

Art – Year 4 - Autumn 1 – Life on Land – Why is Biodiversity important?

Prior Learning (What we already know?):

Learning

1. Experiment with tones using pencils, chalk or charcoal.
2. Represent things observed, remembered or imagined using colour/tools.

Evaluate

1. Try out different activities and make sensible choices about what to do next.
2. Select particular techniques to create a chosen product and develop some care and control over materials and their use.
3. Give reasons for his/her preferences when looking at art/craft or design work.

New Learning:

Learning

1. Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork.
2. Use taught technical skills to adapt and improve his/her work.
3. Articulate how he/she might improve their work using technical terms and reasons as a matter of routine.
4. Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied.
5. Draws familiar objects with correct proportions.
6. Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes.

Evaluate

- To be able to suggest ways in which they could improve their work.
- To be able to say what they like or dislike about artists, designers or crafts peoples work.

New Skills:

- To be able to make intricate marks with attention to tone.
- To be able to make informed choices about the media offered.
- To be able to work in an organised way.
- To be able use their sketch book to support work in progress.
- To be able to create foreground and background to their work.
- To be able to make subtle changes to paint to create shadows.
- To be able to mix at least 15 different shades of green using only primary colours.
- To be able to mix a wide range of colours using coloured pencils.

Key Questions:

Can you tell me what ideas have informed your final piece?

Can you show me what techniques you used?

Key Facts:

Artist - Henry Rousseau

Born in 1884 to a plumber family. He taught himself to paint and draw.

He showed his first painting in a gallery when he was 42 years old.

He never travelled outside of France and drew his jungle work from Jardin de Plante (a botanical museum) and zoological galleries.

Sketching skills

Hatching – lines in one direction / Cross hatching – lines in two directions / Stippling – using lots of tiny dots / Finger blending – to smudge the pencil lines

Key Resources:

https://kids.kiddle.co/Henri_Rousseau

<https://youtu.be/0DSCLkhE4xw>

<https://youtu.be/ijjhNQyF-gg>

Can I do this?

Can use their sketchbook for collecting ideas and developing a plan for a completed piece of artwork.

Can adapt and improve their work according to their views and describe how they might develop it further using technical terms and annotation in their sketchbook as a matter of routine.

Can describe some of the key ideas, techniques and working practices of artists such as Henri Rousseau who he/she has studied.

Can experiment and make intricate marks with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.

Can experiment with different grades of pencil to achieve variation in tone and texture.

Can apply tone in a drawing in a simple way.

Can apply a simple use of pattern and texture in a drawing.

Can create a colour wheel of primary, secondary and tertiary colours

Can mix at least 15 different shades of green using only primary colours.

Can make subtle changes to paint to create shadows.

Can mix a wide range of primary and secondary colours using coloured pencils and paint.

Can draw familiar objects such as animals with correct proportions using taught techniques and begin to show awareness of things having a third dimension.

Can create foreground and background to their work using proportion.



Skills, techniques, improve, adapt, artists, architects, tools, proportions, bleeds, washes, scratches, splashes, primary colours, sketch, foreground, background, tone, shades.