

MEDIUM TERM PLAN

TERM: Autumn 1		YEAR GROUP: Year 4		SUBJECT: Art	
WEEK 1 DATE: 02.09.24	WEEK 2 DATE: 09.09.24	WEEK 3 DATE: 16.09.24	WEEK 4 DATE: 23.09.24	WEEK 5 DATE: 30.09.24	WEEK 6 DATE: 07.10.24
<p>LO: To draw using tone to create a 3D effect.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> -I can experiment with shading to create different tones. -I can use contrasting tones to make a drawing look three-dimensional. -I can explore more than one way of holding a pencil to create different effects. <p>Main Event: Children to use a piece of ribbon to make a shape on their paper. They should then try to copy this into their art books. Once most children have got the basic shape teacher to model shading then children to have a go.</p> <p>Support: Children might benefit from a 1:1 demonstration.</p> <p>Challenge: Children to consider the different tones on their drawing and attempt to add colour.</p>	<p>LO: To explore proportion and tone when drawing.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> -I can explore charcoal as a drawing material. -I can look for light and dark areas and recreate these using tone. -I can show how big one object is compared to another when I draw. <p>Main Event: Children to attempt charcoal drawing experimenting with shadows using an eraser to remove dark areas.</p> <p>Support: Could use the side of a soft (4B) pencil if some pupils find charcoal too 'messy' to hold and draw with. It may be tricky to see where the light areas of the objects are; consider discussing this as a class before beginning to draw; could use scrap paper to lean the drawing hand on as this will reduce frustration with smudging.</p> <p>Challenge: Should experiment with using the rubber to create a range of marks in the background; could try out following the direction of lines and surfaces when blending to increase the 3D effect of using tone.</p>	<p>LO: To plan a composition for a mixed-media drawing.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> -I can use scissors with precision. -I can make decisions about how to place drawn elements in my composition. -I can create contrast by combining different shapes, sizes and textures. <p>Main Event: Children to create collage using different images following the pencil lines they have drawn.</p> <p>Support: Should ensure they have suitable scissors and follow the advice for cutting out (cut roughly around a shape to separate it from the page, then cut more precisely, taking breaks when needed); could consider enlarging the <i>Activity: Collage images</i> to assist cutting out; may need to be reminded to colour with the wax crayons in several directions to cover the card fully.</p> <p>Challenge: Should be able to cut images to a range of sizes with confidence; could be challenged to create a composition that contains strong contrast between sizes and shapes of images and the way they are positioned; should be able to describe their decisions over the placement of elements in their compositions.</p>	<p>LO: To use shading techniques to create pattern and contrast.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> -I can draw tone by 'hatching' parallel pencil lines. -I can choose an interesting part of my composition to recreate. -I can use a range of scratched marks to add contrast and patterns. <p>Main Event: Students to use wax scraping to recreate a part of their collage from the last lesson.</p> <p>Support: May need adaptations to the scratching tools, such as sticky-tak grips; might find it easier to choose a smaller section of their composition to re-create as the patterned areas will be enlarged.</p> <p>Challenge: Should be encouraged to use hatching in various ways to highlight curved shapes or create contrast in their wax resist drawings; should aim to use several different scratching tools or use tools in different ways to create a variety of patterned areas.</p>	<p>LO: To work collaboratively to develop drawings into prints.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> -I can work co-operatively with my group. -I can experiment with printing techniques. -I can include contrast and pattern in a print. <p>Main Event: Children to work in mixed ability groups to create a large collaborative print work using the ideas from the previous lessons.</p> <p>Support: May benefit from working in smaller groups or supported by an adult in this group situation; could use a printing technique they are already familiar with and focus their ideas on adding contrast and pattern rather than the printing technique itself (painting onto acetate sheets and printing from them is straightforward and gives reliable results); may need support when describing their ideas and making decisions with their group.</p> <p>Challenge: Should be encouraged to consider how their ideas will work as a complete piece; could encourage problem-solving to challenge them to try an unfamiliar print technique if the prints don't go as expected; should aim to make their composition reflect all the elements suggested in the Main event.</p>	<p>Art exhibition with parents.</p>

