

Viewpoints : Art : Year 4

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To explore the visual aspects of dreams.	Children will think about what pictures they and others might see during dreams, then study and discuss some surrealist paintings. They may then either draw or describe dreams (either their own, or invented).	<ul style="list-style-type: none"> • Can children describe what dreams are like? • Can children make decisions about how their dreams are represented in images? • Can children create surrealist images? 	<ul style="list-style-type: none"> • Slides • Worksheet 1A/1B • Worksheet 1C (FSD? activity only)
Lesson 2	To collect visual information to help us develop our ideas.	Children will look at how objects appear different when viewed from different viewpoints, then either sketch, or photograph and annotate objects from a variety of viewpoints.	<ul style="list-style-type: none"> • Can children use a viewfinder to help them find unusual viewpoints? • Can children record observations about their environment through sketching or taking photographs? • Can children suggest ideas for how the environment could be used as a setting for a dream sequence? 	<ul style="list-style-type: none"> • Slides • Viewfinders • Worksheet 2A/2B • Digital cameras (FSD? activity only)
Lesson 3	To explore ideas about a dream story to be filmed or photographed.	Children will work together to devise dream-like sequences which can be sketched, photographed or filmed.	<ul style="list-style-type: none"> • Can children create a dreamlike story? • Can children create an annotated visual plan? • Can children think carefully about how their plan will translate into film or photograph? 	<ul style="list-style-type: none"> • Slides • Worksheet 3A/3B • Checklist • Challenge Questions • Task Sheet (FSD? activity only) • Large sheet of paper & A4 paper (FSD? activity only)
Lesson 4	To use digital media to create a dream sequence.	Children will photograph or film dream-like story sequences (devised in the previous lesson). They may then use a variety of software to create a finished dream sequence work of art.	<ul style="list-style-type: none"> • Can children follow their visual plans? • Can children experiment with digital cameras or camcorders to create the effects they want? • Can children upload digital media and doctor it to suit their purpose? 	<ul style="list-style-type: none"> • Slides • Completed visual plans from Lesson 3 • Digital cameras/camcorders • Large sheets of paper (FSD? activity only)
Lesson 5	To be able to interpret an image using printing.	Children will learn about techniques used to print images, then create their own printing blocks to use when creating their own works of art.	<ul style="list-style-type: none"> • Can children design a print from an original image? • Can children experiment with different printing techniques to create different effects? • Can children recreate an image from a different viewpoint? 	<ul style="list-style-type: none"> • Slides • Card • Scissors and glue • Paints or printing inks • Press print sheets (FSD? activity only) • Instruments, e.g. cocktail sticks (FSD? activity only)
Lesson 6	To be able to modify and improve your designs and prints.	Children will revisit works of art they have made previously, identifying ways in which they might be improved. They will then recreate their art works, implementing these improvements.	<ul style="list-style-type: none"> • Can children suggest ways in which they could improve their work? • Can children modify and improve their designs? • Can children evaluate their work? 	<ul style="list-style-type: none"> • Slides • Finished prints from Lesson 5 • Card • Scissors and glue • Paints or printing inks • Press print sheets (FSD? activity only) • Instruments, e.g. cocktail sticks (FSD? activity only)