



Kindness

Positivity

Respect

ART MEDIUM TERM PLANNING

<p>Year Group: Y4</p>	<p>TERM: Spring</p>	<p>Theme: Landscapes</p>
<p>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: χ to create sketch books to record their observations and use them to review and revisit ideas χ 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] χ about great artists, architects and designers in history</p>		
<p>Context: During this unit children will learn about landscapes and landscape artists with a particular focus on Turner. They will compare ideas, methods and approaches in others' work. They will make detailed observational drawings of the environment and annotate work with information. Children will learn how to use a wash to create depth e.g. back ground, middle ground, fore ground. They will use acrylic paint to layer up the middle ground and finally the fore ground. They will take their inspiration from nature, primarily the Peak District.</p>	<p>Concepts: Colour, composition, light, shade, paint. <i>Talking about art</i> – The past, other cultures, Turner as a landscape artist. Other landscape artists local to us. <i>Skills and processes</i> – Drawing in a sketchbook, wash, back ground, middle ground, fore ground.</p>	<p>Vocabulary: back ground, middle ground, fore ground, wash, watercolour, light, shade, depth, abstract, landscape, technique, tertiary colours, secondary colours. (Six Tertiary Colours: Red-Orange, Yellow-Orange, Yellow-Green, Blue-Green, Blue-Violet, Red-Violet, which are formed by mixing a primary with a secondary.)</p>

Prior Knowledge: Colour mixing, primary colours (KS1), secondary colours (Y3), watercolours, careful study of artists' work.

Future Knowledge: The children will build on their knowledge of landscape in the Summer term of Y4 when they study water and Monet. They will look specifically at reflections. In Y5 they will look at Lowry and the industrial landscape. In Y6 they will study Andrew Kenton's landscape work concentrating on perspective and in Y6 Summer term the children will paint with paper looking at the work of Megan Coyle.

End points /by the end of this unit pupils will...

- Have examined the artwork of J M William Turner.
- Be able to comment on the use of colour, patterns, shape and line in landscapes.
- Be starting to identify the form, process, mood and content of each painting studied.
- Begin to critique the artwork focusing on what they like/dislike and why. (Why he was known as 'the painter of light' and how he used his colours effectively.
- Begin to compare any of his paintings to the work of other artists focusing on the similarities and differences. (Georgia O'Keefe link to Y3.)
- Look at paintings and discuss which ones evoke an emotion. Which one makes them feel scared/worried/excited/relaxed and why?
- Use a back ground, middle ground, fore ground with a watercolour wash and layers of acrylic.
- Begin to understand tertiary and secondary colours.








Learning Objective

Teaching Input/ Activities

Key Questions

Resources

1 Stick the fact file into childrens' sketchbooks.

Year 4 – Painting landscapes/water	
Prior Learning: Use of water colours, mixing and blending, primary, secondary and tertiary colours, sketching.	
<p>Facts</p> <p>1. William Turner a) Born in 1775 in London. b) English printmaker, romantic painter and water colourist. c) His real name was Joseph Mallord William Turner.</p> <p>2. Abstract art a) A modern art which does not represent images of our everyday world. b) Has colour, lines and shapes but they are not intended to represent objects or bring things...</p> <p>3. Examining abstract art by William Turner a) Fishermen at sea b) Northern Castle, Sunrise c) Venice from the Porch of Madonna della Salute</p> <p>4. Finding complimentary colours by mixing and blending a) Pairs of colours which cancel each other out by producing a greyscale colour like white or black. b) Also known as opposite colours</p> <p>5. Water colours and shapes to show emotions a) Warm and cold colours b) Harsh, dark lines may show anger/sadness c) Soft, lighter lines may show happiness/relaxation d) The Fighter Temeraire</p> <p>6. Observational drawing a) Drawing exactly what you see b) When an artist responds to something that they see</p> <p>7. Creating own landscape painting inspired by William Turner a) Observational drawing of scenery b) Use of shapes and lines to show emotions c) Mixing and blending of water colours to portray emotions/mood d) Evaluate the British work by comparing with work of William Turner</p> <p>9. The wider influence of: a) Other abstract artists b) Relationship between Turner and Lowry</p> <p>How to mix water colours https://www.youtube.com/watch?v=1afJ2M9tcj0</p> <p>All about William Turner https://www.bbc.co.uk/history/historic_figures/turner_joseph.shtml</p> <p>Contrasting colours information https://www.lifeprints.com/contrasting-colors-in-design-1078274</p>	<p>Vocabulary</p> <p>1. William Turner 2. Influential 3. Watercolourist 4. Abstract 5. Complimentary colours 6. Emotions 7. Observational 8. Critique</p>
 	 
 	

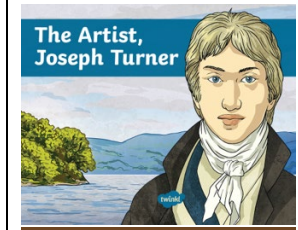
Talk about the artist and The Turner Prize as his legacy.

Talk about the artist

Who Joseph Mallord William Turner was and why he was famous. His most significant pieces of artwork and the subject matter that interested him. Also the Turner prize history; power point to look at briefly as there is some crossover from the introductory PP. Look at the similarities/differences to Georgia O'Keefes landscapes (Y3- look back in sketch books to the Y3 factfile and artwork as a reminder) Children need to recognise that he focuses mainly on abstract art – can they explain what this means?

- How has the artist used colour and pattern in the work?
- Do the colours blend or do they contrast?
- Which direction did the light come from?
- What materials were used?
- What techniques and skills has the artist used?
- Do you think the artist used sketches?
- Is there any feeling of life and nature in the work?

<https://www.twinkl.co.uk/resource/t2-a-213-the-artist-turner-powerpoint>



<https://www.twinkl.co.uk/resource/t2-a-131-the-turner-prize-powerpoint>

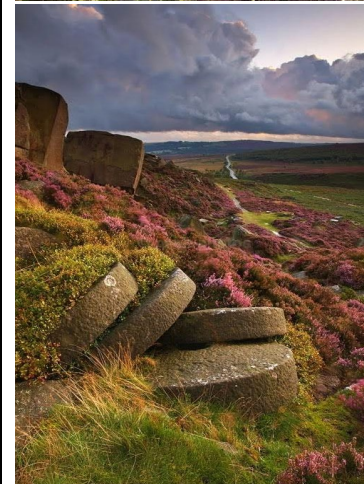
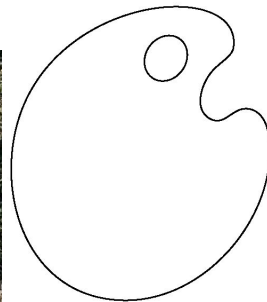
2 Use the environment to inspire sketching and recording.

Sketching and collecting for a colour palette.

This may be as part of a study of the wider area in school. Using quality photos of the Peak District would also be wonderful, to base designs on.

Ask children to sketch interesting features they may find in the environment, fields, walls, river banks, hedges, waterways etc.

Encourage the children to use a range of drawing materials and also to make notes on their sketches about interesting patterns, textures and colours. Children could collect samples of leaves, plants and flowers and stick into sketchbook as an aid to colours in nature for later in project. They could use pastel, oil pastel and watercolours to try to colour match. Retain in sketchbooks.



Can you see here how Mrs Chester changed the scene (photograph) slightly to allow for the paint mixing to do the talking?



Using quality photos of the Peak District would also be wonderful, to base designs on.

Children might be encouraged to take their own photos in the Peak District that they collect over a weekend. These could then be put into their sketchbooks as a source of information.

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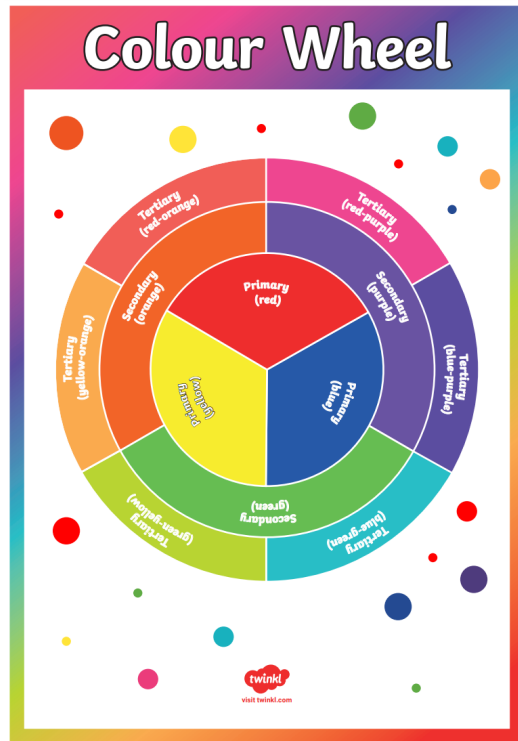
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Landscape photo pack

Mrs Chester based the landscape on this photograph but decided to use more vibrant colours and Van Gogh style brushstrokes.

3 Tertiary colours introduction.



<https://content.twinkl.co.uk/resource/55/0b/t2-a-053-primary-secondary-and-tertiary-colour-wheel-poster-ver-5.pdf?token=exp=1669895104~acl=%2Fresource%2F55%2F0b%2Ft2-a-053-primary-secondary-and-tertiary-colour-wheel-poster-ver-5.pdf%2A~hmac=655693ef48b9dc9d9b642f44b84f58a7122e813ff9568991104a352f22275d15>

Have a few copies of the colour wheel (one between 2 would be ideal)

Can they use the colour wheel to find Primary colours? (red, yellow, blue)

Complimentary colours? (these lie opposite to one another on the Colour wheel; red and green, yellow and Purple, orange and blue)

Can they explain what secondary colours are? (made by mixing primary colours; orange, green, blue)

Can they experiment with mixing and blending tertiary colours?

(Six Tertiary Colours:

Red-Orange, Yellow-Orange, Yellow-Green,

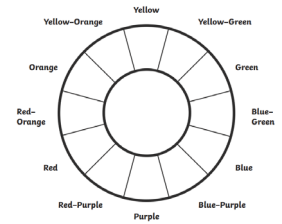
Blue-Green, Blue-Violet, Red-Violet,

which are formed by mixing a primary

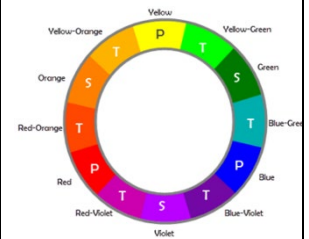
with a secondary colour.)

- Do they recognise that Turner often used water colours in his paintings?
- Can they make a variety of different tones by adding white?
- Can they remember the colours and shades that can be made using blue, red and yellow?
- Can they create primary, secondary and tertiary colours using water colours?



Colour Wheel Colouring Sheet



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	<p>The children then create a tertiary colour Chart with watercolours.</p>		
<p>4 Thumbnail sketches for composition.</p>	<p>Choose a scene or photograph that inspires you. It may be moody, stormy, peaceful or vibrant. Use 'thumbnail sketches' in sketchbooks. This is a great way for the children to decide on the final composition of their piece.</p> <div data-bbox="757 592 1211 1114" data-label="Image"> </div> <p>Children sketch 4 different versions of their idea. Quite small but each differing slightly.</p>	<p>Can you include background, middle ground and fore ground?</p> <div data-bbox="1368 437 1771 767" data-label="Image"> </div> <p><i>Four gray tonal thumbnail sketches</i></p> <div data-bbox="1346 804 1787 1203" data-label="Image"> </div>	<p>Sketchbooks and different grades of sketching pencils. Pre-chosen photograph or picture of a scene to paint.</p>

		<p>Observational drawing</p> <ul style="list-style-type: none"> ● Can children go outside and sketch an image of the sky? ● Can they think about the colours that they could use for the sky? ● Explain how Turner often used to paint the sky as he found this an easy way to portray how he was feeling. Discuss the difference between grey clouds and white clouds. ● Can they sketch the sky and use a range of water colours to portray emotions/feelings? 	
<p>5 Watercolour wash back ground.</p>	<ol style="list-style-type: none"> 1. Looking back at their tertiary colour mixing the children should now have another look at Turners backgrounds (often skies). Decide on a colour palette (collection of colours and shades). 2. Have a test on a slightly larger thumbnail in sketchbooks. Use a watercolour wash to create a background. 		 <p>Watercolour</p>

Sketchbook page example

- Mrs Chester's Top Tip a slight pale yellow 'glow' on the horizon line will create light and depth to your painting. See examples of my landscapes opposite. I seem to use the same colour palette a lot!!!!
- Choose your thumbnail design and have a go on the real thing!
(Teachers I will look into buying art boards rather than paper for this topic.)



Emulsion

Can you see how the yellow glow gives a warmth and an added depth or distance to the work?

Many famous artists placed a base layer of yellow or gold paint on many of their paintings.

Creating their own abstract piece of artwork inspired by William Turner

- Can they use and mix water colours to portray their own emotions?





Acrylic



Water colour wash with acrylic middle ground and fore ground.

https://www.google.co.uk/search?q=watercolour+wash+ks2&safe=active&biw=2560&bih=1329&tbn=vid&ei=ur-RY_e1M8yIacWMu8gO&og=watercolour+wash+&gs_lcp=Cg1nd3Mtd2l6LXZpZGVvEAEYATI FCAAQgAQyBQgAEIAEMgUIA BCABDJGCAAQFhAeMgYIABA WEB4yBggAEBYQHjIGCAAQF hAeMgYIABAWEB4yBggAEBY QHjIICAAQFhAeEA86BQgAEK IEUJoPWJoPYJInaABwAHgAg AFYIAGYZIBATKYAQcAQH AAQE&scient=gws-wiz-video&fpstate=ive&vld=cid:31f50b7d.vid:OIMAINHHNRc

		<ul style="list-style-type: none"> ● Can they use a range of lines and shapes? ● Can they use the observational drawing technique? ● Do they understand that abstract paintings are not always clear but mainly focus on the effect of colour? ● Can they evaluate and compare their own abstract painting and compare it to the work of William Turner 	 <p>This gets going eventually from 58 seconds in!</p>
<p>6 Acrylic layers</p>	<p>Now add acrylic onto the top of the watercolour wash to add the middle ground and fore ground. If you are using art board lots of layers can be added over a couple of sessions. Keep giving the children regular breaks to walk around and look at everyone's work. (Gallery walk!)</p>	<p>Enduring understanding of Turner's work;</p> <ul style="list-style-type: none"> ● How does he use colour to represent mood? ● How is tone used? ● How do the paintings make you feel? ● What is similar and what is different? ● Which techniques would he use? 	<p>https://www.google.co.uk/search?q=landscape+painting+stop+frame&safe=active&source=hp&ei=476RY-KaH5TRgQbM_ZGwAQ&iflsig=AJiK0e8AAAAAY5HM86UeO5s7Nw-rDNZtMn1we9XWAQ7Z&ved=OahUKEwiimOy36un7AhWUaMAKHcx-BBYQ4dUDCAo&uact=5&oq=landscape+painting+stop+frame&gs_lcp=Cgdn3Mtd2l6EAMyBQghEKABMgUIIRCgATIICCEQFhAeEBOyCgghEBYQHhAPEBQ6DggAEI8BE0oCEIwDEOUCOhEILhCDARDHARCxAxDRAXCABDoRCC4QgAQQsQMqgwEQxwEQ0QM6CwguEIAELED EIMBOgsIABCABBcxAxCDAToLCC4QgAQQsQMq1AI6DggwEIAELEDemcBENEDoEILhC</p>

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