

<b>Year Group: 4</b>	<b>Term: Summer</b>	<b>Topic: Painting - light and dark</b>
<b>NC Links</b>		
<ul style="list-style-type: none"> <li>To use a range of resources creatively to design and make products. To share ideas using drawings and paints. To explore a variety of techniques. To learn about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>		
<b>Other Curriculum Links</b>		
Science - light		
<b>Links to Rights Respecting</b>		
Article 28 - Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights.		
<b>Caedmon Curriculum Drivers</b>		
<b>Aspirations and Careers</b> -embracing challenges that help us to grow -understanding that resourcefulness can help us to be the best version of ourselves -understanding how our learning links to the wider world		
<b>Healthy minds and bodies</b> -knowing that good mental health allows us to develop the resilience we need to help us with challenges we may face (linked to using art as a stress relief/mindfulness etc)		
<b>Links to North East Ambition</b>		
Link a lesson to the career of a Painter and Decorator. What does the job entail? What skills are needed in the job? Why do you need an understanding of colour mixing for this job? What tools would you be using in this job? Link a lesson to the career of a freelance artist. What does the job entail? What skills are needed in the job? Why do you need an understanding of colour mixing for this job? What tools would you be using in this job? Gatsby Benchmark 4 - Linking curriculum learning to careers Gatsby Benchmark 5 - Encounters with employers and employees		

### Links to artists

Paul Cezanne, Alexander Millar (local artist)

Emily Ward/Stuart Jones <https://www.theartpost.co.uk/artists-in/newcastle>

### Topic Overview

Children will develop skills in colour mixing, focussing on using tints and shades to create a 3D effect. They will experiment with composition and apply learned painting techniques to a personal still life piece

### Possible Visits/Visitors

Local art galleries. Visits from local artists (North East Art Collective have links to local artists who could be contacted for visits), as do <https://www.theartpost.co.uk/artists-in/newcastle>

### Essential Subject Skills to be covered

- Use thick and thin brushes.
- Mix to make tints and tones
- Add white to colours to make tints and black to colours to make tones.
- Consider proportion and composition

### Overall Learning Outcomes

By the end of this unit, children will explore a range of thick and thin brushes and discuss why they would use them. Children will mix paints and annotate their findings in a sketchbook. They will explore the paintings of famous artists and use their work to influence a final piece of artwork.

### Learning Intentions (for use in self assessment at end of topic)

- To mix tints and tones of a colour
- To use tints and shades to give a three-dimensional effect when painting
- To consider proportion and composition when planning a painting

### Lesson format and ideas

### Ideas for Lesson format:

1. Starter activities
2. Look at work of artists
3. Practice skills/techniques/develop and reflect on work (linked to artists work)
4. Apply skills (link this to the work of artist)
5. Evaluate and analyse

### Ideas for Lessons 1-2 Exploring artists' work and exploring tints and tones

#### 1. Starter activity ideas for lessons:

Show children a selection of paintings - which is the odd one out? Why? Children to communicate their ideas - there are no right or wrong answers!

#### 2. Look at the work of artists

Begin by exploring the work of Paul Cezanne (L5) and another artist listed.

#### *Ideas for exploring the artwork:*

- Can you describe the pictures using an adjective/verb?
- Close your eyes and draw the painting you saw - what is the most outstanding feature?
- How do colours make you feel?
- What do you think the artist was trying to portray?
- Why do you think they've used colour in this way?
- What stands out to you the most?
- Compare the pieces
- Describe how the overall artwork makes you feel.

### 3. Practice skills/techniques/develop and reflect on work (linked to artists work)

Recap on the primary colours and secondary children learned in KS2. Show Cezanne's artwork and ask children to identify a dark or light shade within it. How would they create that colour?

Model how to mix colours to make tints and shades in teacher sketchbook.

### 4. Apply the skills

The children now work in their sketchbooks, practising mixing tints and shades of one starting colour. They paint small patches of colour across the page, gradually adding white to make tints and then black to make shades.

### 5. Evaluate and analyse

Children to find another child who has a similar shade of colour to them - what is similar and what is different? How do you think the other child's is different (more black/white/green tones etc)

### Ideas for Lessons 3-4 Exploring artists' work and exploring tints and tones

#### 1. Starter activity ideas for lessons:

Children to draw a bowl of fruit without taking their pencil off the page

#### 2. Look at the work of artists

Recap on the life and works of the artist from previous lessons.

### 3. Practice skills/techniques/develop and reflect on work (linked to artists work)

Children to draw a simple 3D object after having this modelled by the teacher. Model the painting skills needed for this lesson. Encourage children to consider how they will paint to make their work look 3D - link back to lesson on tints and tones.

#### 4. Apply the skills

Demonstrate how to apply the skills of adding tints and shades then allow children to.

#### 5. Evaluate and analyse

Children to annotate their work.

#### Ideas for Lessons 5-6 Composing a still life

##### 1. Starter activity ideas for lessons:

Draw the school dinner hall from the perspective of a member of staff in the kitchen.

##### 2. Look at the work of artists

Recap on the life and works of the artist from previous lessons. Show children some of Paul Cezanne's still life work and explore the meaning of still life. Tell them that still-life paintings are often created to celebrate the nice things in life, like food or parties, but sometimes they communicate more serious messages. Remind the children that the term 'composition' in painting means the way elements are organised on the paper/canvas. Still-life paintings are usually carefully arranged in 'compositions', even if they just appear to be a collection of objects

##### 3. Practice skills/techniques/develop and reflect on work (linked to artists work)

Arrange a selection of objects, modelling how you consider where to place objects in relation to each other for contrast and consider layering objects one on top of another. Children to do the same.

Model sketching onto sketchbook paper drawing attention to the fact that it is a quick sketch with limited detail (as this will be painted on) and consider the scale of objects (link this back to upscaling proportions in Y3 cave drawings)

#### 4. Apply the skills

Once children are happy with their work, they can consider the following:

- How will you show light and dark areas in your painting?
- How could you use colour to make your painted objects appear three dimensional? (Use of tints and shades when colour mixing)
- What painting techniques will you use today?

Talk aloud as you model how to paint, drawing attention to the tones and shades and why you use particular colours.

Children to paint their still life work.

#### 5. Evaluate and analyse

Children reflect on their work using the following questions:

- Are lighter and darker areas visible in the painting?
- Can you see that tints and shades have been used?
- Do the painted objects look three dimensional?
- What do you like about the composition?
- Can you describe the painting technique that has been used?

#### Suggested Strategies for Recording Learning

- Use sketchbooks to explore different media
- Examine and comment on the work of artists, noting observations in sketch books
- Research artists and record key facts

