



Brinsworth Manor Junior School

Planning for quality art outcomes Year 4



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Year group: 4	Term: Autumn 1	Project title: Staying Alive
Teaching backwards Outcome		
Clay sculptures of digestive system in jars		

Year group: 4	Term: Autumn 2	Project title: Trip to the future
Teaching backwards Outcome		
Split photo showing past and present.		

Techniques children will need to practise to achieve quality outcomes:

Week 1 Discussion and Comparison	Look at composition, where people are stood, and lighting in old photos and how it compares to today's photos.
Week 2 Artist or contextual link	e.g. today we take selfies. Start planning composition, backdrop, costumes, best of time of day for lighting.
Week 3 Photography	Walk around school grounds. Take photos of each other. Look at filters on iPad. Find best places for the style photo they want.
Week 4/5 Publishing – the making of the final piece	Lucy will take photos of children based on their plan. Groups of 4/5 – take one picture in school uniform, one picture in Victorian outfit, same pose.
Week 6 Finishing and evaluating	The children will need to review what has gone well, what they have learnt, what they will different in the next unit of art. Supporting meta-cognitive skills of Planning, reviewing and evaluating their own learning. Evaluation sheet in sketch book with photos glued in too.

Display
Stick photos on our class Victorian displays. 2 photos: filtered ipad photo and photoshop past/present photo



Year group: 4 Term: Spring 1 Project title: Castle on the Hill

Teaching backwards

Outcome

Piece of work/artist this is based on

Lea Shearman
Bayeux Tapestry



Techniques children will need to practise to achieve quality outcomes:

Observational drawing - break down an image into simple shapes

Cutting skills (fine motor skills) and collage

<p>Week 1 Observation drawing (based on techniques the children will be using)</p>	<p>Provide photographs of various objects/animals/people</p> <p>Children to draw shapes over the top of photos to show how a picture is composed of different shapes (use tracing paper)</p> <p>Once they understand the principle can they move on using the same techniques but without tracing . (follows to week 2)</p>
<p>Week 2 Artist or contextual link</p>	<p>Look at the work of Lee Shearman, particularly his collage work https://www.leeshearman.com/collage.html</p> <p>Discuss what materials he uses and what we could use. Look at layering, shapes, colours, how to build a picture?</p> <p>Children to practise building a picture of a castle using collage, based on pre-selected photographs. What shapes make up the castle (refer to week 1)</p>
<p>Week 3 Show the children the final piece they are basing their learning on. Break down the success criteria to achieve this. Experimental work</p>	<p>Look in detail at the Bayeux Tapestry how does it tell a story?</p> <p>Show Lee Shearman's style of the tapestry (ROOTs 1066 Arts Festival) https://www.leeshearman.com/mightier-than-the-sword.html</p> <p>Decide whether they want to recreate tapestry using Sherman's style or create their own tapestry. Decide if each class want to do the same thing.</p>



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	Begin planning – individually or with partner (practise by drawing shapes over their part of the tapestry or creating their own image)
Week 4/5 Publishing – the making of the final piece	Children create their tapestry using different materials discussed in previous weeks. (individually or with partner)
Week 6 Finishing and evaluating	The children will need to review what has gone well, what they have learnt, what they will differ in the next unit of art. Supporting meta-cognitive skills of Planning, reviewing and evaluating their own learning. Evaluation sheet glue in sketchbooks.
Display Two pieces: individual piece of castle/ final piece of tapestry Display in hall as a tapestry	



Year group: 4 Term: Spring 2 Project title: Spirit of the Rainforest

**Teaching backwards
Outcome**

John Dyer
'Spirit of the Rainforest'



Washed Ashore – Art to save the sea
Sculptures (separate project linked to eco schools)

<http://washedashore.org/>



Techniques children will need to practise to achieve quality outcomes:
Create a picture from back to front – composition , background, foreground, layering etc
Drawing, shading and blending with oil pastel
Colour theory – contrasting and complimentary colours

<p>Week 1 Observation drawing (based on techniques the children will be using)</p>	<p>Using oil pastels – practise different techniques (shade, overlap, colour)</p> <p>Discuss what colours look good together. Colour theory chart</p> <p>Create colour palettes with reference to photographs of the rain forest.</p>
<p>Week 2 Artist or contextual link</p>	<p>Look at John Dyer's artwork , focus on his rainforest project. https://www.johndyergallery.com/content/39-spirit-of-the-rainforest</p> <p>Discuss his style, choice of colour, how he builds a painting, he uses acrylic paints what could we use? Would creating their picture on coloured canvas be better than white?</p>



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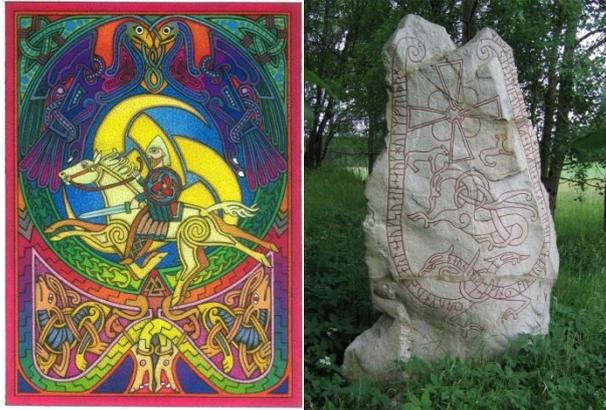
	(oil pastel)
<p>Week 3 Show the children the final piece they are basing their learning on. Break down the success criteria to achieve this. Experimental work</p>	<p>Practise what they have learnt previously to create a small piece of individual art based on sections of a rainforest i.e. foliage, branches, flowers, animals.</p> <p>Give class their chosen painting by Dyer. Each child to recreate their part of the picture in oil pastel</p> <p>Create a smaller draft version before moving on to final piece</p> <p>Discuss SPACE – need to fill all space, not leaving negative space.</p>
<p>Week 4/5 Publishing – the making of the final piece</p>	<p>Creating final piece based on feedback from practice.</p>
<p>Week 6 Finishing and evaluating</p>	<p>The children will need to review what has gone well, what they have learnt, what they will differ in the next unit of art. Supporting meta-cognitive skills of Planning, reviewing and evaluating their own learning.</p> <p>Evaluate process on sheet.</p>
<p>Display Individual pieces and whole class piece Sculptures for display</p>	



Year group: 4 Term: Summer 1 and 2 Project title: Vicious Vikings

**Teaching backwards
Outcome**

Original Viking Runestones
Courtney Davis (Viking Card Collection)



Techniques children will need to practice to achieve quality outcomes:
Observational drawing - pattern and detail
Create a quality stencil for printing work
Fine motor skills

Summer 1

<p>Week 1 Observation drawing (based on techniques the children will be using)</p>	<p>Observational drawings of Viking artefacts ie coins, weapons, jewellery (detail, close-ups)</p> <p>Don't tell them what they are drawing , let them focus on the detail, patterns etc and guess what it might be</p>
<p>Week 2 Artist or contextual link</p>	<p>Look at and discuss rune stones, patterns and Viking art. Can they make their own design based on what they have seen – what would it include etc</p>
<p>Week 3</p>	<p>Design print. Design in pencil in sketchbook. Decide colours they want to use. –grey colour paint, colour card?</p>
<p>Week 4</p>	<p>Make print – engrave on polystyrene, paint in grey</p> <p>Model and discuss how to engrave.</p>

Summer 2

<p>Week 1 Artist or contextual</p>	<p>Recap work done previously.</p>
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link	<p>Look at relevant art by Courtney Davis Discuss their style, content and colour.</p> <p>Practice patterns, similar to those used by the artist, in sketchbook. Design their own artwork in a similar style to the artist</p>
<p>Week 2 achieve this. Experimental work</p>	<p>Can they Improve designs, add more detail</p> <p>Decide how they might create a relief version of their design using cardboard, which features will they build up more than others? Show an example of a relief sculpture using cardboard</p>
<p>Week 3/4/5 Publishing – the making of the final piece</p>	<p>Create final piece.</p> <ol style="list-style-type: none"> 1. Draw 2. Cut out cardboard 3. Build up piece with cardboard 4. Paint
<p>Week 6 Finishing and evaluating</p>	<p>The children will need to review what has gone well, what they have learnt, what they will different in the next unit of art. Supporting meta-cognitive skills of Planning, reviewing and evaluating their own learning.</p> <p>Evaluation sheet in sketchbook.</p>
<p>Display Printed design work Photocopy and create postcards/greeting cards from the relief sculptures</p>	