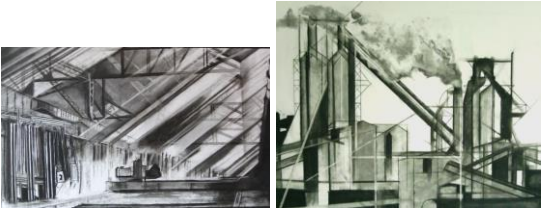
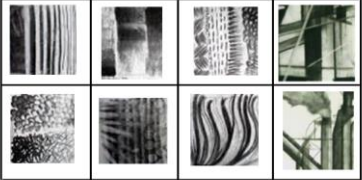


Year 3/4 – Painting – Autumn 2 National Curriculum links: - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials - about great artists, architects and designers in history.	Ideas: Linked to Hist/Geog Victorina Scunthorpe/Steelworks Visit/visitor – Dale Mackie - local artist – Grimsby - local exhibitions Charcoal <u>School Threads</u>		
The fundamental elements of art (highlighted in grey) should be taught and developed throughout each teaching sequence and media focus. These elements include: line, shape, form (in 3D), value (tone/shades), colour, space, texture and pattern. These elements should be evident in final artworks.			
Prior Knowledge - Y1/2 Lowry, light, dark, shade, tone, HB – 6B, sketching houses - Y1/2 Plants, details, texture	<table border="1"> <tr> <td data-bbox="343 555 630 1874"> Key Vocabulary Composition Arranging Visual Sketch Observation Line Shape Value - tone and shades Space Light Subject Abstract </td><td data-bbox="630 555 1513 1874"> Assessment Children will: - Know Mackie is a modern day artist – present - Know Mackie uses a range of media – paints and charcoal - Know Mackie's style in charcoal – people, structures, sharp lines, clear value/tones - Know Moran is a modern day artist - present - Know Moran uses paints/charcoal/pencil - Know Moran's style –large structures, lines, delicate but clear value/tones - compare the similarities and differences relating to the elements of art by looking at work of different artists, designers and craftspeople - research an artist or style of art. - make notes in my sketchbook about techniques and the elements of art used by artists. - say how artists and craftspeople have produced pattern, colour, texture, value, shape, space, form and line - experiment with different styles artists have used - use my sketchbook to express feelings about varying subjects and to describe likes and dislikes - annotate my sketches in my sketchbook to explain my ideas and why I have used specific materials and techniques - use the language of art (linked to the elements of art) to describe mine and others' work. - explain why I have chosen specific media and techniques - discuss my own and others' work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. - comment on similarities and differences between my own and others' work. Using charcoal: - create value by using hatching and cross-hatching - Create shapes and thick and thin lines - Create value using smudging and rubbing out - draw with accurate proportions (space)-buildings - adapt and improve my own work. </td></tr> </table>	Key Vocabulary Composition Arranging Visual Sketch Observation Line Shape Value - tone and shades Space Light Subject Abstract	Assessment Children will: - Know Mackie is a modern day artist – present - Know Mackie uses a range of media – paints and charcoal - Know Mackie's style in charcoal – people, structures, sharp lines, clear value/tones - Know Moran is a modern day artist - present - Know Moran uses paints/charcoal/pencil - Know Moran's style –large structures, lines, delicate but clear value/tones - compare the similarities and differences relating to the elements of art by looking at work of different artists, designers and craftspeople - research an artist or style of art. - make notes in my sketchbook about techniques and the elements of art used by artists. - say how artists and craftspeople have produced pattern, colour, texture, value, shape, space, form and line - experiment with different styles artists have used - use my sketchbook to express feelings about varying subjects and to describe likes and dislikes - annotate my sketches in my sketchbook to explain my ideas and why I have used specific materials and techniques - use the language of art (linked to the elements of art) to describe mine and others' work. - explain why I have chosen specific media and techniques - discuss my own and others' work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. - comment on similarities and differences between my own and others' work. Using charcoal: - create value by using hatching and cross-hatching - Create shapes and thick and thin lines - Create value using smudging and rubbing out - draw with accurate proportions (space)-buildings - adapt and improve my own work.
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Expectations of learning	National Curriculum Link (s)	Learning Journey
<i>By the end of the lesson / session children should be able to:</i> - Know Mackie is a modern day artist – present - Know Mackie uses a range of media – paints and charcoal - Know Mackie’s style in charcoal – people, structures, sharp lines, clear value/tones - Know Moran is a modern day artist - present - Know Moran uses paints/charcoal/pencil - Know Moran’s style –large structures, lines, delicate but clear value/tones - compare the similarities and differences relating to the elements of art by looking at work of different artists, designers and craftspeople	<u>Explore and Develop ideas</u> - to create sketch books to record their observations and use them to review and revisit ideas - about great artists, architects and designers in history.	Remind children of previous work from 1/2- Lowry, light, dark, shade, tone, HB – 6B, sketching houses – if completed cycle B – flowers details, texture etc. Possibly drawing in year 3 if they carried out cycle B – drawing 3D, sketching skills. <u>First impressions</u> –Explain looking work using charcoal. Show Dale Mackie https://www.dalemackie.com/men-of-steel-wartime-harvest/ range of work – focus on charcoal art –Men of Steel. Liana Moran – The Three Bridges as well as other drawing pieces https://lianamorán.com/drawings Model recording words/ideas, likes, dislikes, similarities/differences between the pieces. Recap/include elements –, line, shape, value - tone, shade, light, dark. Task Children to choose 3 or 4 pieces to carry out same task in their sketchbooks. Dale Mackie – https://www.dalemackie.com/about-me/t.mackie1@ntlworld.com Local artist – Cleethorpes/Grimsby, present artist Liana Moran - https://www.theartpost.co.uk/artists/liana-moran Scottish artist – present – female artist Introduce Mackie. Workers – men at work, fishermen, humans/social interaction. Packed scenes, buildings, people and structures. Style – moments in – using paints and charcoal. Introduce Moran. Consists of large architectural drawings responding to the environment, structure and materials within cities around Scotland. Uses charcoal, paint, pencil Show pieces by Mackie. Discuss their thoughts about the two styles of art. –Model cutting, sticking, sketching out parts of both artists’ work and labelling thoughts – as above using vocabulary elements and likes, dislikes, similarities /differences. Add artists to timelines and locate origins on class world map. Task Children to cut, stick, sketch small parts of work by each artist and label their thoughts and ideas – as modelled.
Expectations of learning	National Curriculum Link(s)	Learning Journey
<i>By the end of the lesson / session children should be able to:</i> - research an artist or style of art. - make notes in my sketchbook about techniques and the elements of art used by artists. - say how artists and	<u>Explore and Develop ideas</u> - to create sketch books to record their observations and use them to review and revisit ideas - about great artists, architects and designers in	<u>Research</u> Recap the two artists/designers studying. Model using books and internet to collate information/ideas about each artist. Create page in sketch book with pictures, images, sketches and annotations on the work of Mackie and Moran, the styles of the artists. Elements find interesting and may influence own art. Task Children to create research pages on each artists adding own annotations. Word bank and model to support.

craftspeople have produced pattern, colour, texture, value, shape, space, form and line	history.	
Expectations of learning	National Curriculum Link(s)	Learning Journey
<i>By the end of the lesson / session children should be able to:</i> Using charcoal: • create value by using hatching and cross-hatching • Create shapes and thick and thin lines • Create value using smudging and rubbing out • draw with accurate proportions (space)-buildings • adapt and improve my own work.	<u>Investigating and Making</u> • 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	Recap link to History and Geog work about Scunthorpe – focus on Steelworks as the subject. Explain we have looked at 2 artists but going to focus on Dale Mackie, local artist – in particular his exhibition Men of Steel. Lesson – recap skills to create value – tones - light, dark and lines and shape focus. Model/ run through different skills/approaches to using charcoal – Charcoal tips: https://www.artsy.net/article/artsy-editorial-started-drawing-charcoal Create 2 x 4 grid – show skills – hatching, smudging etc.   Model In one grid of sketchbook try replicate lines, value in style of Mackie - Particularly looking at Mackie's charcoal pieces – buildings, straight lines, squares/rectangular shapes, smudges, rubbings. Direction of light. Somewhat abstract. Task Children to use sketch books to practise drawing skills, lines, straight, wavy, thick, thin lines, hatching, cross hatching, rubbing – to create light. In one grid – try a part of one of 'Mackie's pieces as practise (viewfinder not the whole piece)

		Skills thick, thin, smudging, hatching, straight, wavy, rubbing In the style of Mackie 
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