

<b>Autumn Term Year 4 Exploring Still Life</b>		<b>Topic: Paint, Surface, Texture</b>		<b>Cultural Capital: Watch art videos online to increase access to places you are unable to visit. Visit local galleries, museums, crafts groups, artists.</b>		
<p><b><u>National Curriculum Objectives (KS2):</u></b>                  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:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>to know about great artists, architects and designers in history.</li> </ul>						
<b><u>Enquiry Question: How can we use drawing, painting and collage skills to create still life images?</u></b>						
<p><b>Previous Learning:</b>                  KS1:</p> <ul style="list-style-type: none"> <li>Introduced key drawing skills exploring line, shape, colour, form. Introduced key techniques such as painting and collage. Introduced simple observational drawing and focus.</li> </ul>						
<p><b>Future Learning (KS2):</b></p> <ul style="list-style-type: none"> <li>Continue to develop skills in learning to see, mark making, using various media, exploring line and colour, relationships between 2d and 3d shape, light and dark (tone).</li> </ul>						
<b>Lesson Theme</b>	<b>Retrieval</b>	<b>Learning Target:</b>	<b>Activity</b>	<b>Success Criteria</b>	<b>Vocabulary</b>	<b>Key Concepts</b>
Lesson 1: Traditional Still Life	What is still life?	To identify the qualities of still life paintings by traditional painters, and to respond in my sketchbook.	Pupils will become familiar with the term 'still life'. They will respond to the work of Cezanne by capturing elements of his paintings in their sketchbooks, focusing	I have explored the work of traditional artists who work within the still life genre.  I have felt able to express my thoughts about the other artists work and talk about the	Still Life, Genre, Traditional, Contemporary,  Objects, Arrangements, Composition, Viewfinder, Lighting,	That when artists make work in response to static objects around them it is called still life.  That still life has been a genre for

			<p>particularly on colour, line, and shape. Pupils will engage in a drawing exercise to help them see shapes / explore line and colour.</p>	<p>meanings of objects as artists present them.</p> <p>I can draw from observation and think about how I can use line, colour, shape, texture, form, and composition to make my artwork interesting.</p>	<p>Background, Foreground,</p> <p>Light, Dark, Tone, Shadow, Colour, Hue, Tint,</p>	<p>many hundreds of years and is still relevant today.</p> <p>That when artists work with still life they bring their own comments and meaning to the objects they portray.</p>
<p>Lesson 2: Contemporary Still Life</p>	<p>How does contemporary still life compare to traditional still life?</p>	<p>To explore contemporary still life and respond by making visual notes in my sketchbook.</p>	<p>Pupils will explore a variety of contemporary artists who study still life in different forms. They will respond verbally in class discussion. Pupils will compare contemporary work with the work of Dutch and Flemish 16<sup>th</sup> Century artists. They will record and reflect throughout in their sketchbooks.</p>	<p>I have explored the work of traditional and contemporary artists who work within the still life genre.</p> <p>I can use my sketchbook to make visual notes, record and reflect.</p> <p>I have felt able to express my thoughts about the other artists work and talk about the meanings of objects as artists present them.</p>		<p>That still life has been a genre for many hundreds of years and is still relevant today.</p> <p>That when artists work with still life they bring their own comments and meaning to the objects they portray.</p>
<p>Lesson 3 &amp; 4 &amp; 5: Create your own Still Life</p>	<p>How can I make my own still life artwork?</p>	<p>To create my own still life artwork exploring, colour, line and texture.</p>	<p>Pupils will create their own still life artworks.</p> <p>Option 1: Pupils will use collage to create their still life artwork. They will paint their own sheets of paper, thinking about line, colour, and texture to use in their collage.</p> <p>Option 2: Pupils will arrange and</p>	<p>I can draw from observation and think about how I can use line, colour, form, and composition to make my artwork more interesting.</p>	<p>Elements, Pattern, Texture, Colour, Relationship, Mark Making, Appearance, 2D, 3D,</p>	<p>That we can make a still life creative response in many media: drawing, painting, collage, relief...</p> <p>That we can use line, shape, colour, texture, and form to give meaning to our work, and explore composition, foreground,</p>

			<p>photograph their own still life compositions before taking them into paint. They will consider colour, line and texture throughout the process.</p> <p>Option 3: Pupils will work with clay to create fruit tiles. They will gain skills in working with clay as a resistant material, resulting in an exploration of texture, mark making, colour and composition.</p> <p>Option 4: Pupils will work with ink and cardboard to create powerful 3d graphic images. Pupils will engage in exercises such as continuous line drawings and thoughtful mark making before moving onto their still life.</p>			background, and negative space.
Lesson 6: Share, Reflect, Discuss	How can I reflect on my work?	To display the work made through the half term and reflect on the outcomes.	Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.	I can present and share my artwork and explain how my sketchbook work helped to build my knowledge and skills towards a final piece.	Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	That when we reflect on our own work and the work of others, we think about what we are good at and what we might do differently next time.

**Learning Outside of the Classroom?**

- Explore the local environment to collect objects for your still life. Explore local shops and use photography to capture “still lifes”.

**Cross Curricular Opportunity:**

- **History:** Depict objects related to your chosen ancient civilisation topic or even arrange for a museum handling collection to visit your school.
- **Maths:** 2D and 3D shapes, Pattern (on object).
- **Science:** Plants, trees and flowers, rocks and fossils, light and shadow (explore all of these through your still life arrangement).

**Impact/Assessment**

- Monitored by sketchbook work, one to one or small group conversation, whole class discussion, final outcome.
- Identify any personal challenges preventing meeting “I Can” statements
- Identify any weaknesses common to many in class which might help identify areas you need to focus on again as a teacher.
- Identify areas of particular strength which might benefit from being developed.
- No grades to be applied, no learning objectives in the sketchbooks, no teacher marking in sketchbooks.