

YEAR 4

| TERM | AUTUMN 1 |
|---|---|
| Term Thread | The Romans |
| “EXPLORE” for ½ term (trip, visitor, experience) | Visit the Manchester Art Gallery |
| Breadth of Study | PAINTING ‘Movement’ |
| Threshold Concept | 1. Develop ideas 2. Master techniques 3. Take inspiration from artists |
| Key Person /People | Alexander Von Wagner |
| LINK | In science the large part of what we looked at was the digestive system and how food moves through our bodies. We are going to move on and look at movement as Artists. Many try to capture movement into still images. We will be looking at different way’s artists do this while developing our painting skills. We will begin by looking at a huge painting, which is in the Manchester Art Gallery. It is by the Artist Alexander Von Wagner. It is called ‘The Chariot Race’ and captures an extremely dramatic moment in a Roman stadium known as a circus. |
| No. of lessons | 3 |
| UNIT CONTENT | <p>Development of Knowledge and Skills</p> <p>Developing painting and watercolours techniques while experimenting in showing movement in art taking reference from ‘The Chariot Race’ by Alexander Von Wagner.</p> <p>Lesson 1: Studying ‘The Chariot Race’ Alexander Von Wagner. Recording findings about the way the artists capture movement in their work.</p> <p>Lesson 2: Use drawing skills to copy a section of ‘The Chariot Race’ onto watercolour paper</p> <p>Lesson 3: Use watercolours to recreate sections of the painting. Develop skills including use of washes. And applying finer detail. Place sections of the work together and evaluate the outcomes. Have people made shown skill in applying the watercolours? Have people been able to capture movement? Lay out work produced over the week. Discuss outcomes and processes and select pieces for the class portfolio.</p> |
| Milestones | <ul style="list-style-type: none"> • Respond to and develop ideas from starting points throughout the curriculum. • Explore information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways • Replicate some of the techniques used by artists, designers and cultures • Create original pieces that are influenced by studies of others. • Use a number of brush techniques using thick and thin brushes to produce shapes, textures and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating a sense of movement. • Use art vocabulary to talk about the work of artists and work produced. |

YEAR 4

| TERM | AUTUMN 2 |
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| Term Thread | The Romans |
| EXPLORE' for ¼ term (trip, visitor, experience) | Boudica in role |
| Breadth of Study | PAINTING 'Movement' |
| Threshold Concept | 1. Develop ideas 2. Master techniques 3. Take inspiration from artists |
| Key Person /People | Georg Meyer-Wiel and Sally McKay |
| LINK | Did you have fun exploring the Roman and other historical bowel movements? So now you know what coprolite is! Talking of Roman movements (!) it's time for us to look back at our project where we've been studying the depiction of a Roman chariot race, we are looking at how artists show movement in the art. We know from our work last half term, that the people did not give in to the Romans easily. The Celtic Britain's tried to fight off the invasion and resist. But, due to the Roman's superior weapons and military tactics they were able to dominate battles with the Celts. However the Romans never defeated the Picts and Scots, hence the need for Hadrian's Wall! We will continue to work as artist in our attempt to capture movement in our artwork. Last half term we took inspiration from a painting in the classic style called 'The Chariot Race'. This half term we will look at figures in battle and conflict and the way Modern and Contemporary artist captured movement with paint. |
| No. of lessons | 3 |
| UNIT CONTENT | 'Movement' Developing painting and watercolours techniques while experimenting in showing movement in art. Lesson 1: Study A Battle Scene by Ferdinand Kobell. On an outline photocopy of his work apply watercolour in washes in single tone showing darker shading in the background and lighter foreground. Kobell used these differences in light and dark to force the eye into the action. Lesson 2: Look at the presentation on modern and contemporary artists capturing movement including Duchamp, Sally McKay and Georg Meyer-Wiel. Recreate the Georg Meyer-Wiel painting in watercolours. Prepare a two-colour wash on a long strip of paper for the next lesson. Lesson 3: Attempt your own work inspired by his techniques called 'Celtic and Roman Battle' inspired by the work of Georg Meyer-Wiel. Watch the clip of the Celtic warrior fighting. Use a single colour to paint the movements of the Celt across the pre-coloured strip of paper. Watch the second clip of the Roman soldier fighting. In a second colour overlay the Romans movement across those of the Celt. Lay out the work as a class and discuss the outcomes. Who captured the movement? Display, discuss and evaluate the work. Select pieces to go into class portfolio. |
| Milestones | <ul style="list-style-type: none"> • Respond to and develop ideas from starting points throughout the curriculum. • Explore information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways • Replicate some of the techniques used by artists, designers and cultures • Create original pieces that are influenced by studies of others. • Use a number of brush techniques using thick and thin brushes to produce shapes, textures and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating a sense of movement. • Use art vocabulary to talk about the work of artists and work produced. |

YEAR 4

| TERM | SPRING 1 |
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| Term Thread | The Romans in Britain and Manchester |
| EXPLORE' for ½ term (trip, visitor, experience) | Roman centurion visitor |
| Breadth of Study | PRINTING 'Manchester from Above' |
| Threshold Concept | 1. Develop ideas 2. Master techniques 3. Take inspiration from artists |
| Key Person /People | Mark Bradford, Valerie S. Goodwin, Sue Brown, Nancy Graves and Martu Art. |
| LINK | <p>Later in the term you will be exploring our home city of Manchester with the first recorded settlement being made by the Romans when they invaded and took control of Britain. In Geography you will be at maps and aerial photographs of Manchester. Many artists find this way of looking at places to be fascinating and create work inspired by maps and aerial views which are sometimes called 'birds-eye views', as it is the way you would see a place if you were flying above it like a bird. We are now going to work as artists and take inspiration from the maps and aerial photographs of Manchester including an artist's impression of what Manchester looked like during the Roman occupation.</p> |
| No. of lessons | 3 |
| UNIT CONTENT | <p style="text-align: center;">Development of Knowledge and Skills Collagraph Prints of Aerial views</p> <p style="text-align: center;">Create printed artwork based on maps and aerial photographs of Manchester, inspired by a range of artists. Learn about some printing techniques.</p> <p>Lesson 1- Explore the work of artist inspired by aerial scenes of cities and artists who work in print including Mark Bradford (Los Moscos), Valerie S. Goodwin, Sue Brown, Nancy Graves and the traditions of Martu Art. Explore simple printing with traditional Martu art ideas from Australia.</p> <p>Lesson 2- Watch film 'What is Collagraph Printing'. Explore and sketch Aerial photographs and maps of Manchester- select one and draw it onto card. Begin collaging major roads and rivers on your drawn map.</p> <p>Lesson 3- Build up the collage onto your outline drawing complete by the end of the lesson to make a collagraph printing block. Allow your block to dry and keep it in a safe place to print with next half term. Lay out work produced over the week. Discuss outcomes and processes and select pieces for the class portfolio.</p> |
| Milestones | <ul style="list-style-type: none"> • Respond to and develop ideas from starting points throughout the curriculum. • Explore information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Replicate some of the techniques used by artists, designers and cultures. • Create original pieces that are influenced by studies of others. • Use two or more colours. • Replicate patterns observed in natural or built environments. • Make collagraph printing blocks • Explore printing on different backgrounds. • Use art vocabulary to talk about the work of artists and work produced. |

YEAR 4

| TERM | SPRING 2 |
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| Term Thread | Roman Manchester |
| EXPLORE' for ½ term (trip, visitor, experience) | Field Trip to Castle Field and the Roman Remains |
| Breadth of Study | <p style="text-align: center;">PRINTING 'Manchester from Above'</p> |
| Threshold Concept | <p style="text-align: center;">1. Develop ideas 2. Master techniques 3. Take inspiration from artists</p> |
| Key Person /People | <p style="text-align: center;">Mark Bradford, Valerie S. Goodwin, Sue Brown, Nancy Graves and Martu Art.</p> |
| LINK | <p>Soon You will be visiting Castlefield, home to the first settlement that grew into Manchester. As proud Mancunians we are going to continue to work as artists inspired by maps and aerial views of our city. We have been exploring our home city of Manchester with the first recorded settlement being made by the Romans when they invaded and took control of Britain. In Geography we have been looking at maps and aerial photographs of Manchester. Many artists find this way of looking at places to be fascinating and create work inspired by maps and aerial views which are sometimes called 'birds eye views' as it is the way you would see a place if you were flying above it.</p> <p>We are now going to work as artists and take inspiration from the maps and aerial photographs of Manchester. We will be learning some new skills and working on some old ones to create prints.</p> |
| No. of lessons | <p style="text-align: center;">3</p> |
| UNIT CONTENT | <p style="text-align: center;">'Manchester from Above' Aerial views- Collagraph Printing</p> <p style="text-align: center;">Create printed artwork based on maps and aerial photographs on Manchester and learn some printing techniques.</p> <p>Lesson 1: Look back over the unit so far. Lacquer your collagraph printing block and set aside to dry. Prepare 2 backgrounds to print on using water colours on printed maps.</p> <p>Lesson 2: Print at least 5 collagraphs onto a range of backgrounds. Apply different coloured paints with a brush and print onto various papers including those created in lesson 1.</p> <p>Lesson 3: Make a simple foam print block on your name (remember it needs to be backwards). Print name at printing station. Select 3 prints for display. Mount onto A3 maps. Join all the pieces together in reference to world record for the longest painting. Evaluate the work produced</p> |
| Milestones | <ul style="list-style-type: none"> • Respond to and develop ideas from starting points throughout the curriculum. • Explore information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Replicate some of the techniques used by artists, designers and cultures. • Create original pieces that are influenced by studies of others. • Use two or more colours. • Replicate patterns observed in natural or built environments. • Make collagraph printing blocks • Explore printing on different backgrounds. • Use art vocabulary to talk about the work of artists and work produced. |

YEAR 4

| TERM | SUMMER 1 |
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| Term Thread | All Change |
| EXPLORE' for ½ term (trip, visitor, experience) | Alderley Edge (Roman Mines) |
| Breadth of Study | ART TEXTILES 'World Weavings' |
| Threshold Concept | 1. Develop ideas 2. Master techniques 3. Take inspiration from artists |
| Key Person /People | Michael Brennand Wood, Aditi Patwari, Toshiko Horiuchi-Macadam, Judith Scott, Faig Ahmed and Ibrahim Mahama. |
| LINK | Woven fabrics had been in use in Britain since the Bronze Age. By the time of the Saxons and Viking living in England fine cloth was made on looms. Britain has changed over the past millenniums due to people migrating and bringing different ideas and technologies with them from other parts and cultures around the world. We are going to celebrate these changes and Britain becoming a multicultural country, in our art through a textiles project. We will work as artists to create work celebrating the coming together of different cultures using textiles and specifically weaving. |
| No. of lessons | 3 |
| UNIT CONTENT | <p style="text-align: center;">Development of Knowledge and Skills</p> <p style="text-align: center;">Exploring textiles techniques combining threads, textiles, cardboard and papers. cultures and community collaboration</p> <p>Lesson 1: Introduction to a range of textile artists including Michael Brennand Wood, Aditi Patwari, Toshiko Horiuchi-Macadam, Judith Scott, Faig Ahmed and Ibrahim Mahama. Wrapping exercise inspired by Judith Scott. 'Binding us Together' which is then displayed as an example of 'yarn bombing'.</p> <p>Lesson 2: Weaving-Basic weaving techniques using papers. Making a piece called 'Weaving Us Together' exploring multi-cultural UK. A photocopy of the Union flag used as the waft and paper copies of traditional textiles from around the world applied as the weave. Inspired by Ibrahim Mahama.</p> <p>Lesson 3: Joining papers with threads and making webs inspired by Aditi Patwari, Ibrahim Mahama and Toshiko Horiuchi- Macadam- piece is called 'Stitch us Together'. Lay out work produced over the week. Discuss outcomes and processes and select pieces for the class portfolio.</p> |
| Milestones | <ul style="list-style-type: none"> • Respond to and develop ideas from starting points throughout the curriculum. • Explore information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Replicate some of the techniques used by artists, designers and cultures. • Create original pieces that are influenced by studies of others. • Shape and join traditional and non-traditional textiles materials. • Use basic cross stitch and running stitch as embellishment. • Explore weaving, binding and bead making techniques. • Use art vocabulary to talk about the work of artists and work produced. |

YEAR 4

| TERM | SUMMER 2 |
|---|--|
| Term Thread | All Change |
| 'EXPLORE' IDEAS (visit, visitor, experience) | Saxon cook out Examples of changes of state with fire and cooking |
| Breadth of Study | ART TEXTILES 'World Weavings' |
| Threshold Concept | 1. Develop ideas 2. Master techniques 3. Take inspiration from artists |
| Key Person /People | Michael Brennand Wood, Aditi Patwari, Toshiko Horiuchi-Macadam, Judith Scott, Faig Ahmed and Ibrahim Mahama. |
| LINK | We have just had our Anglo-Saxon/ Viking feast. Our meal was a celebration of food cultures. Food is one major way different cultures can come together. Manchester is a city where over 200 languages are spoken. Each language represents different cultures coming together from all over the world to our multi-cultural city. We are going to complete our terms work exploring change by working as Artists. We will work as textile artists to weave together the many cultures and communities that have come to Britain and Manchester from all over the world due to migration. |
| No. of lessons | 3 |
| UNIT CONTENT | <p style="text-align: center;">Application of Knowledge and Skills</p> <p style="text-align: center;">Creating original textiles and paper pieces celebrating and combining cultures and community collaboration</p> <p>Lesson 1: Revisit work and artists from last half term. Using visual aids and combination of the techniques explored, design a sculptural textiles piece celebrating multiculturalism.</p> <p>Lesson 2: Using spills, threads, papers (photocopies of traditional fabrics from around the world including (India, Pakistan, West Africa, Somalia, Romania, China etc) Begin to create a woven/wrapped textiles piece inspired by the artists and multi-cultural Manchester. Complete the frame-work structure.</p> <p>Lesson 3: Review, revise and complete textiles piece by adding weaving, stitching and paper beads Display, discuss and evaluate the work. Select pieces to go into class portfolio.</p> |
| Milestones | <ul style="list-style-type: none"> • Respond to and develop ideas from starting points throughout the curriculum. • Explore information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Replicate some of the techniques used by artists, designers and cultures. • Create original pieces that are influenced by studies of others. • Shape and join traditional and non-traditional textiles materials. • Use basic cross stitch and running stitch as embellishment. • Explore weaving, binding and bead making techniques. • Use art vocabulary to talk about the work of artists and work produced. |