

## Art Medium Term Plan (Year 4) **September 2021 Version 2**

- **NC POS:** To learn about great artists in history and compare the similarities and differences making links to their own work.

### **Concept: Painting – William Turner**

**Key vocabulary:** William Turner, Influential, Watercolourist, Abstract, Complimentary colours, Emotion, Observational, Critique

**Prior learning:** Use of water colours, mixing and blending, primary, secondary and tertiary colours, sketching.

### **Core knowledge: In depth study**

#### **Who was William Turner and where was he from?**

- Who was William Turner?
- Why is he famous?
- What can we find out about his life?
- What is his most significant piece of art?
- What type of art is he famous for? Is this similar to any other artists?
- What type of things did he used to paint?
- How is he similar/different to L.S Lowry and Georgia O'Keefe
- Children need to recognise that he focuses mainly on abstract art – can they explain what this means?

#### **Examining the artwork of William Turner**

- Can they examine the artwork of William Turner?
- Can they comment on the use of colour, patterns, shape and line?
- Do the paintings represent anything?
- How do you think he would have felt when he painted this? What can the colours suggest?
- Can they identify the form, process, mood and content of each painting?
- Can they begin to critique the artwork focusing on what they like/dislike and why? (You may want to exhibit some of Turner's artwork around the classroom and create a mini-exhibition for children to walk around)
- Why was he known as 'the painter of light'? How did he use his colours effectively?
- Can they compare any of his paintings to the work of other artists focusing on the similarities and differences?
- Which painting evokes an emotion from the children? Which one makes them feel scared/worried/excited/relaxed and why?

#### **Finding complimentary colours**

- Can they use the colour wheel to find complimentary colours?
- Can they experiment mixing and blending with complimentary colours?
- Can they create a complimentary colours grid?

#### **Mixing different tones of colour using water colour paints**

- Do they recognise that Turner often used water colours in his paintings?
- Can they make a variety of different tones by adding white?
- Can they investigate the colours and shades that can be made using blue, red and yellow?
- Can they create primary, secondary and tertiary colours using water colours?
- Can they use water colours to extend part of a Turner painting? (The Fighter Temeraire)
- Which colours have they used and why?

### **Using water colour and shapes to show emotions**

- Can they confidently name warm and cold colours?
- Can they identify how Turner would show his emotions through the use of colours?
- How can they use shape and lines to portray emotions? Zig zags, harsh lines, curved lines and soft strokes.
- Can they experiment by creating their own 'Express yourself painting' by using warm and cold colours and by mixing water colours?

### **Observational drawing**

- Can children go outside and sketch an image of the sky? Can they think about the colours that they could use for the sky?
- Explain how Turner often used to paint the sky as he found this an easy way to portray how he was feeling. Discuss the difference between grey clouds and white clouds.
- Can they paint their own observational painting? Can they sketch the sky and use a range of water colours to portray emotions/feelings?

### **Creating their own abstract piece of artwork inspired by William Turner**

- Can they use and mix water colours to portray their own emotions?
- Can they use a range of lines and shapes?
- Can they use the observational drawing technique?
- Do they understand that abstract paintings are not always clear but mainly focus on the effect of colour?
- Can they evaluate and compare their own abstract painting and compare it to the work of William Turner and L.S Lowry. What is similar and what is different?
- You may want to create a new exhibit similar to at the beginning of the topic but this time evidence the children's work for each other to praise and critique.

### **Wider influences- Worth being familiar with**

How does his work contribute to the culture, wealth and creativity of our nation? – Could you visit the Tate gallery to view his work? His relationship with L.S Lowry.

### **Enduring understanding**

- Understand who William Turner was and the impact on our locality.
- Evaluate how William Turner is similar/different to L.S Lowry and Georgia O'Keefe.
- Examine William Turners artwork focusing on the use of colour, patterns, shape and line and begin to critique the artwork focusing on what they like/dislike and why.
- To identify complimentary colours and explore blending and mixing them
- Make different tones of colour
- Use colours, shapes and lines to convey moods and emotions
- Understand what observational drawing is and experiment with the techniques
- Use a range of materials and techniques to create their own observational, abstract painting.
- Evaluate and analyse creative works using the language of art, craft and design.
- Discuss the influence of Art on the culture, creativity and wealth of our nation.
- To use a range of materials to plan and create products.
- Record their observations using their sketchbooks and use them to review and revisit ideas.