| **Art Year 4 Medium Term Planning – Painting Block E** | | | |
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| **National Curriculum**  **Key stage 2**  Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.  Pupils should be taught:   * 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] * about great artists, architects and designers in history. | | | |
|  | Lesson 1 | Lesson 2 | Lesson 3 |
| **Learning intention** | How can space be created effectively when painting? | How can space be created effectively when painting? | How can space be created effectively when painting? |
| **Skills taught** | Can mix colours with white and grey to create tints and tones  Can mix paint to match specific colours | Can vary pressure to change the intensity of colour applied with pastels  Can use oil combined with pastels to change and blend colours  Can use artistic language and technical vocabulary to respond to the work of another artist  Can demonstrate creativity when experimenting with specific techniques  Can make deliberate choices about colour and application of paint to achieve desired effect | Can apply and blend paint in varying shades from light to dark  Can use white to change the tints of colours  Can use shades of colour to create the illusion of space and distance in a simple landscape  Can make considered choices about the size and position of shapes to create the illusion of space and distance |
| **Recall and retrieval** | White can be added to a colour to create tints  Secondary colours can be made by mixing primary colours | Wet on wet is a technique of painting on top of previously applied wet paint  A gradient is a gradual blending from one colour to another  A tint is where an artist adds a colour to white to create a lighter version of the colour  A shade is where an artist adds black to a colour to darken it  A tone is where an artist adds grey to a colour | A silhouette is the dark shape or outline of someone or something which is visible in restricted light against a brighter background  Background is the view behind the main objects or people in a picture or photograph |
| **Sequence of knowledge throughout the lesson** | **Key knowledge**  Can suggest ways in which their work could be improved  Can explain the terms tint, tone and shade | **Key knowledge**  Can explain what ombre means  Can explain how to make tints, tones and shades of colour | **Key knowledge**  Can suggest ways in which their work could be developed further or improved  Can use and define key technical vocabulary |
| **Scaffolding** | Working examples  Visual steps to success  Teacher support | Working examples  Visual steps to success  Teacher support | Working examples  Visual steps to success.  Teacher support |
| **Challenge** |  |  |  |
| **Key Vocabulary** | Opaque  Translucent  Stain  Ombre  Shade  Plane | Opaque  Translucent  Stain  Ombre  Shade  Plane | Opaque  Translucent  Stain  Ombre  Shade  Plane |