

Year 4 Term 3

## Should we trust our first impressions?

### ART & DESIGN



Ria Hill's method is conventional, working from hard to soft pastels in layers, focusing on still life. Childe Hassam used pastels across a range of different pieces of artwork, such as still life, landscape etc.

Consider how are the artists using the mediums differently? What is the result?

Use line to create tone, light and shade to create form and make things appear 3D.

Create texture and pattern through blending and cross-hatching, introducing pastels.

#### Long-term Memory Knowledge:

Use the language of the elements of art (line, tone, colour, shape, form, space and texture) to talk about the effects created in known artwork.

Understand what makes a landscape a landscape or a self-portrait a self-portrait, etc. finding similarities between examples from different art forms.

Recognise artwork by Ria Hills and Childe Hassam; be able to talk about the similarities and differences between them.

Use lines and shading to create form and make the image on the page appear 3D.

Use blending and cross-hatching to create texture and pattern with pastels.

#### Key Vocabulary

<b>layering</b>	putting one colour on top of another, creating a third
<b>blending</b>	mixing two colours together on the page so that the colours transition from one to other and combines to create a new colour in between

<b>smudging</b>	a shading technique: marks are made on the paper then rubbed with a finger or cloth to blur the line boundaries, creating a softer finish
<b>perspective</b>	making something that has two dimensions on paper look as though it has three

#### Progression in Resources:

Pastels  
paper  
pencils  
still life objects

#### Relevance

<b>Now</b>	Children know that art can provoke feelings and emotions; they broaden their understanding of how art can be created and have the opportunity to develop skills in an area that may be of interest; they are introduced to some of the effects pastels can have and how they can be used effectively.
<b>Future</b>	Children appreciate a range of art and talk with confidence about their opinion; they can use techniques to create their own pieces of art, either to share or for personal use.
<b>Aspiration</b>	Children become a commercial artist or designer or enjoy art for pleasure. They may design greetings cards, wallpaper, fabric patterns which could be for personal use within the home or as a career.

#### National Curriculum Links:

Create sketch books to record their observations and use them to review and revisit ideas.

Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].

Learn about great artists, architects and designers in history.

#### Essential Prior Learning:

Children have used charcoal for drawing, as well as pencils.

Create light and dark areas in the same image by blending.

Use lines and dots to begin to create texture in drawings.

#### Progression in Skill:

Provide opinions on art, considering how the artist used the elements of art – line, tone, colour, shape, form, space and texture to create effects.

Consider how different forms of art can be so different yet still considered landscapes/still life/self-portraits, etc.