



Banks Road Primary School



YEAR GROUP	Year 4	SUBJECT	Art – PAINTING Still life	TERM	Spring
MEDIUM TERM PLAN National Curriculum STUDY	Pupil should be taught: <ul style="list-style-type: none"> To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art. To improve their mastery of art and design techniques, including painting. Use the sketchbook to make observations and preparatory drawings. About great artists. 				
PREVIOUS LEARNING (What should they already know)	<ul style="list-style-type: none"> They have used a range of painting tools and techniques and have previously used watercolours. Developing an awareness of composition, scale and proportion in paintings e.g. foreground, middle ground and background. They have previously created a colour palette, mixing colour shades and tones and matched colours to create atmosphere and light effects. They can name artists including Romero Britto, Diane Bleck, Monet, Van Gogh and have experimented with different styles that artists have used. 				
END POINTS, SKILLS & KNOWLEDGE (What the children should know at the end of the unit.)	<ul style="list-style-type: none"> An understanding of how Cezanne produced art in the past and understand the influence and impact of his methods and styles on art today. Children to understand still life art is an arrangement of objects to create a visually interesting composition for painting. Children to understand that objects in a still life painting could be natural items such as fruit or flowers, or <i>manufactured</i> objects like vases or bottles, but they are things that do not move. Children to understand still life art uses different techniques, colours and tones to create a 3D effect. Sketches are not the finished article. Replicate the style of Paul Cézanne by mixing four secondary colours as he did and using the same brushstroke techniques - short, angular strokes, painting in various directions. Use line, shape, colour, texture, and form to help give meaning to work, and explore composition, foreground, background, and negative space. Use light, medium and dark tones to make the drawing look three dimensional. Use key vocabulary to demonstrate knowledge and understanding in painting, e.g. blend, mix, line, tone, shape, abstract, colour. 				
RETRIEVAL VOCABULARY	Post-Impressionism, Tone, Composition, Palette, Cross Hatching, Hatching				
NEW VOCABULARY	Form, Modulation, Orthogonal Line, Perspective, Still Life , Vanishing Point, Variegated Wash.				

IMPLEMENTATION			
	LEARNING OUTCOME	NEW LEARNING/KNOWLEDGE	END POINT
LESSON 1	I can research and find out about the life and work of Paul Cezanne and the influence he had on future artists.	<p>Warm up: Hats on the horizon (Perspective)</p> <p>Main Activity: Artist Study:</p>  <p>Talk about Cezanne and the kind of artist he was.</p> <p>Cézanne was a French painter who is now recognized as the most significant influence on 20th-century formal abstraction in painting. Picasso declared that he was “the father of us all.” Cézanne looked at natural objects and landscapes and saw them as a collection of geometric shapes.</p> <ul style="list-style-type: none"> • Paul Cézanne was a French artist. He was born in 1839 in Provence, France and died in 1906. He is well-known for the still life paintings he made. • Paul Cézanne was considered the Father of Modern Painting. He laid the foundations for the shift from late 19th century Impressionism to early 20th-century Cubism. • Later artists were influenced by Cézanne’s representation of nature through his use of: <ul style="list-style-type: none"> ○ geometry (creating forms using points, lines, shapes and space); and ○ perspective (viewing objects from different angles). • Still life art is an arrangement of objects to create a visually interesting composition for painting. • Objects in a still life painting could be natural items such as fruit or flowers, or <i>manufactured</i> objects like vases or bottles, but they are things that do not move. • Post-Impressionist artists emphasised geometric shapes when they put the composition of their paintings together. 	Understand how artists produced art in the past and understand the influence and impact of their methods and styles on art today.

		<ul style="list-style-type: none"> • Cezanne would treat nature by means of the cylinder, the sphere, the cone, with everything put in perspective so that each side of an object or a plane is directed toward a central point. • Still life has been a genre for many hundreds of years, and is it still relevant today. <p>Discuss what an impressionist is? Bridge late 18th century and early 19th century Other French impressionist painters – which other artists were about at his time? What is he famous for? Gauguin – similar artist He apparently hated Van Gogh! Cezanne was famous for still life art. What do we mean by still life? Composition - Why are we place things where we place them?</p>	
<p>LESSON 2</p>	<p>I can use the sketchbook to make gesture drawings.</p> <p>I can sketch ideas for a still life study and draw with attention to form line and layout.</p>	 <p>Warm up: Draw a page of S shapes and the turn as many ‘S’ shapes as possible into a picture.</p> <p>Main Activity: Talk about composition. (The way objects/images are laid out on a page or canvas) Create a Gesture drawing – 2-minute drawing – things on a table (collection of items – different objects on group tables) Use felt tips or pencils – start light and go over with darker colours. Create an impression of what you see. Which bits have you got right? Would you do again? Have a second attempt following evaluation? Move to different angles to draw. 3 mins to draw pictures.</p>	<p>Use pens and pencils to represent still-life.</p> <p>Know that sketches are not the finished article and can do several attempts.</p>
<p>LESSON 3 & 4</p>	<p>I can replicate the style of Paul Cézanne by mixing four secondary colours as he did and using the same brushstroke techniques - short, angular strokes, painting in various directions.</p>	<p>Warm up: Take a line for a walk and add cross-hatching into sections.</p> <p>Lesson 3 main activity: How to use water colours. The Very FIRST Watercolor Lesson for Beginners Watercolor Painting for Beginners - Lesson 1</p> 	<p>Use line, shape, colour, texture, and form to help give meaning to work, and explore composition, foreground, background, and negative space. Use light, medium and dark tones to make the</p>

		<p>Outline of still life set up in earthy colour:</p> <p>Lesson 4 main activity: Use watercolours to paint in the style of Cezanne using earthy colours. Model the mixing of earthy colours and using the short, angular brushstrokes, painting in various directions. Children to do simple shapes e.g. fruit. Sketch with paint brush first. Do outline and background. Where's the light coming from? Add in the shadow. Painting in the style and layering paint. Seeing definition by adding in shadow. Outline in black using watercolour.</p> 	<p>drawing look three dimensional.</p>
<p>LESSON 5 & 6</p>	<p>I can replicate the styles of Cezanne and apply the techniques I have learnt.</p>	<p>Warm up activity: Curved lines in a box Main Activity: To continue their own composition in a group. When placing objects in an arrangement. They should ensure that:</p> <ul style="list-style-type: none"> • The objects can all be seen. • The objects all overlap slightly, making them appear as one body. • No single object entirely dominates the composition. • Use a view finder to map out chosen composition. <p>Do a sketch first? Choose what they want to look at Gesture drawings Continue to use earthy colours. Sketch it out – pencil. Sketch it out in paint.</p> 	<p>Experiment with different styles that artists have used.</p>