



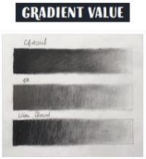

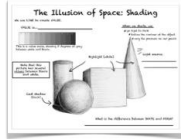


ALMOND HILL JUNIOR SCHOOL MEDIUM TERM PLAN

TOPIC TITLE/SUBJECT: Art – Still life

YEAR GROUP: 4

TERM Spring 1

<p>Vocabulary</p> <p>secondary colours tone shade/light 2D technique still life distance direction pattern tint</p> <p>curved texture form value position surface observe contrast over- lap space</p>	<p>Skills: drawing, painting and colour</p> <ul style="list-style-type: none"> • Can work from imagination with a pencil (including different grades of pencil). • Draw for a sustain period of time at an appropriate level. • Can draw whole sketches • Compare geometric and organic shapes in art works and their own outcomes. • Can solidify infill shapes with coloured pencils and can produce a range of tones with each – experiment with value. • Start to develop a painting from a drawing. • can understand how to use tints and tones - to lighten and darken with the use of black and white • Show understanding of space and placement of items. • Explore contrast within the works of others and own work. • Can look at and talk about the work of other artists • Can begin to use the work of great artists as a starting point for their own 	<p>What we already know</p> <ul style="list-style-type: none"> • Can draw simple sketches, using different styles of line to create a composition • Can experiment with colour mixing with some accuracy to the colour wheel • Can comment on and evaluate their own and other’s work • Know that artworks may be linked to significant events in history and every day life
<p>Illustration</p>     <p>GRADIENT VALUE</p> <p>Paul Klee Christi Grabmal 1921</p>	<p>Application/ Outcomes</p> <ul style="list-style-type: none"> • Still life drawing showing understanding of how to create varying textures and shading to accentuate object(s) • Colour chart showing ability to create different tones with primary colours • Colour chart showing ability to accurately mix secondary colours and effectively create different tones • Still life field trip to draw nature inspired still life • Baseline composition of still life – definition of still life e.g not moving or alive • Explore share with pencil • Explore tone with colour • Compose still life from nature walk • Replicate still life using water colours 	<p>Concepts</p> <ul style="list-style-type: none"> • primary and secondary colours • mixing colours to achieve varied tones • how to create texture in drawing and painting • space and shape • how to create shading in drawing and painting <p>SHADING</p>  <p><i>The use of shading on objects creates an illusion of space and depth.</i></p>
<p>Other/Cross Curricular Links</p>	<p>Adaptation for SEND</p> <p>Word mats, enlarged resources where needed, adult support Different sizes of pencils/brushes to aid grip and fine motor skills Use of visuals to show grades of pencils Awareness of specific talents</p>	<p>Referenced Artists</p> <p>Paul Cezanne</p>