

Raffles International School Long Term Plan
Art and Design 2017 – 2018
Year 4

Week & Unit	Skills & Concepts	Suggested Activities	Resources	Assessment
Term 1				
Week 1 5 th Sep – 7 th Sep	Draw out your name Create a mind map of your interests and hobbies	Classroom rules, expectations and routines Name activity – getting to know the students	Colour pencils Markers Paper Pencils	Teacher assessment – formative Questions and answers
Week 2 10 th Sep – 14 th Sep Week 3 17 th Sep – 21 st Sep Formal Elements Introduction	Recall formal elements of art (color, line, shape, form, texture, tone space, form, pattern) Incorporate formal elements into design work To explain each element in their own words	Introduction to formal elements of art - Class discussion on formal elements of art through PowerPoint (color, line, shape, texture, tone, pattern) Students will explore a variety of formal elements to produce a brainstorm of ideas which will be reflected in their final project/s Students will define and draw each element in their own style	PowerPoint Examples of work Drawing paper Pencils Erasers Markers Colored pencils Fine liners	Observation Questions and answers One to one Assessment Peer assessment Teacher assessment – formative Final Evaluation (self-assessment)
Week 4 24 th Sep – 28 th Sep Week 5 1 st Oct - 5 th Oct Baseline Testing	Observational drawing assessment	Use formal elements of art and design to draw a still-life composition	Powerpoint Paper Pencils Erasers Visual images for starting points	Observation Questions and answers One to one Assessment Peer assessment Teacher assessment – formative Final Evaluation (self-assessment)
Week 6 8 th Oct– 12 th Oct Week 7 15 th Oct – 19 th Oct Week 8 22 nd Oct – 26 th Oct Unit 1 Formal Elements Final Project	Incorporate formal elements into design work	In the unit, students will create an abstract drawing using different types of line and shape. They will apply further detail to create background using lines, colour, tone, texture and pattern.	PowerPoint Examples of work Drawing paper Pencils Erasers Markers Colored pencils Fine liners	Observation Questions and answers One to one Assessment Peer assessment Teacher assessment – formative Final Evaluation (self-assessment)
Half Term Week 9 29th Oct – 2nd Nov				
Week 10 5 th Nov – 9 th Nov Unit 1 (to be continued) Formal Elements Final Project	Incorporate formal elements into design work	In the unit, students will create an abstract drawing using different types of line and shape. They will apply further detail to create background using lines, colour, tone, texture and pattern.	PowerPoint Examples of work Drawing paper Pencils Erasers Markers Colored pencils Fine liners	Observation Questions and answers One to one Assessment Peer assessment Teacher assessment – formative Final Evaluation (self-assessment)
Week 11 12 th Nov – 16 th Nov Week 12 19 th Nov – 23 rd Nov	Recognise the importance of National Day in the UAE Explain the meaning of majlis and what it is used for within the UAE	Students will learn about the importance of UAE National Day and create art work inspired by key icons of the emirates. This lesson provides students with an opportunity to observe the formal	A3 paper A4 paper Erasers Black markers Markers Tempera paints	Observation Questions and answers One to one Assessment Peer assessment Teacher assessment – formative

<p>Week 13 26th Nov – 30th Nov</p> <p>Week 14 3rd Dec – 7th Dec</p> <p>Week 15 10th Dec – 14th Dec</p> <p>Unit 2 National Day Arabic Patterns</p>	<p>Observe and identify various shapes and designs found within the majlis patterns</p> <p>Create an abstract pattern inspired by the majlis and show a popular culture icon of the UAE in the centre</p>	<p>elements (line, shape, colour, tone and pattern found in an Arabic Majlis and draw a variety of geometrical patterns and designs onto the background. In the centre of their paper, they will learn to create a colourful drawing of popular icons/building of the UAE.</p>	<p>Pencils Paint brushes Fine liners Rulers Water containers Images of the UAE Majlis patterns</p>	<p>Final Evaluation (self-assessment)</p>
<p>Winter Break Week 16, 17, 18 17th December – 6th January 2018</p>				
<p>Term 2</p>				
<p>Week 19 7th Jan – 11th Jan</p> <p>Week 20 14th Jan – 18th Jan</p> <p>Week 21 21st Jan – 25th Jan</p> <p>Week 22 28th Jan – 1st Feb</p> <p>Week 23 4th Feb – 8th Feb</p> <p>Unit 3 Printmaking Chameleon</p>	<p>Understand what is printmaking</p> <p>Become familiar with the life and works of artist Albrecht Durer</p> <p>Transfer original chameleon drawing to tracing paper and then onto polyboard</p> <p>Create a polyboard print using a range of markmaking techniques</p> <p>Use collage techniques to make a selection of printing surfaces</p> <p>Use printing inks to print</p> <p>Experiment with colour mixing and printing techniques</p>	<p>In this unit of work students will learn to create multiple images of chameleons using the process of printmaking. Students will start by drawing from secondary observation, this will then be traced and transferred onto a printing plate (polyboard) and etched into using a pointed tool. The printing plate will then be printed onto collaged paper created by the students in a variety of materials. Throughout this unit students will revise prior learning of formal elements of art and apply these to both their drawing, collage and their final prints. They will also learn about printmaking artist Albrecht Durer who demonstrates intricate patterns in his work. Students will explore his artwork to inspire ideas for their drawings and prints.</p>	<p>Pencils Erasers Tracing paper Polyboard Images of fruit Glue Scissors Variety of paper and card Printing inks (Student polyboards and abstract backgrounds) Rollers, Trays Newspaper, Tissue paper</p>	<p>Observation Questions and answers One to one Assessment Peer assessment Teacher assessment – formative Final Evaluation (self-assessment)</p>
<p>Half Term Week 24 11th Feb – 15th Feb</p>				
<p>Week 25 18th Feb – 22nd Feb</p> <p>Week 26 25th Feb – 1st Mar</p> <p>Week 27 4th Mar – 8th Mar</p> <p>Week 28 11th Mar – 15th Mar</p> <p>Week 29 18th – 22nd Mar</p> <p>Unit 4</p>	<p>Become familiar with the life and works of artist Rene Magritte</p> <p>Define Surrealism and discuss the beliefs/principles behind it.</p> <p>Draw a fruit/object from first or second hand observation using formal elements</p> <p>Show tonal highlights and</p>	<p>Students will learn about Rene Magritte and his Surrealist style. They will analyse the painting “The Son of Man” and create their own portraits with an observational drawing of an object/fruit of their choice in front of their face.</p>	<p>PowerPoint Fruit pictures Background pictures 4 examples of artwork by Rene Magritte Pencils Paint brushes Erasers Water pots A3 card / paper Fine liners</p>	<p>Observation Questions and answers One to one Assessment Peer assessment Teacher assessment – formative Final Evaluation (self-assessment)</p>

Magritte Portraits	shadows within their fruit drawing to make it look realistic Create artwork inspired by the painting “The Son of Man”			
---------------------------	--	--	--	--

Spring Break Week 30, 31 25th Mar – 7th Apr				
--	--	--	--	--

Term 3				
---------------	--	--	--	--

Week 32 8 th Apr – 12 th Apr Week 33 15 th Apr – 19 th Apr Week 34 22 nd Apr – 26 th Apr Unit 4 (to be continued) Magritte Portraits	Become familiar with the life and works of artist Rene Magritte Define Surrealism and discuss the beliefs/principles behind it. Draw a fruit/object from first or second hand observation using formal elements Show tonal highlights and shadows within their fruit drawing to make it look realistic Create artwork inspired by the painting “The Son of Man”	Students will learn about Rene Magritte and his Surrealist style. They will analyse the painting “The Son of Man” and create their own portraits with an observational drawing of an object/fruit of their choice in front of their face.	PowerPoint Fruit pictures Background pictures 4 examples of artwork by Rene Magritte Pencils Paint brushes Erasers Water pots A3 card / paper Fine liners	Observation Questions and answers One to one Assessment Peer assessment Teacher assessment – formative Final Evaluation (self-assessment)
---	---	---	--	--

Week 35 29 th Apr – 3 rd May Week 36 6 th May – 10 th May Week 37 13 th May – 17 th May Week 38 20 th May – 24 th May Week 39 27 th May – 31 st May Week 40 3 rd Jun – 7 th Jun Week 41 10 th Jun – 14 th Jun Unit 5 Chameleons	Become familiar with the life and works of artist Tim Jeffs Be able to draw a chameleon using basic shapes Add patterns using line and shape to the chameleon’s body Design an abstract or realistic background Use ink to apply colour and add detail	In this unit, students will become familiar with the life and works of artist Tim Jeffs. They will view examples of his work and discuss his use of formal elements and subject matter. Students will then learn key facts about chameleons and produce an observational drawing of a chameleon by breaking the shape of its body down into simple geometric shapes. They will draw patterns on the chameleon’s body and compose an abstract or realistic background design. Finally, they will use mixed media (oil pastels and batik inks) to add colour.	Visual images of chameleons Pencils Paint brushes Erasers Water pots A3 card / paper Inks Pastels Fine liners	Observation Questions and answers One to one Assessment Peer assessment Teacher assessment – formative Final Evaluation (self-assessment)
--	--	---	---	--

Week 42 17 th Jun – 21 st Jun Week 43 24 th Jun – 28 th Jun	Create art folders Organize work into folders Decorate folders	Students will appreciate and re-cap the work they have done during the year. They will have the opportunity to add finishing touches to their work and/or	Folders Markers Colour pencils	N/A
--	--	---	--------------------------------------	-----

<p>Week 44 1st July – 5th July</p> <p>Extension Unit Completing unfinished projects, making art folders and distribution of student work</p>		<p>complete any unfinished work and take their artwork home.</p>		
--	--	--	--	--