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Year 4 - Medium Term Plan - Designers - Art

How does Pop Art represent different cultures?



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Aspect of Study

Colour, symbolism, printing and collage.

Transferable Knowledge:

Geography - locational knowledge, differences in culture.
History - Artists through history

National Curriculum Overview of Programme of Study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

During this area of study students should be taught to:

- create sketch books to record their observations and use them to review and revisit ideas
- improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.
- Mixing and using colour.
- Using scale and perspective to create distances in a landscape image.
- Explore the effect of light, colour, texture and tone on landscapes.
- Explain why they have chosen a specific media, style or technique and the impact this had on their final outcome reflected in their sketchbooks.

Real World Links:

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

Opportunity is given for pupils to discuss current world events and how artists have responded.

Opportunity to discuss changes in culture in different areas of the world.



Being safe – using equipment safely and correctly.

Problem Solving – tackling Enquiry Questions

Communication – expressing opinions on existing artwork.

Influential Figures

Andy Warhol
Richard Hamilton
Pop Artists

OPAL links

Opportunities to explore a range a mediums (eg. Printing, paint, collage)

Curriculum Coverage

(Previous, expected and what follows on)

Prior National Curriculum Coverage	National Curriculum Coverage	Subsequent National Curriculum Coverage
<p><u>EYFS:</u> Colour mixing primary and secondary colours</p> <p><u>Year 1:</u> Experimenting with colour mixing of tertiary colours and shades</p> <p><u>Year 2:</u> Experimenting with colour mixing to create mood</p> <p><u>Year 3:</u> Using a limited colour palette to create mood</p> <p><u>Year 4:</u> Mixing and using colour to create a character</p>	<p><u>NC Objectives:</u></p> <ul style="list-style-type: none"> • 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 • about great artists, architects and designers in history. <p><u>Specific areas covered:</u></p> <ul style="list-style-type: none"> • about great artists, architects and designers in history. • Using scale and perspective to create distances in a landscape image. • Explore the effect of light, colour, texture and tone on landscapes. • Explain why they have chosen a specific media, style or technique and the impact this had on their final outcome reflected in their sketchbooks. 	<p><u>Year 5 Summer</u></p> <ul style="list-style-type: none"> • about great artists, architects and designers in history. <p><u>Year 6 Summer 1</u></p> <ul style="list-style-type: none"> • Using scale and perspective to create portraits. • Exploring the effect of light and tone on a range of objects. • Critically evaluates the work that they produce and use the evaluations to impact positively on generating final outcome/final piece of work

Key vocabulary	Concepts	Language skills
Colour Perspective Scale Primary Secondary Tertiary Expressionist Printing Collage Pop Art Repetition Culture	Pop Art Repetition Culture	Can articulate sensitively and appropriately about artwork they have created and that of others that they have seen.



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Sequence of Teaching and Learning

	National Curriculum LO/EQ?	Lesson ideas/differentiation
1		
2	<p>NC OBJ: to create sketch books to record their observations and use them to review and revisit ideas about great artists, architects and designers in history.</p> <p>L.O: To research and investigate a famous artist.</p>	<p>Recap previous artists studied.</p> <p>Create an artist page in sketch book about Andy Warhol (see example pictures).</p> <p>Research should include looking at his artwork, key features of his artwork and his life.</p> <p>This page should include small sketches of his work, as well as written evidence of research.</p>



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Sequence of Teaching and Learning

	National Curriculum LO/EQ?	Lesson ideas/differentiation
3	<p>NC OBJ: 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 [for example, pencil, charcoal, paint, clay]</p> <p>L.O: To experiment with a variety of materials.</p>	<p>Recap previous knowledge of Andy Warhol.</p> <p>Show pupils a selection of artwork by Andy Warhol. Discuss similarities and differences between each image and how he replicates the same image using different colours.</p> <p>Children pick one of Andy Warhol's prints and recreate it using a different material for each replication. Could be set up as a carousel with paint, oil pastel, colouring pencils and collage (or other materials).</p> <p>Evaluate which material was the most effective.</p>
4	<p>NC OBJ: to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] to create sketch books to record their observations and use them to review and revisit ideas</p> <p>L.O: To infer details from a painting.</p>	<p>Look at various prints by Andy Warhol.</p> <p>Explain that his prints were often things important to life in America. What can pupils infer about American life based on these?</p> <p>Stick examples of prints in sketch books and annotate based on what they think.</p> <p>Pupils decide upon an object that they think is important to replicate. HA: Item important to life in Ashington MA/LA: Item important to life in UK</p>



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Sequence of Teaching and Learning

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5 6	<p>NC OBJ: 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 [for example, pencil, charcoal, paint, clay]</p> <p>L.O: To recreate a familiar object in a pop art style.</p>	<p>(2 lessons) Recap key features of Andy Warhol's prints.</p> <p>Pupils to draw a basic line drawing of item selected in previous lesson.</p> <p>If possible this drawing could be photocopied so as to be replicated four times on one sheet of paper.</p> <p>Pupils to select appropriate colours and materials to complete their Andy Warhol style artwork.</p>
7	<p>NC OBJ:</p> <p>L.O: To compare the work of different artists.</p>	<p>Recap knowledge of pop art.</p> <p>Introduce Richard Hamilton's (a pop artist who lived in Newcastle) artwork.</p> <p>Pupils discuss key similarities and differences between Hamilton and Warhol's art. Why do children think this is different?</p> <p>Could create a venn diagram based on these similarities and differences.</p>



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Sequence of Teaching and Learning

	National Curriculum LO/EQ?	Lesson ideas/differentiation
8	<p>NC OBJ: 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 [for example, pencil, charcoal, paint, clay]</p> <p>L.O: To identify object that represent everyday life.</p>	<p>Pupils are to make their own collage based upon life in Ashington/the UK.</p> <p>They could be given a background of a room and then magazines/newspapers and a variety of other materials in order to</p>
9	<p>NC OBJ:</p> <p>L.O: To evaluate and assess work.</p>	<p>Pupils are given an opportunity to look over pop art that they have created over the term.</p> <p>Children evaluate what they like/dislike about their work and whether it fits in with their expectations of pop art.</p> <p>Children come to a conclusion of which of their artworks best represents their life.</p>



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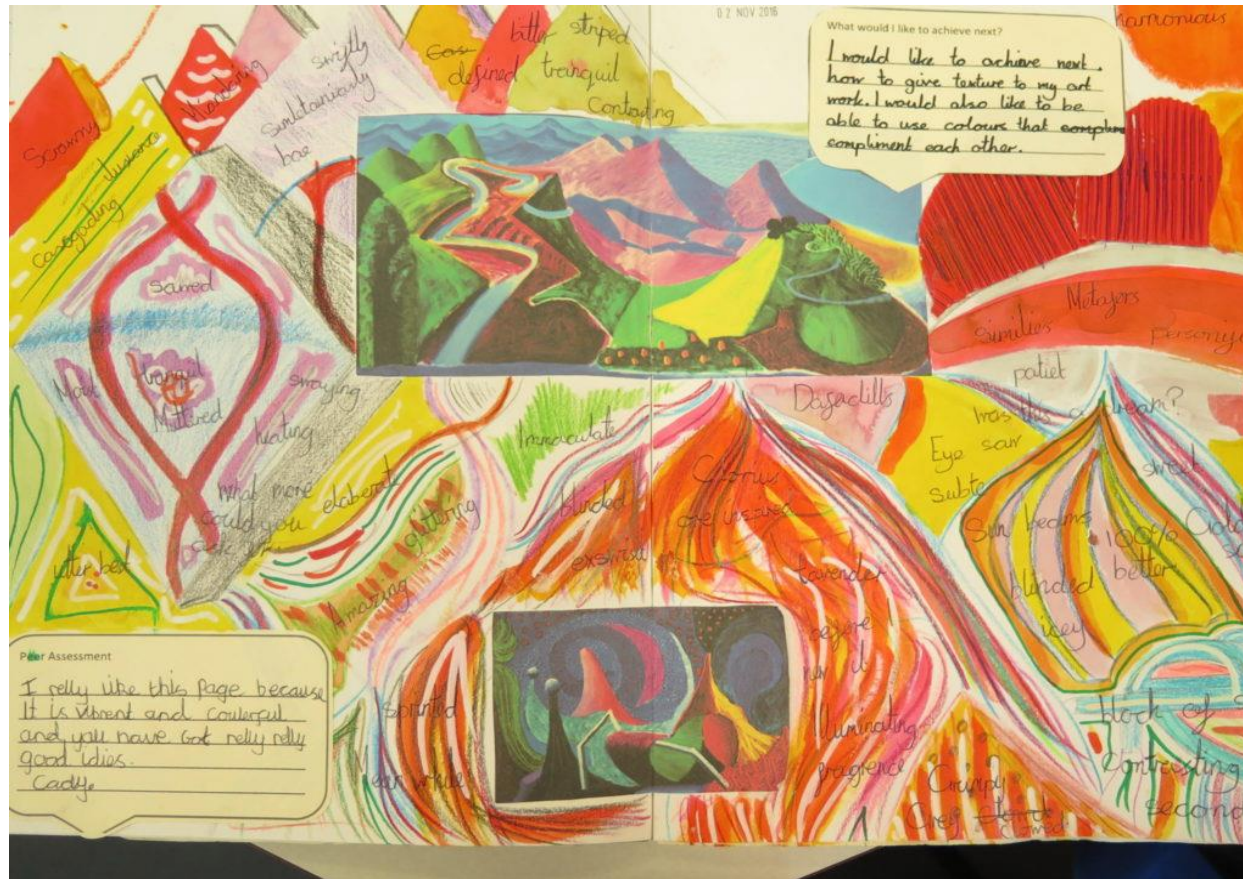


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Examples of Artist Page in Sketchbook



Some examples from other schools

Please encourage pupils to experiment with techniques directly in their sketchbooks, whilst researching artists.

Materials should be used directly in sketchbooks where possible, rather than worksheets.



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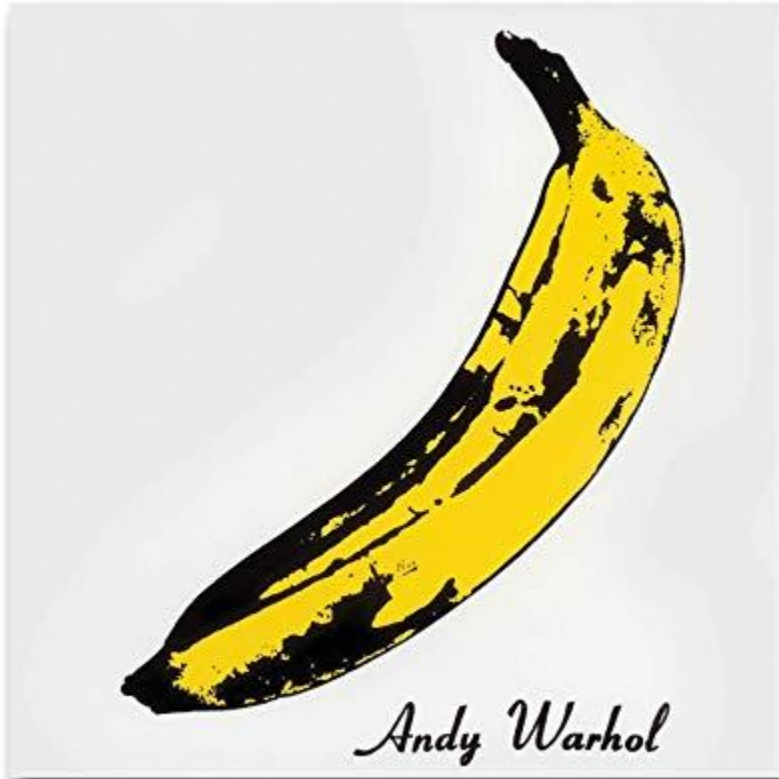


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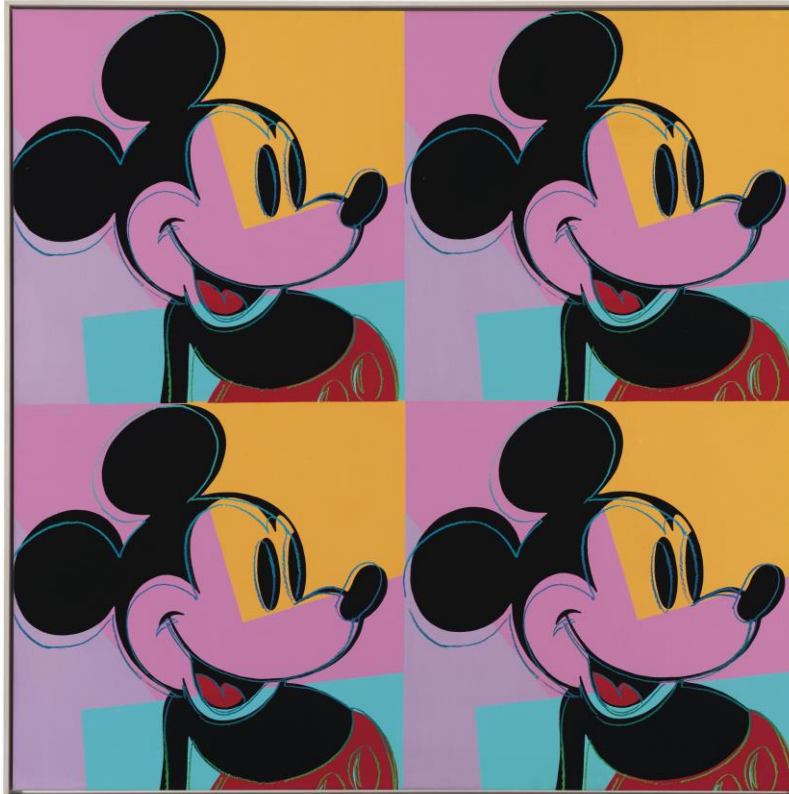


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Andy Warhol Artwork



Andy Warhol





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Richard Hamilton Artwork





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Examples of Expected standard of collage

