



Art – Year 4 – Medium Term Plan
Autumn 1, Unit 1: Drawing: Exploring tone, texture and proportion



Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: 3D pencil drawings	To draw using tone to create a 3D effect.	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.	- 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. - About great artists, architects and designers in history.	- Form - Highlight - Observation - Observational drawing - Organic - Shading - Shadow - Three-dimensional - Tone	Watch Teacher video: Drawing with realism Teacher video: Tone Teacher video: Shading Teacher video: Drawing materials Pupil video: Light and dark Have ready Presentation: Sarah Graham. A selection of sweets, cakes or chocolates in wrappers (one for each table). A lamp for each table (optional, see Teacher knowledge and Main event). Children's sketchbooks. Pencils (one each). Soft pastels or colouring pencils (a selection to share among the children). Music (optional, see Teacher knowledge and Main event). Link: Sarah

					Graham – Biography Print Activity: Images (support – see Adaptive teaching). Resource: Knowledge organiser: Art and design – Drawing: Exploring tone, texture and proportion (optional). Resource: Unit vocabulary (optional – one class set for display).
Two:	To explore how combining lines and mark making can show texture and tone in drawings.	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.	- 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. - About great artists, architects and designers in history.	- Ballpoint pen - Cross-hatching - Pattern - Texture	Watch Pupil video: Showing texture and tone Have ready Presentation: 3D Drawing. Presentation: Showing texture and tone. Whiteboards and pens (one between two). Colour ballpoint pens or colouring pencils (selection for each child – see Main event). Textural objects (see Adaptive teaching). Sketchbooks (optional – see

					Teacher knowledge). Link: Nicola McBride art. Link: Sarah Graham art. Print Activity: Texture and tone (one each). Activity: Texture and tone: support version. Activity: Sweet creations (optional - cut up, see During the week).
Three: Showing proportion	To understand proportion by observing how it is used in artwork.	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.	- 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. - About great artists, architects and designers in history.	- Balanced - Exaggerated - Proportion - Realistic - Unbalanced	Watch Pupil video: What is proportion? Have ready Presentation: Drawing warm-up. Presentation: Proportion in art. Children's sketchbooks. Pencils (one each). Print Activity: Group discussion (one between two).
Four: Creating an effective composition	To understand what an effective composition in art is.	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.	- 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. - About great artists, architects and designers in history.	- Balanced - Collage - Composition - Focal point	Watch Pupil video: Effective composition Have ready A selection of sweet or food wrappers for each pupil. Children's sketchbooks.

		<i>I can add various elements to enhance the texture and overall appearance of my collage.</i>			<i>Glue sticks (one between two). Scissors (one between two). A variety of coloured card, tissue paper or sparkly paper (a selection per pupil). Link: Beatriz Milhazes.</i>
<i>Five: Using texture, tone and proportion in drawing</i>	<i>To apply an understanding of texture, tone and proportion in a drawing.</i>	<i>I can sketch lightly and adjust my drawing to show proportion.</i> <i>I can use different lines and marks to show detail and texture.</i> <i>I can add tone using shading skills.</i>	- <i>To create sketch books to record their observations and use them to review and revisit ideas.</i> - <i>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</i> - <i>About great artists, architects and designers in history.</i>	- <i>Layer</i> - <i>Refine</i>	<i>Watch Pupil video: Layering colour Have ready Presentation: Using the knowledge organiser. Evaluation. Loose A4 or A3 paper (one each – see Main event). Pencils, coloured pencils or ballpoint pens. Children's sketchbooks. Sweet or food packaging wrapper (see Adaptive teaching). Glue sticks (extension – see Adaptive teaching). Link: Assessment – Art and design Y4: Drawing: Exploring tone, texture and</i>

					<i>proportion (optional – see Wrapping up).</i> <i>Link: Nicola McBride art.</i> <i>Print Resource: Knowledge organiser: Art and design - Drawing Y4.</i>
<i>Six:</i> <i>Every picture tells a story</i>	<i>To create a collaborative piece of art inspired by an artist.</i>	<i>I can use thick paint to make my own food-themed artwork like Maryam Arslan.</i> <i>I can talk about how Maryam Arslan creates her art and how it's different from other artists.</i> <i>I can explain how my food art is similar to or different from Maryam Arslan's art.</i>	- <i>To create sketch books to record their observations and use them to review and revisit ideas.</i> - <i>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</i> - <i>About great artists, architects and designers in history.</i>	- <i>Impasto</i>	<i>Watch Teacher video: Every picture tells a story Have ready</i> <i>Presentation: Discover impasto. Thick card (e.g recycled cardboard).</i> <i>Scissors (one between two).</i> <i>Ready-mixed colourful paint.</i> <i>PVA glue.</i> <i>Sawdust or loose tea. Paper cups or paint palettes. Thick brushes. Re-usable plastic palette knives or wooden lolly sticks (optional).</i> <i>Paper plates or circles of recycled card (one per group).</i> <i>Link: My Art Guide - Maryam Arslan - Pancakes. Link:</i>

					<i>My Art Guide - Maryam Arslan - With berries on top. Link: My Art Guide - Maryam Arslan - English Breakfast.</i>
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Art – Year 4 – Medium Term Plan
Spring 1, Unit 2: Painting and mixed media: Light and dark



<i>Lesson</i>	<i>Learning Objective</i>	<i>Success Criteria</i>	<i>National Curriculum Links</i>	<i>Vocabulary</i>	<i>Resources</i>
<i>One:</i> <i>Tints and shades</i>	<i>To investigate different ways of applying paint</i> <i>To mix tints and shades of a colour</i>	- <i>I can describe the differences between paintings using art vocabulary.</i> - <i>I can add different amounts of black paint to mix shades of a colour.</i> - <i>I can add different amounts of white paint to mix tints of a colour.</i>	- <i>Evaluate and analyse creative works using the language of art, craft and design.</i> - <i>Become proficient in drawing, painting, sculpture and other art, craft and design techniques.</i>	- <i>Portrait</i> - <i>Shadow</i> - <i>Shade</i> - <i>Contrasting</i> - <i>Muted</i> - <i>Patterned</i> - <i>Abstract</i> - <i>Landscape</i> - <i>Tint</i> - <i>texture</i> - <i>vivid</i> - <i>formal</i> - <i>detailed</i> - <i>figurative</i>	<i>Watch:</i> <i>Teacher video:</i> <i>Tints and shades</i> <i>Pupil video:</i> <i>Tints and shades</i> <i>Have ready:</i> <i>Presentation:</i> <i>Odd painting out</i> <i>Table coverings</i> <i>Red, yellow, blue, black and white paint</i> <i>Palettes for mixing</i> <i>Medium paintbrushes</i> <i>Pots of water</i> <i>Sketchbooks or paper to paint on</i>
<i>Two:</i> <i>Three dimensions</i>	<i>To use tints and shades to give a three-dimensional effect when painting</i>	- <i>I can describe the way colours change in different lights.</i> - <i>I can add black to make a colour darker and add white to make a colour lighter.</i> - <i>I can use just one original colour in my painting and only change it by adding black, white or water.</i>	- <i>to create sketch books to record their observations and use them to review and revisit ideas.</i> - <i>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].</i>	- <i>Shadow</i> - <i>Tint</i> - <i>shade</i>	<i>Watch:</i> <i>Teacher video:</i> <i>Three dimensions</i> <i>Pupil video:</i> <i>Three dimensions</i> <i>Have ready:</i> <i>Presentation:</i> <i>Three dimensions</i> <i>A selection of simple 3D objects to paint:</i> <i>fruit, cups and bowls work well</i> <i>Table coverings</i> <i>Red, yellow,</i>

					blue, black and white paint Palettes for mixing Medium/fine paintbrushes Pots of water HB pencils Sketchbooks or paper Print Activity: Grid template
Three: Painting techniques	To explore how paint can create very different effects	- 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	- 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].	- dabbing paint - paint wash - pointillism - shade - stippling paint - three-dimensional - tint	Watch: Teacher video: Painting techniques Pupil video: Painting techniques Pupil video: Painting techniques in practice Have ready: Table coverings Sketchbooks Ready-mix paint in red, yellow, blue, black and white Watercolour paint if needed Palettes Pots for water A range of paintbrushes Other tools for painting such as sponges, glue spatulas and cotton buds Things to mix into the paint to

					add texture such as sand, salt, glitter or dried oats PVA glue
Four: Composition	To consider proportion and composition when planning a still-life painting	- 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.	- 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]. - Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.	- still life - proportion - composition - photo-realism	Watch: Teacher video: Composition Pupil video: Composition Have ready: Presentation: Still-life composition Link: 'Still Life with Flowers and Gold Cups of Honour' by Clara Peeters, 1612 Link: 'Queen' by Audrey Flack on WikiArt A collection of objects to arrange as a still life Cameras/tablets to take photographs Black, white or colourful paper to draw on Drawing pencils
Five: Still life	To apply knowledge of colour mixing and painting techniques to create a finished piece	- 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.	- 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]. - Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.	- Tint - Still life - Three-dimensional - Shade - Composition	Watch: Pupil video: Still life Have ready: Presentation: Still life Table coverings The children's

		- I can show what I have learned about techniques in the way I paint.		sketches on paper from lesson 4 Photographs of compositions from lesson 4, or the same objects ready to be painted Paint in red, yellow, blue, black and white (a range of paint types would be ideal e.g. watercolour) Palettes Pots for water A range of brushes Other tools for painting such as sponges, glue spatulas and cotton buds Things to mix into paint to add texture such as sand, salt, glitter or dried oats PVA glue • Rulers (for trimming and mounting finished work) Contrasting paper (to mount work)
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Art – Year 4– Medium Term Plan
Summer 1, Unit 3: Craft and design: Fabric of nature



Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: Inspired by the rainforest	To understand starting points in a design process.	<i>I can describe images and objects using art vocabulary.</i> <i>I can select images that interest me to draw.</i> <i>I can gather images, shapes and colours together, identifying a mood/theme.</i>	- To create sketch books to record their observations and use them to review and revisit ideas. - About great artists, architects and designers in history.	- Colour palette - Design - Designer - Idea - Image - Imagery - Imagination - Inspiration - Mood board - Rainforest - Texture - Theme	Watch Teacher video: Working as designers Pupil video: Rainforest inspiration Have ready Presentation: Rainforest inspiration. Audio: Rainforest sounds. Sketchbooks (one each). Cartridge paper – cut into 15cm squares (one sheet each). A3 paper or card (one each). Pencils, colouring pencils, pastels, and paints (a selection each). Optional items (see Main event): plants (such as broad leaf plants and exotic plants); exotic fruits (like star fruit and dragon fruit); magazines, with

					good quality and colourful imagery (such as home, garden and fashion magazines); fabric scraps; paint shade cards from DIY stores. Print Activity: Rainforest images (one per pair). Resource: Knowledge organiser: Art and design - Y4 Craft and design
Two: One picture, four views	To explore techniques to develop imagery.	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.	- To create sketch books to record their observations and use them to review and revisit ideas. - About great artists, architects and designers in history.	- Composition - Develop - Mark making - Materials - Pattern - Texture - View - Viewfinder	Watch Teacher video: Drawing for design Pupil video: Abstract animal drawings Have ready Presentation: Mood boards. Audio: Rainforest sounds. The children's drawings and mood boards from Lesson 1: Inspired by the rainforest. A3 or A4 sheets of cartridge paper (one each). Pencils and rulers (one each). Oil pastels (a selection per

					child). Link: Ruth Daniels; featured artist on Artys shark.com. Link: Senaka Senanayake featured in the Grosvenor Gallery. Print Activity: Viewfinder template (optional - preprepared, one each). Activity: Rainforest animals & insects (one per child).
Three: Creating patterns	To explore using a textile technique to develop patterns.	- 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.	- To create sketch books to record their observations and use them to review and revisit ideas. - About great artists, architects and designers in history.	- Batik - Fabric - Organic - Pattern - Repeat - Symmetrical	Watch Teacher video: Making batik Pupil video: Pattern ideas Pupil video: Glue batik Have ready Presentation: Gimme five! Presentation: Pattern. The children's drawings and mood boards from Lesson 1: Inspired by the rainforest. The children's artwork from Lesson 2: One picture, four

					views. Sticky tape (optional – a few pieces for each child). Tracing paper (one piece each). Pencils (a selection per child). 30 x 30 cm square piece of plain neutral fabric (something like calico or white cotton – one piece each). PVA glue – ideally in small squeeze bottles or in small pots with a brush (one per pair).
Four: Repeating patterns	To learn how to create a repeating pattern.	I can identify where a pattern repeats. I can create a repeating pattern. I can develop a pattern by adding extra detail.	- To create sketch books to record their observations and use them to review and revisit ideas. - About great artists, architects and designers in history.	- Elements - Industry - Repeat - Repeating pattern - Surface pattern	Watch Teacher video: Design techniques Pupil video: Repeating patterns Pupil video: Glue batik Have ready Presentation: Quizmaster. Presentation: Patterns (optional). Whiteboards and pens (one each). The children's batik patterns created in Lesson 3: Creating patterns. The

					children's drawings and mood boards from Lesson 1: Inspired by the rainforest. The children's artwork from Lesson 2: One picture, four views. A selection of coloured and patterned paper (this could be from magazines, wallpaper, and standard coloured paper a selection per table). Glue sticks (one between two). Examples of patterned fabric such as on cushions, curtains, or duvet covers (optional – see Attention grabber). Masking tape or sticky tape (a few strips per child). Optional items (a selection per table group). acrylic paints in a variety of colours; palettes; brushes; water
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					pots. Link: Megan Carter Patterns Print Activity: Jungle pattern (one between two).
Five: Fabric design	To understand how art is made for different purposes.	I can recognise and compare different methods of creating printed fabric. I can evaluate my patterns to consider successes and improvements. I can consider how my designs could be used for a product.	- To create sketch books to record their observations and use them to review and revisit ideas. - About great artists, architects and designers in history.	- Batik - Craftspeople - Evaluate - Factory - Manufacture - Pattern - Printing	Watch Teacher video: Considering end-use Pupil video: Glue batik (The same video from lessons 3 and 4). Have ready Presentation: Brain dump. Batik patterns created in Lesson 3: Creating patterns. Repeating pattern square from Lesson 4: Repeating patterns, along with four photocopies of the design. Scissors (one pair per child). Sticky or masking tape (a few strips per child). Sketchbooks (one each). Link: Assessment – Art and craft Year 4: Craft and design:

					<i>Fabric of nature. Link: V&A Museum William Morris block printing Activity: Product templates (optional - see Adaptive teaching).</i>
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