



Sustainability Ambassadors



Literacy



Healthy Citizens



Cultural Explorers



Designers



Mathematics



Careers Pathfinders



Scientific Investigators



Digital Learners



Global Enquirers



Engineers

Subject: Art & Design Unit: Transition/ Anglo-Saxons

Year Group: 4 Term: Autumn One

Anglo Saxon Illuminated Letters

By the end of this unit, pupils should be able to articulate why Anglo-Saxon monks used art in their books and how they have replicated Anglo-Saxon style in their own artwork.

Essential Vocabulary

*Colour
Motif
Pattern
Typography
Illuminated
Primary
Secondary
Tertiary
Serif
Ascenders
Descenders*

Big Concepts

*Comparison
Replication
Printing
Sequencing
Composition
Experimentation*

Flag any content that might not have been covered during school closure

Be mindful that pupils have missed a considerable amount of their Arts education. They may need time to revisit basic skills as part of this sequence of learning – tweak the time spent on each lesson within reason to account for this.

Pupils will have missed artist study in Year 3 and may struggle to recall basic skills learnt at the start of Year 3. Spend time as needed recapping pencil skills, painting skills, colour theory, and research skills.

Retrieve Essential knowledge to support learning of big unit concepts

- Colour mixing and blending in a variety of materials – including but not limited to paint.
- Sketching skills – pupils will be familiar with sketching pencils however their different properties and ways to use them will need to be retrieved.

Subsequent National Curriculum Coverage

Year 5 Autumn – Victorians

- Pupils will continue to consolidate their knowledge of art history and how artists used art in every day life.

Year 4 Spring – American Art

Pop art relating to Roy Lichtenstein (transition unit)

Transition
Sequence of Teaching and Learning

Notes

During the 2 week transition period each year group is being assigned a Skill for Life to complete artwork around. The work will be going on display around school. Year 4's Skill for Life is: Self-motivation.

For the Year 4 display, you will be creating still life artwork in the style of Roy Lichtenstein. This should link to discussions you will be having about how pupils are being prepared to start the new school year. Artwork will be displayed alongside quotes from pupils about how they are preparing for the new year/ feeling motivated.

Please keep any work completed in a safe place.

1	LO: To identify key aspects of Roy Lichtenstein's art.	<p>Show pupils a variety of still life's created by Lichtenstein. Ask children to identify similarities and differences between the different artworks, e.g. colours used, directions of lines. Identify common features such as thick black outlines, solid block colours, dots.</p> <p>Encourage pupils to think about the subject matter of each still life. Why has Lichtenstein chosen these items to create this composition?</p> <p>Ask pupils what items they think will be important for this year at school. Can they arrange them to create a composition on their desk? Photograph these if iPads available.</p>
2	LO: To create a final piece, taking influence from a known artist.	<p>Recap knowledge of Lichtenstein's art and key features. Look at photographs taken in previous lesson (or rearrange items to create still life composition if iPads unavailable).</p> <p>Children to sketch out line drawing of items they think will be important this year. Encourage simple, recognisable shapes. Offer a selection of paints for pupils to choose from. Discussion could be had over whether colours should be realistic or not. Pupils paint line drawing in style of Lichtenstein, choosing aspects to be in block colour, dots or left unpainted.</p> <p>Photos on next slide show examples of Lichtenstein's artwork that can be used for discussion and as examples.</p>

Transition

Sequence of Teaching and Learning

Examples of Lichtenstein's still life:



Anglo Saxon Illuminated Letters Sequence of Teaching and Learning

Notes

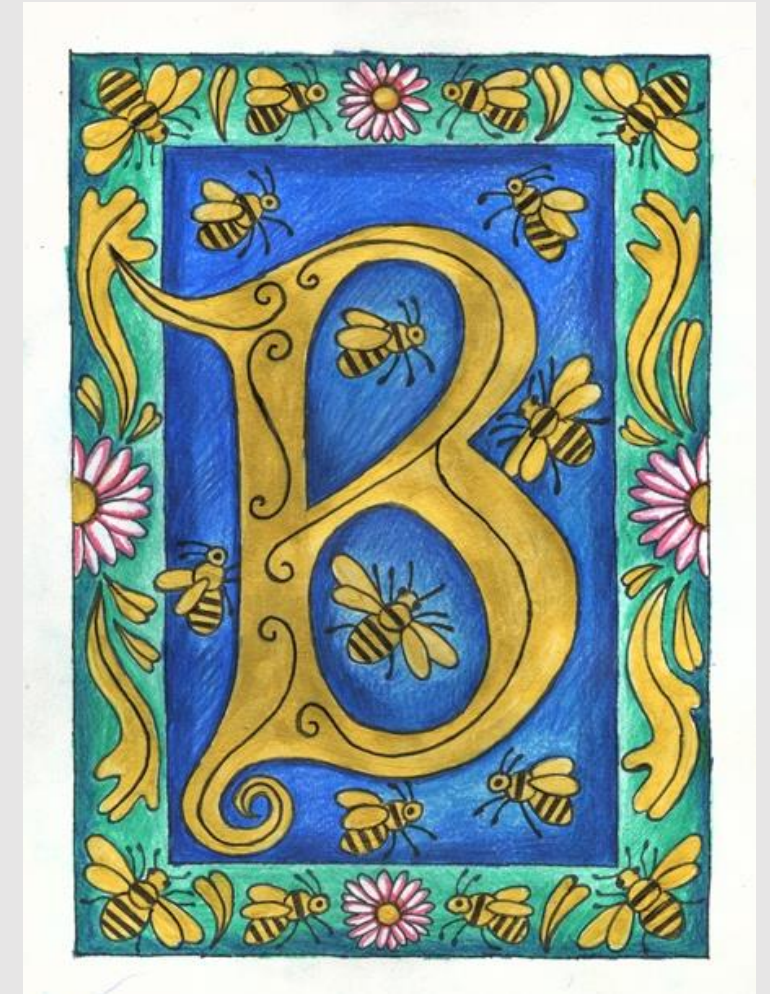
Be mindful that pupils have missed a considerable amount of their Arts education. They may need time to revisit basic skills as part of this sequence of learning – tweak the time spent on each lesson within reason to account for this.

1	LO: To investigate illuminated texts.	<p>Research illuminated letters. Show children examples of prints created during the Anglo-saxon period. Children identify differences between modern books and books created in the anglo-saxon period, focusing on features such as illustration, colour, font, etc. Which do children think is 'art'? Can they articulate why?</p> <p>Annotate images in sketchbooks.</p>
2	LO: To develop styles of typography.	<p>This Lo would span across more than one lesson.</p> <p>Children to recap knowledge of illuminated lettering. Research different styles of illuminated lettering and it's purpose (to act as a placeholder in longer texts).</p> <p>In sketchbooks children should practice different styles of lettering. Children should try multiple designs, annotating their work and evaluating as they go along. Try different letters and see what style works best for each. It may be beneficial for children to focus on one letter, such as their initial. Encourage HA children to use appropriate vocabulary to describe their designs, e.g. ascenders, descenders, serif, etc. This video has some good ideas for different styles: https://www.youtube.com/watch?v=TMi5g3OPO-Q</p> <p>Once children are happy with their initial design, think about backgrounds. Anglo Saxon illuminated letters were often encased in rectangles and had intricate designs around, sometimes linked to what the text was about. Look at patterns used and see if children can replicate/ create their own.</p> <p>Once children are happy with design, create a 'final piece' in sketchbook, incorporating all ideas into one artwork. Gold foil could be used to embellish artwork in style of anglo-saxon lettering.</p>

Anglo Saxon Illuminated Letters

Sequence of Teaching and Learning

Examples of work:



Skills for Life

Resilience

Communication

Being
Safe

Team-working

Problem
Solving

Self-motivation

Real World Links including pupil experiences:

Pupils will learn the skills required to be an artist. They will explore aspects of being a historian and a geographer.

Skills for Life/ Core Values:

Being safe – using equipment safely and correctly.

Problem Solving – tackling Enquiry Questions

Communication – expressing opinions on existing artwork.

Resilience – acting on feedback and improving work continually.

Influential Figures:

Roy Lichtenstein
Anglo-Saxon monks

Plan for deliberate Reading opportunities:

Opportunity to research and read about how and why illuminated texts were created by Anglo-Saxon monks.