
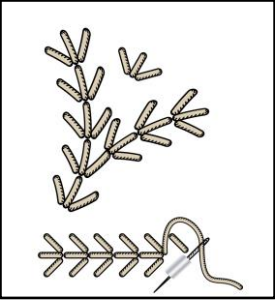


Year 4 Art: Creative Response Drawing and Textiles – Block F

- This is a one-week block.
- This block is set in the context of the CUSP Art Festival.
- The outline and structure of the block is as follows:

Lesson 1	Lesson 2	Lesson 3
Explanation of stimulus and reflection on the skills learnt	Response to stimulus and revisiting of skills	Applying knowledge, skills and techniques

Drawing and Textiles
Blocks A and C

At the end of this block, pupils will ...	
Know:	Be able to:
There are a series of steps in the creative process	Refer to previous knowledge and skills to make creative choices
Running stitches can be joined together to create a fern stitch	Apply and refine previously taught drawing and textile techniques

In this block, pupils will have the opportunity to reflect on the processes they have learnt in previous ones. They will make choices based on this, to form part of a whole school collaborative artwork. They will refine and improve their drawing and textile skills.

CUSP Art Long term sequence	Block A	Block B	Block C	Block D	Block E	Block F
Year 1	Drawing	Painting	Printmaking	Textiles	3D	Collage
Year 2	Drawing	Painting	Printmaking	Textiles & Collage	3D	Creative Response
Year 3	Drawing & Painting	Printmaking	Textiles & Collage	3D	Painting	Creative Response
Year 4	Drawing	Painting	Printmaking & Textiles	3D & Collage	Painting	Creative Response
Year 5	Drawing & Painting	Printmaking	Textiles & Collage	3D	Painting	Creative Response
Year 6	Drawing	Painting & Collage	Printmaking & Textiles	3D	Painting	Creative Response

Point of reference: Y4 Drawing and Textiles – Block F

Pupils will be able to:

- use fine control to draw details
- combine media to create texture



Prior Learning

- use cross-hatching to create shaded areas
- use a running stitch

CUSP Connections:

This block is set in the context of the CUSP Arts Festival. Aesop's fable *The Bundle of Sticks* and its key message that '*in unity there is strength*' provides the stimulus for the work. Outcomes from this stand-alone project can be used as a school's contribution to the Arts Festival.

Links to Literature:

The Bundle of Sticks by Aesop

Materials:

White embroidery thread, sewing needles, fabric scissors (to cut felt), A4 pieces of felt in shades of green (1 per pupil), white card stock (A4), brown pencil crayons or markers, pencils HB – 4B, white cartridge paper, sketchbooks, pictures of hands

Working Artistically

Shape	Line	Colour	Value	Form	Texture	Space
Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Artists use form when they create sculptures. These are 3D shapes.	Texture is the look and feel of a surface.	Space in artwork makes a flat image look like it has form.

Point of explanation:

Y4 Drawing and Textiles – Block F





Core Knowledge	Explanation
henna	Henna is a reddish-brown dye made from the powdered leaves of a tropical shrub, used to colour the hair and decorate the body.
symbolism	Symbolism relates to the use of symbols to represent ideas, especially in art and literature.
detail	Detail refers to the smaller parts of a picture, image or pattern.

Vocabulary	Definition
incubation	the third step in the creative process when ideas develop and grow
illumination	‘lightbulb’ moments when inspiration and creativity are transferred into a tangible result
transfer	to move something from one place to another

Link to video: https://vimeo.com/686249089/0a834ea894
<ul style="list-style-type: none"> • Explanation of the stimulus • Reflection on previously taught skills / techniques • Possible responses to the stimulus





Point of delivery:

Y4 Drawing and Textiles – Block F

Revisiting prior learning 	Taught content 	Point of practice 	Point of reflection 
<p>1. Drawing and Textiles (Blocks A and C)</p> <p>A variety of marks can be made by combining mediums</p> <p>Cross-hatching is a technique that can be used to create darker tones</p> <p>Contour lines are the outer edges of something: the outline of its shape or form</p> <p>Different grades of pencil can be used to achieve a range of shades and tones</p>	<p>Explain and discuss the steps involved in the creative process:</p> <ul style="list-style-type: none"> • preparation • incubation • illumination • evaluation • verification <p>Use natural objects as a stimulus for revisiting, practising and experimenting with drawing techniques</p> <p>Use line and tone to create detailed observational drawings of a hand</p> <p>Evaluate outcomes</p>	<p>Introduce and discuss the steps involved in the creative process. It is the process by which we generate new ideas and nurture them.</p> <p><u>Preparation</u> This step requires the gathering of ideas and reflecting on what has been done before. We draw upon past experiences in our long-term memory to generate new ideas and plan how we will move forward to put these ideas into practice.</p> <p><u>Incubation</u> This step requires time for the ideas to develop and grow as we explore materials and mediums.</p> <p><u>Illumination</u> (lightbulb moments) Through practical activity and experimentation, results are achieved; some are expected and some provoke a feeling of surprise, awe and wonder.</p> <p><u>Evaluation</u> This step requires time for reflection on choices made and decisions taken. When looking back at the original stimulus and our initial plans, we might ask ourselves whether our outcomes align with original ideas. This process involves self reflection and receiving feedback from others.</p> <p><u>Verification</u> At this completion point we share our results with others.</p> <p>Give pupils the opportunity to look back on their work, particularly from Blocks A and C. What do they recall about these activities? Can they explain to others what they did and the techniques they used? Through questioning and discussion, elicit pupils' understanding of the technical vocabulary introduced in these blocks and their ability to use this language in context.</p> <p>Provide pupils with images of hands and magnifiers and encourage them to observe details in their own hands. Using a variety of grades of pencil, pupils practise drawing their own hand, taking care to observe and recreate details, patterns, tones and shades. Remind pupils that a variety of tones and details can be achieved by:</p> <ul style="list-style-type: none"> • altering the pressure applied to the pencil or drawing tool. • using different grades of pencil. • using techniques such as stippling and cross-hatching. <p>Allow time for pupils to share their drawings and discuss and evaluate the techniques they have used.</p>	<p>Can identify and explain specific drawing techniques</p> <p>Can show an understanding of terms such as detail, tone, shade, cross-hatching and stippling</p> <p>Can use cross-hatching to create shaded areas</p> <p>Can vary the pressure they apply to a drawing tool in order to create a range of tones</p> <p>Can use line to express form and detail</p> <p>Can identify strengths and areas for development in their work</p>

Point of delivery:

Y4 Drawing and Textiles – Block F

Revisiting prior learning 	Taught content 	Point of practice 	Point of reflection 
<p>2. Different grades of pencil can be used to vary the definition of lines</p> <p>Different grades of pencil can be used to create a variety of tones</p> <p>Light and dark marks can be made by altering the pressure applied to a drawing tool</p>	<p>Observe traditional patterns and motifs used in henna designs and reference these when creating own designs</p> <p>Explain what henna is and its origins and uses</p> <p>Select appropriate drawing tools and techniques to create detailed patterns and designs</p> <p>Evaluate outcomes</p>	<p>Read the Aesop fable <i>The Bundle of Sticks</i> and introduce the key theme: 'In unity there is strength'. Challenge pupils to explain the meaning of this proverb and give examples from their own experiences.</p> <p>Look at examples of traditional henna designs and compare these to the traditional mandala patterns the pupils explored in Year 3. If possible, watch a video of a henna artist at work.</p> <p>Provide a variety of traditional Indian patterns such as paisley designs, ferns, orange blossom, acacia leaves etc. for pupils to reference. Give pupils the opportunity to make sketches from these examples and then use these to create their own henna patterns on a hand template.</p> <p>Pupils could use brown crayons, marker pens or ink to recreate the colours of henna.</p> <p>Allow time for pupils to share, discuss and evaluate their work and then complete Vocabulary Task 1.</p>	<p>Can identify and describe the motifs commonly found in traditional henna designs</p> <p>Can select drawing tools suitable for a specific purpose</p> <p>Can control drawing tools to produce fine details</p> <p>Can produce a design in keeping with a particular style</p> <p>Can identify strengths and areas for development in their work</p>

Questions for assessment



What is cross-hatching?

What is a contour line?

How can you make thick marks with a pencil?

How can you make fine, delicate lines with a pencil?

What did you find easy / difficult about drawing hands?

What are the common motifs in traditional henna designs?





Which type of drawing tool did you select and why?

How is your henna design similar / different to the examples you have studied?

How could you improve your work?

Point of delivery:

Y4 Drawing and Textiles – Block F

Revisiting prior learning 	Taught content 	Point of practice 	Point of reflection 
3. Make a running stitch	<p>Create an embroidered design based on traditional Indian patterns</p> <p>Use the fern stitch to add decorative detail</p> <p>Use running stitch to create shapes and patterns</p> <p>Evaluate results</p>	<p>Recap the henna designs created in the previous lesson and the key message for this unit, 'In unity there is strength'. Explain to pupils that they will make an embroidered felt hand, based on their henna patterns, which will be displayed as part of a whole-school artwork.</p> <p>Revisit the running stitch and demonstrate how this stitch can be developed to create a fern stitch. Provide pupils with small pieces of cardboard and instruct them to draw the outline of the fern stitch and then punch holes with a sharp pencil or darning needle to aid sewing.</p> <p>Demonstrate the fern stitch and allow time for pupils to practise this.</p> <p>Referring to their henna designs, pupils recreate these on a felt hand template, using running stitch and fern stitch. (Use shades of green only for Year 4.)</p> <p>Allow time for pupils to share their work once completed and to evaluate the results using the questions from Vocabulary Task 2 to guide their discussions.</p> <p>The embroidered hands will be added to the school tree or forest of trees. The leaves could be displayed randomly mixed in with other year groups, as a clump of colour or in the formation of a rainbow.</p>	<p>Can make stitches that are consistent in size</p> <p>Can use a fern stitch</p> <p>Can sew curved and straight lines</p> <p>Can maintain appropriate tension in stitches</p> <p>Can identify strengths and areas for development in their own work</p>

Questions for assessment

What happens if you make very large stitches?

How can you ensure there is contrast between the felt and the stitches?

Is it easier to stitch straight or curved lines?

What changes or improvements would you make to your work?

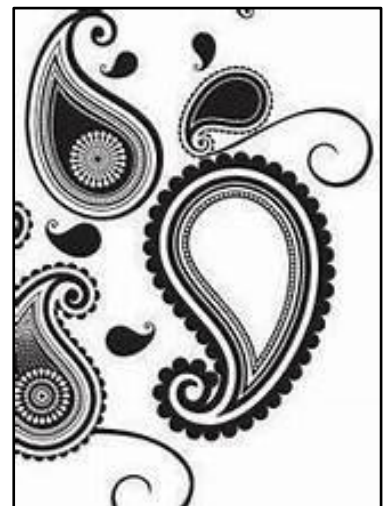
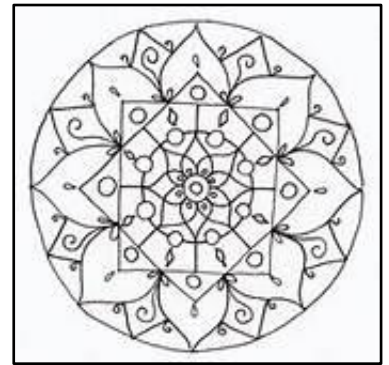
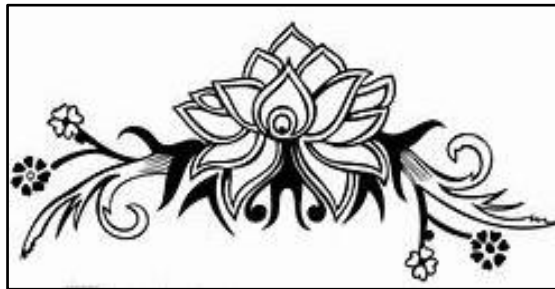
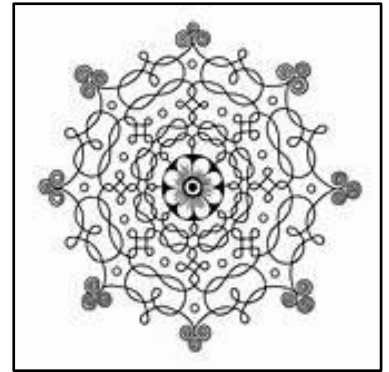
What is a fern stitch?

How have you included a fern stitch in your design?

Supporting Materials: Images of hands, Y4 Drawing and Textiles – Block F



Supporting Materials: Images of henna patterns, Y4 Drawing and Textiles – Block F



Oracy and Vocabulary: Y4 Drawing and Textiles – Block F

Task 1:

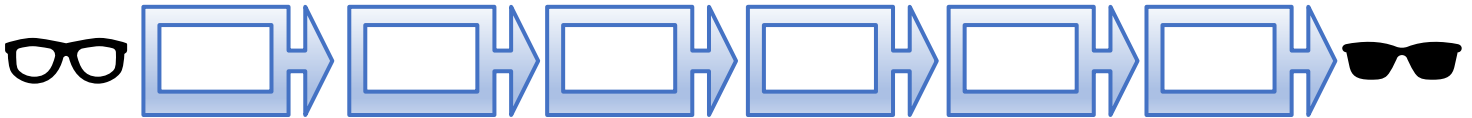
Use a thesaurus to help you find synonyms and antonyms for the given word.

Write five synonyms of *detailed*.

Write five antonyms of *detailed*.

Order these words from lightest to darkest.

shadowy inky faint dim ashen pale



Exploration:





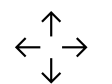



1. What is the effect on the overall design if you draw patterns very close together or very far apart?
2. Can you draw fine details and small patterns with any grade of pencil?


.....


Task 2:


Work with a partner and evaluate your embroidered hand by answering these questions.


<p>How do you feel about this activity?</p> <div style="display: flex; justify-content: space-around;">   </div>	<ol style="list-style-type: none"> 1. What did you find easy? 2. What did you find difficult about the activity? 3. What would have made the task easier? <div style="text-align: right;">  </div>
<p>Tell your partner about the part of your work you are most proud of and why.</p> <div style="text-align: right;">  </div>	
<p>Explain what you would do differently next time.</p> <div style="text-align: right;">  </div>	
<p>Look back in your sketchbook at the drawings you did in Block A. Explain how your drawing skills have improved. Which drawing skills do you feel you have mastered? Which drawing techniques would you like to improve?</p> <div style="text-align: right;">  </div>	

Vocabulary: Y4 Drawing and Textiles – Block F

OWN-it	Analyse 
Tick the correct word class for the word <i>illumination</i> .	
<input type="checkbox"/> verb	
<input type="checkbox"/> adjective	
<input type="checkbox"/> noun	
Underline the part of this word that means <i>together</i> or <i>alike</i> .	
symbol	
Change this word from a noun to a verb.	
incubation - _____	

KNOW-it	Define 						
Tick true or false.							
<i>Henna</i> is a natural dye.							
<input type="text" value="true"/> <input type="text" value="false"/>							
Tick the word that matches this description.							
a thing that represents or stands for something else							
<table border="1"><tr><td>picture</td><td></td><td>symbol</td><td></td><td>pattern</td><td></td></tr></table>		picture		symbol		pattern	
picture		symbol		pattern			
Explain what <i>incubation</i> means.							
<div></div>							

LINK-it	Connect 
Circle the word that is the odd one out.	
illumination inspiration	
misunderstanding	
Write two words that contain the root word <i>symbol</i> .	
<div></div>	
<div></div>	
Explain the term <i>lightbulb moment</i> .	
<div></div>	

USE-it	Use in context 
Tick the box if the word <i>illumination</i> has been used correctly in this sentence.	
The only <i>illumination</i> in the room came from a small, spluttering candle.	
<input type="checkbox"/>	
Write a sentence that includes these words:	
pattern henna traditional	
<div></div>	
<div></div>	
Use the word <i>transfer</i> in a sentence.	
<div></div>	
<div></div>	

Exemplification:

Y4 Drawing and Textiles – Block F

Collect images of leaves and look at real leaves noting details, shapes and patterns

Examine hands carefully using magnifiers

Collect photos and images of hands to refer to and note details on them

Make observational drawings of hands

Look at traditional henna designs and replicate them on a hand template

In Unity
there is strength...

- Watch a henna artist at work.
- Identify the types of marks made : ferns, leaves, paisley, sun, moon, flowers.
- Use shades of brown & practise mark making in sketch books.

- Practise making fern stitch.
- Use embroidery thread and cardstock with pre-made holes.

...ing there is strong

Revisit running stitch and use fern stitch to decorate a felt hand template

- Running stitch and fern stitch decorate a felt hand shape.
- Created in shades of green, these will be added to the school tree.