork **Core learning:** ● I can explain what proportion is and identify how artists use it in their artwork. ● I can explain how proportion affects the balance and realism of an artwork. ● I can present my observations about proportion in artwork.	Proportion can be used to make artwork look balanced and realistic, or unbalanced and exaggerated	**FLOORBOOK LESSON** **Teach:** Play the *Pupil video: Proportion.* Recap that **proportion** is how a part of the artwork compares to the whole. **Activity:** Display the *Presentation: Proportion in art.* Click to enlarge one image. Discuss how the artist has used proportion to make the artwork look **balanced** and **realistic** or **unbalanced** and **exaggerated.** Ensure the children are introduced to any unfamiliar vocabulary. Hand out the *Resource: Group discussion* (one between two). Ask the children to work in their table groups to discuss how each piece of artwork shows proportion. Encourage them to use the sentence starters and words from the *Resource: Group discussion* as a guide for their conversations. Ask each group to present their ideas for one of the artworks to the class. **Differentiation:** Could record one idea about the artwork in the Main event to use as a prompt when presenting to the class **Children with prior knowledge:** Could use a wide range of vocabulary when discussing the artwork in the Main event
Lesson 4	We are learning to understand what is an effective composition in art **Core learning:**	Effective compositions are created by considering the location of the focal point, and arranging items in an	**Teach:** Play the *Pupil video: Effective composition* to the class. Show the children the link: Beatriz Milhazes (see pages 24-26 for the use of wrappers in collages). Explain to the children that Beatriz Milhaze's artwork includes painting, drawing and collage. Point out the different materials the artist has used, including

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	● I can carefully select and arrange wrappers in an interesting way. ● I can demonstrate effective use of space in my collage by considering the proportion and placement of each element. ● I can add various elements to enhance the texture and overall appearance of my collage.	interesting way, considering the proportion and placement.	wrappers. Ask the children to discuss which part of the wrappers the artist chose and why they think this. **Activity:** Place a variety of sweet wrappers, coloured card and paper on tables. Children to rip, tear and cut the sweet wrappers and card or paper and place them onto one of the pages of their sketchbooks to eventually create a **collage**. Explain to the class that they need to select the most interesting aspects of the wrappers and overlap the wrappers on the page so that the interesting parts show. **Differentiation:** Could use packaging with simple design and blocks of colour **Children with prior knowledge:** Should create more complex collages
Lesson 5	We are learning to apply an understanding of texture, tone and proportion in a drawing **Core learning:** ● I can sketch lightly and adjust my drawing to show proportion.	Lines, marks and tone can create detail and texture to reflect real objects and make these look realistic in my drawing.	**Teach:** Play the *Pupil video: Layering colour.* ***Practice:*** *I*n sketchbooks, children to experiment layering colouring pencils. Children to blend colours to make even tones shown in the video. **Activity:** Hand out the loose sheets of A3 or A4 paper and ask the children to find their collages from the last lesson in their sketchbooks. Ask the children to draw their collage on the sheet of paper, starting by lightly sketching using shapes and lines. Encourage them to **refine** their sketch until they are happy with the proportions. Then add details using lines, marks and patterns to show texture, before adding colour to show different tones. **Differentiation:** could focus on building one or two colours.

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	• I can use different lines and marks to show detail and texture. • I can add tone using shading skills.		**Children with prior knowledge:** should use layering to build up colours rather than choosing just one
Outcome	Children will have sketched a drawing of a collage that uses different materials. Their drawing will include sketching techniques like cross hatching, as well as varied pressure to show tone.		