

## Art and Design Year 3/4 Autumn Cycle B – Observational drawing

### Key Vocabulary

Observational drawing - An observational drawing could be a portrait, architecture (buildings) or still life (bowl of fruit).

Still life – a painting or drawing of an arrangement of objects

Tonal shading – refers to the lightness or darkness of an object

Cross-hatching - shade (an area) with intersecting sets of parallel lines

Proportion – the dimensions of a composition and relationships between height, width and depth.

Line – line drawing is any image that consists of distinct straight or curved lines placed against a background

Tone – refers to the relative lightness or darkness of a colour

Composition – The arrangement of elements within a work of art.

Grid method – the **grid method** involves drawing a **grid** over your reference photo, and then drawing a **grid** of equal ratio on your work surface to recreate or enlarge an image.

Guidelines - a lightly marked line used as a **guide**

### Key skills

Develop skill and technique using sketching pencils in sketchbooks.

Express original thoughts and ideas about the art of others.

Can draw from observation incorporating tone.

-Be able to analyse and describe the use of line within artists' work.

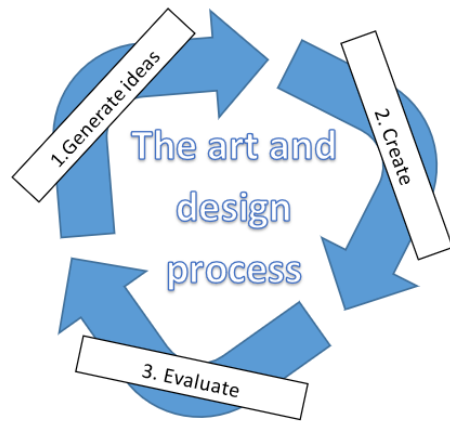
-Develop skill and control when using tone and understand how to use this to create a 3D effect.

### You will need:

- sketching pencils
- rubbers
- sharpeners
- objects to sketch
- photos

### Sources of support

- Power-points and resources in shared area



### Key activities that MUST take place

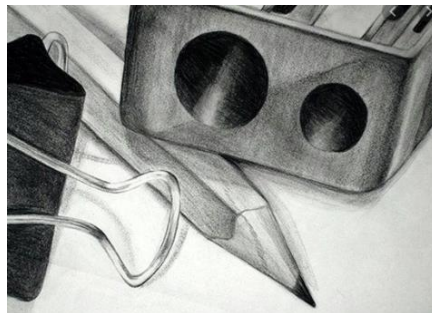
Stage 1: Discuss with children what observational drawing is. Show examples from artists such as Ian Murphy and others. Create artist study page in sketch books.

Stage 2: Practise tonal shading techniques.

Stage 3: Understand how to draw an object from a photo using the grid method adding in tonal shading.

Stage 4: Draw a real life object from observation (can be anything children choose or something provided) using guidelines to plan and add tonal shading.

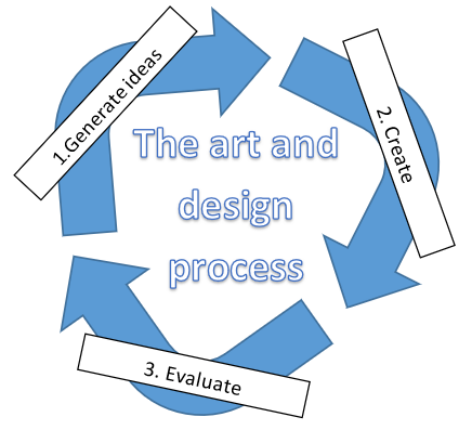
**Different stages may not take an entire lesson and more than one stage could be completed in one session. Likewise, some stages may go over more than one lesson.**



## Art and Design Year 3/4 Autumn Cycle B – Sculpture

### Key Vocabulary

Armature – Framework to support a sculpture  
Architecture – designing of buildings and structures  
Texture – surface quality  
Fastening – Ways to attach materials together  
Adhesive – Something to stick materials together  
Raffia – Fibres made from the leaves of the Raffia palm  
Hessian – woven fabric made from natural fibres  
Calico – plain-woven textile made from unbleached and often not fully processed cotton  
Withies – long, bendy willow sticks



### Key skills

Show creativity in their choice of materials and composition.

Can use different joins when working with different media.

Extend their ability to describe and model form and space in 3D using a range of materials.

Control materials to achieve a desired effect.

Use the work of artists', architects and designers to explore own ideas.

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Offer ideas on how to improve their own work and the work of others.

### You will need:

- sticks, withies, small pieces of wood
- wire (various thicknesses for structure and binding)
- corrugated cardboard, paper
- raffia, string
- hessian, calico, felted wool
- strong pva glue
- scissors, pliers

### Sources of support

<https://www.accessart.org.uk/a-sketchbook-pathway-anglo-saxon-architecture/>

The above site has everything you need

- Resources in shared area

### Key activities that MUST take place

Stage 1: Look at architecture used by Anglo-Saxons to create houses. This will be your inspiration only, you are NOT making a direct copy. Draw quick sketches of 5 Anglo-Saxon houses. This should be a quick task and not overthought. See resource in shared area on how to structure this.

Stage 2: Children explore different materials that they can use to make their sculpture. Children can discuss ideas but they WILL NOT design the sculpture beforehand as this inhibits their ability to be as imaginative with what they create.

Stage 3: Without over doing the demonstrations (as too many demonstrations can lead too strongly), teacher model ways of creating structure and armature, and ways of fastening materials together. The emphasis should be on encouraging inventiveness through an exploratory approach.

Stage 4: Encourage children to get started by gathering the materials they are most attracted to and create their sculptures. Take photos for sketchbooks. Children to annotate with what they used, what was successful, what they would change.

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## Art and Design Year 3/4 Spring Cycle B – Collage/mixed media

### Key Vocabulary

Pastels – **Pastel** is a coloured drawing medium made from pure coloured pigment mixed with a binder to form a stick.

Tone – lightness and darkness of colours

Blending – Combining colours together to merge them.

Layering – Adding different layers to a picture.

Mixed media – Using a range of mediums to create a piece of artwork.

Water colour – Dry paint that water is added to.

Wash – A watercolor wash refers to a layer of colour that is somewhat transparent applied with diluted paint

Splatter – splash with liquid

3D – three dimensional

### Key skills

Develop skill and technique using various media in sketchbooks.

Control materials to achieve a desired effect.

Develop mastery of painting using different techniques.

Can use overlapping and layering to produce desired effect.

### **You will need:**

Pastels, watercolour paints, crayons

Paintbrushes

Scissors

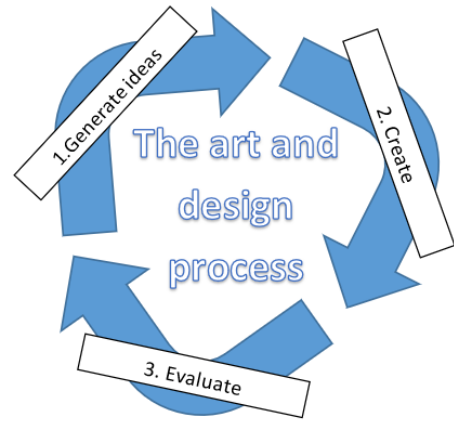
Paper

Glue

Setting spray (hairspray can be used)

### Sources of support

<https://cassiestephens.blogspot.com/2013/11/in-artroom-4th-grade-viking-ships.html>



### Key activities that MUST take place

Stage 1: Look at pictures of longboats and examples of art work incorporating mixed media. How do children think they have been created? Discuss proportion and layering.

Stage 2: Look at sunset pictures and discuss colours. Children practise blending pastels in sketch books before creating background for their collage. Use setting spray afterwards.

Stage 3: Create the water for the sea collage. Practise using watercolours and different techniques including colour wash and splatter. Children then use these techniques on a sheet of paper.

Stage 4: Once sea is dry, rip paper to create waves and attach onto sunset background. Discuss perspective and proportion.

Stage 5: Make longboat. Think about how to create texture of wood. Which would be the best medium for this? How can you make the sail stand out from the page?

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## Art and Design Year 3/4 Cycle B – Summer term Industrial landscape

### Key Vocabulary

Studies – small pieces of artwork done in preparation for a finished piece.

Charcoal – A dry art medium

Sketching pencils – Pencils that are graded with Hs and Bs. H means hard and B means black.

Tone – **Tone** in an artistic context refers to the light and dark values used to render a realistic object, or to create an abstract composition.

Shade – Add black to colours to darken.

Tint – Add white to colours to reduce darkness.

Smudging – A technique used to achieve shading where you smear the media to cover a larger area quickly.

### Key skills

Recall key facts about artists.

Use observational skills to create sketches.

Know which sketching pencil will create which effect.

Smudge charcoal to create different tones.

Mix paint to create different shades and tints.

Use different brush strokes to create

Choose appropriate media.

### You will need:

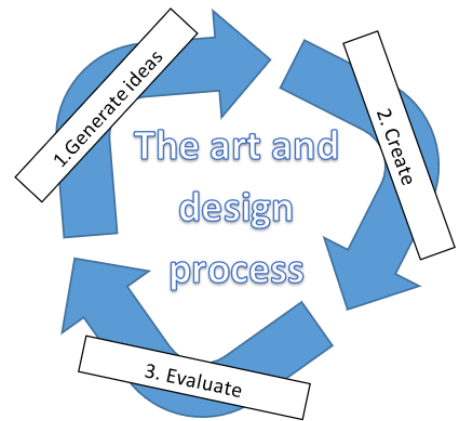
Sketching pencils

Charcoal

Paints

### Sources of support

- <https://www.artistsandillustrators.co.uk/gwilliams/artwork/86030>
- <https://yorkshire.art/directory/artist/glen-williams/>
- <https://www.youtube.com/watch?v= FEKpeEdCrE>



### Key activities that MUST take place

Stage 1: Learn about the artist Glen Williams and evaluate his paintings using the language of art and design. Say what you like and dislike in his work (AD1).

Stage 2: Children experiment using sketching pencils to create small study drawings of the steelworks. Explore use of tone to show light and dark. Evaluate own work in sketchbooks (AD1, AD2, AD3).

Stage 3: Children experiment using charcoal to create small studies of the steelworks. Explore use of lines and smudging to create different effects. Evaluate own work in sketchbooks (AD1, AD2, AD3).

Stage 4: Children experiment using paint to create small studies of the steelworks. Understand how to create shade and tint. Evaluate own work in sketchbooks (AD1, 2, 3).

Stage 5: Children create an A4/A3 final piece using one of the mediums practised with (AD2).

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