

Spring Term Year 4 Exploring Pattern	Topic: Print, Collage, Colour	Cultural Capital: Watch art videos online to increase access to places you are unable to visit. Visit local galleries, museums, crafts groups, artists.
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National Curriculum Objectives (KS2):

Pupils 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.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- 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]
- to know about great artists, architects and designers in history.

Enquiry Question: How can we work with pattern in a mindful way to create artwork which can be applied to many outcomes?

Previous Learning KS1

- Early exploration of simple pattern, introduction to colour and collage

Future Learning (KS2):

- Develop use of colour and applying it to 2d and 3d surfaces, Develop understanding of ways in which we use surface pattern in relation to design disciplines, i.e. fashion.

Lesson Theme	Retrieval	Learning Target:	Activity	Success Criteria	Vocabulary	Key Concepts
Lesson 1: Sensory drawing	How can I create pattern without drawing?	To expand what drawing and pattern can be by making a sensory drawing.	Pupils will relax into making a sensory drawing by making holes in a page with a sharp pencil and needle. They repetitive nature of the activity will encourage pupil to make decisions as	I can relax into a sensory drawing using a pencil, making marks on the page without having a predefined outcome. I have explored the work of an artist who creates artwork	Pattern, Sensory, Playful, Mindful, Exploratory, Point, Line, Rhythm, Shapes, Circles, Ovals, Curves Purpose, Decorative, Pleasing, Aesthetic,	That the act of making drawings can be mindful.

			they go to create a rhythmic piece. Pupils will discover an artist who explores patterns, signs and motifs that hold significance to her identity and will respond to her work in a class discussion.	inspired by pattern. I have thought about where we use pattern in our life to make our worlds brighter,		
Lesson 2: Sketchbook work	How can I devise my own rules to make a drawing?	To devise my own rules to help with making a drawing?	Pupils will devise their own process criteria to help them make drawings inspired by Sol Lewitt. Pupils will experiment with materials and colours to invent their own unique patterns. They will consider angles and mathematical terms such as "parallel". They will work in sketchbooks, collaborate, and discuss aims and outcomes.	I can work in my sketchbook to explore how I can make drawings inspired by "rules." I can generate lots of different types of patterns.	Generate, Explore, Experiment,	That we can use line, shape, and colour to create patterns.
Lesson 3 & 4 & 5: Pattern Exploration	How can I use colour, composition, and shape to make my own pattern?	To design my own pattern thinking about colour, composition, and shape.	Option 1: Pupils will become familiar with tessellations. They will invent their own shape that fits together repeatedly. Pupils will explore colour theory such as complimentary colours, and cold and warm colour. Option 2: Pupils will	I can make a tessellated design and think about colour and shape, exploring positive and negative shapes. I can explore the work of a surface pattern designer and make my own repeating pattern, exploring colour, shape, and composition.	Tessellated, Design, Colour, Negative, Positive Shapes, Surface Pattern, Repeating, Composition, Juxtaposition, Collage, Arrange Fold, Origami, Design,	That we can use folding, cutting and collage to help us create pattern. That we can create repeated patterns to apply to a range of products or outcomes.

			<p>explore the work of a surface pattern designer. They will use collage to make their own repeat pattern, thinking about colours and shapes, and the relationship between the components to create a balanced composition.</p> <p>Option 3: Pupils will fold paper and use pattern to make an object. They will explore colour, line, and shape to create patterns within their puzzle purse.</p> <p>* Pupils will reflect and makes notes about their decision making throughout all the options. Each option will include an exploration of an artist *</p>	<p>I can fold paper and use pattern to make an object which other people can respond to.</p>		
Lesson 6: Share, Reflect, Discuss	How can I reflect on my work?	To display the work made through the half term and reflect on the outcomes.	<p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion. They will take photos of their</p>	<p>I can present and share my work. I can reflect and share my thoughts with others. I can listen to the reflections of my classmates and feedback on their work.</p> <p>I can take photographs of my work.</p>	Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	That when we reflect on our own work and the work of others, we think about what we are good at and what we might do differently next time.

			work thinking about focus and light.			
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Learning Outside of the Classroom?

Cross Curricular Opportunity:

- **History:** Focus on patterns from your chosen ancient civilisation.
- **Maths:** Measuring, symmetry, tessellation/repeated patterns, orientation.
- **Science:** Look at patterns in the structure of fruits or plants, reflections and shadows.
- **Music:** Use music and sound when doing mindful drawing as part of this pathway.

Impact/Assessment

- Monitored by sketchbook work, one to one or small group conversation, whole class discussion, final outcome.
- Identify any personal challenges preventing meeting "I Can" statements
- Identify any weaknesses common to many in class which might help identify areas you need to focus on again as a teacher.
- Identify areas of particular strength which might benefit from being developed.
- No grades to be applied, no learning objectives in the sketchbooks, no teacher marking in sketchbooks.