




**Curriculum Coherence – Year 4 Art and DT**

Summer Art Skills – Printing – Hokusai’s Great Wave Resistant Materials – Earthquake building

Values: co-operation, understanding, respect

Prior Learning/Starting Point: Chn understand mixing colours. They may not have any experience of printing. They understand how pulleys work.

INTENT	IMPLEMENTATION	IMPACT
<p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>- Chn learn about Hokusai and his artwork.</li> <li>-Chn to understand about depth and texture.</li> <li>-Chn to understand colour choice and how it affects/represents mood.</li> <li>-Chn to try out a range of printing techniques (using a range of textured resources, block printing and styrofoam printing).</li> <li>-Chn create an image on 2paint (purple mash).</li> <li>-Chn understand what earthquakes are and what causes them.</li> <li>-Chn to understand structural architecture and design.</li> </ul>	<p><b>ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>• Chn to research Hokusai, his background and artwork.</li> <li>• Chn to offer opinions of his artwork.</li> <li>• Chn to understand how his prints/artwork were created.</li> <li>• Chn to experiment recreating a range of textures using print techniques.</li> <li>• Chn to colour match and choose appropriate shades.</li> <li>• Chn create their own version of Hokusai’s Great Wave.</li> <li>• Chn to create a print using 2paint on Purple Mash.</li> <li>• Chn to evaluate their artwork.</li> <li>• Chn to design a structure using a range of resources (e.g. Lego, spaghetti and sweets etc).</li> <li>• Chn to explore the impact of an earthquake on a building.</li> </ul>	<p><b>OUTCOMES</b></p> <p><b>PUPILS will know</b></p> <ul style="list-style-type: none"> <li>-Who Hokusai is and his style of work.</li> <li>-How Hokusai created his prints/artwork.</li> <li>-How different textures can be created using print techniques.</li> <li>-Why Hokusai chose his colour choices.</li> <li>-How earthquakes effect buildings and ways of life.</li> <li>-Which shapes are best used to make a secure structure.</li> </ul> <p><b>will be able to</b></p> <ul style="list-style-type: none"> <li>-Recreate an accurate representation of The Great Wave.</li> <li>-Apply their understanding of colour.</li> <li>-Choose suitable equipment and materials to create their own version of Hokusai’s wave.</li> <li>-Skillfully use a range of printing techniques.</li> <li>-Design and make a structure which could survive an earthquake.</li> </ul>
<p><b>VOCABULARY</b></p> <p>Mood, tint, tone and shade, texture, print, stencil, template, accuracy, print, block and wood print, styrofoam, indentation, depth</p> <p>Earthquake, shockwaves, ring of fire, structure, architecture</p> <p><b>ARTISTS</b></p> <p>Hokusai, Leonardo Da Vinci, Vincent Can Gogh, Linda Caverley, Molly Williams, William Morris, Gustav Klimt.</p>	<p><b>READING OPPORTUNITIES</b></p> 	<p><b>NC OBJECTIVES KS2:</b></p> <p>Chn 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. Chn 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> </ul> <p>about great artists, architects and designers in history.</p> <p>DT:</p> <ul style="list-style-type: none"> <li>• use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>• generate, develop, model and communicate their ideas through</li> </ul>

		<p>discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <ul style="list-style-type: none"> <li>• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>• select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> <li>• investigate and analyse a range of existing products</li> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>• understand how key events and individuals in design and technology have helped shape the world</li> <li>• apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>• understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> </ul>
<p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• Recreate texture.</li> <li>• Use a range of printing techniques.</li> <li>• Identify and draw the effect of light.</li> <li>• Accurate drawings of whole people including proportion and placement.</li> <li>• Work on a variety of scales.</li> <li>• Colour mixing and matching; tint, tone and shade.</li> <li>• Observe colours.</li> <li>• Choose suitable equipment for the task.</li> <li>• Use colour to reflect mood.</li> <li>• Explore which shapes make the strongest structure.</li> </ul>	<p><b>CHALLENGE:</b> Mixed ability groups could be used to encourage leadership opportunities. Challenge pupils to design their own Hokusai style artwork. Maybe move on to creating their own print which could be repeated.</p> <p><b>SUPPORT:</b> Mixed ability groups could be used to support low ability pupils.</p> <p><b>ASSESSMENT OPPORTUNITIES (AfL)</b></p> <p>Are pupils able to complete work safely?  Are pupils able to skillfully make a solid structure?  Are pupils able to design and make a product suitable to the brief?  Are pupils able to accurately create a printed artwork which honours Hokusai?</p>	<p><b>NEXT STEPS IN LEARNING</b></p> <p>-Effect of light on objects and people from different directions.  -Interpret the texture of a surface.  -Produce increasingly accurate drawings of people.  -Concept of perspective.  -Use stories, music, poems as stimuli.  -Explore the use of texture in colour.  -silk painting.</p>
<p><b>LINKS</b> Music - Japanese music to influence work.  History – historical artwork  Geography – Where Hokusai came from. Mt Fuji represented in his artwork. Tsunamis and natural disasters.</p>		
<p><b>SMSC</b></p>		

**Spiritual** – Explore creativity through product design • Explore emotions through design development • Reflection time to access own ideas • Use imagination in individual work and group work • Appreciation of beauty through discovery of materials and design

**Moral** – Encourage respect for others and their work • Work cooperatively • Encourage respect in classroom environment • Encourage respect for equipment • Promote trust • Encourage sustainability through recycling and Upcycling

**Social** – Promote a sense of community • Encourage independence and self-respect • Celebrate success with displays and exhibitions • Encourage group/class discussion • Promote group work and accept roles within a group

**Cultural** - Appreciate how culture influences design • Explore a range of materials and equipment used by different cultures • Gain inspiration through visiting exhibitions • Respect diversity of cultural values and beliefs