

<u>Year Group: 4</u>		<u>Topic: Painting</u>	<u>Term: Autumn 1</u>	<u>Main Focus: Art</u>
<u>Rationale For Topic-</u> children have previously learned about the 3 primary colours and the secondary ones they create when mixed in Y2. Therefore, we are building on this to make them aware of different tones that could also create secondary colours. From this, the children will then use the colours to create emotions in their paintings.				
<u>Lesson Number</u>	<u>Learning Objective (s):</u>	<u>Success Criteria:</u>	<u>Brief outline / reasoning for sequence</u>	
1	LO: To use paint in different ways to build texture.	- I can confidently control the marks I make - I can use a colour wash and block colour - I can use layers to build texture.	Within this lesson children will have the opportunity to use the colour development they have used in previous years. This will enable them to control what colours they would like to use and how they would like to represent their ideas. Modelling of using a colour wash and using block colours will help children to see how you can use the same medium but in different ways.	
2	LO: To successfully use tones within colour to create mood and feeling.	- I can use a pencil to shade - I can use colours to express feelings - I understand that different colours mean different things to each person.	Although the children have begun to associate colours with emotions, it is important for the children to associate different tones with emotions too. For example, darker shades could portray fear or sadness, whereas lighter shades could represent clarity and happier times.	
3	LO: To use their sketchbooks to draw images inspired by an artist.	- I can sketch a setting - I can use different tones to draw the pictures	In this lesson, pupils will explore how artists use shape, line, and colour to express ideas. The class will begin by looking closely at the work of a chosen artist (e.g., Georgia O'Keeffe) and discussing what makes their style unique. Children will identify patterns, brushstrokes, or themes in the artwork, sharing what they notice and how it makes them feel. This will then lead into the other work they do later in the year and in 5 and 6.	

4	LO: To create mood in their paintings inspired by Georgia O'Keefe.	- I can develop awareness of shading with paint - I can present a piece of work with paint and tone - I understand that painting the setting with different tones shows emotions	This builds on their use of paint to associate emotions and mood with different colours. The children will be able to paint their setting representing the different emotions.
5	LO: To evaluate drawings and shading using annotations.	- I can explore changes - I can discuss where improvements could be made	The children need to develop their skills on evaluating their work. The need to see where they could make tweaks and then act upon them. Can they take peer assessment too and explain their own choice of colour and tone.
6 and 7	LO: To produce a final piece painting that encourages expression.	- I can define montage - I can bring together pieces of art to create a collection.	The children are to combine all of their skills to create a montage. The need to have a collection of little pictures that all link together to generate a collective picture.