

Art

Form Year 4

National curriculum

- 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 learn about great artists, architects and designers in history.

Knowledge and Skills – Year 4

Sticky Knowledge

- Most of Mayans masks were symbols of their gods.
- Masks were worn by soldiers and leaders during battle. They would be buried in their masks because they believed that it would help the spirits identify them.
- Masks were also worn for festivals, ceremonies and storytelling.

Art Skills

Exploring and Developing Ideas

- Explore the role and purposes of artists, crafts people and designers working in different times and cultures.
- Question and make thoughtful observations about starting points and select ideas to use in their work

3D Form

- Make constructions that require cutting, bending and sticking of cardboard, paper
- Use an armature to support modelling.
- Papier mache over simple moulds.
- Explore pattern, line, texture and shape.

Evaluating and Deepening Work

- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.

Vocabulary

Cutting
Bending
Papier Mache
Modroc
Armature
Template
Set
Construction
Design

Mayan masks



Learning Objective

Lesson 1: Investigate

LO: To know why Mayan's created and wore masks and why they were so highly decorated.

Sticky Knowledge:

Most of Mayans masks were symbols of their gods.

Masks were worn by soldiers and leaders during battle. They would be buried in their masks because they believed that it would help the spirits identify them.

Lesson outline

What kind of masks did the Mayan people wear?

Why where they used? Who for?.

Discuss key vocabulary learnt in earlier History lessons, in reference to the gods, rituals and

Look at a range of pictures of different masks

Look at similarities and differences of masks. Why were they different?

Investigate a range of mayan masks looking at the colours, materials, symbols, animals etc.

Give children pictures of different Mayan masks.

<p>Masks were also worn for festivals, ceremonies and storytelling.</p> <p>Art Skills: Explore the role and purposes of artists, crafts people and designers working in different times and cultures</p>	<p>List what they can see/ how it was designed (sticky knowledge) and who it could be for (Hierarchy lesson)</p> <p>HA – wider range of pictures- independent</p> <p>SEN- supported using one of each mask (early and famous) can they see similarities and differences?</p>
<p>Lesson 2: Planning</p> <p>LO: To design a final sculpture based on Mayan mask.</p> <p>Art Skills: question and make thoughtful observations about starting points and select ideas to use in their work</p>	<p>Observe a range of Mayan masks paying attention to the colours, materials, symbols etc.</p> <p>Children to decide the purpose of the mask. Is this for a ceremony, to be worn by a warrior, inspired by a god?</p> <p>What colours/patterns will they use? Why? How were colours used? What animals will be included?</p> <p>Where might they have started when making them? Where will they start? Begin to think about resources they will need and how they are going to construct their mask</p> <p>GD- Draw their own Mayan mask, drawing symbols, animals colouring and labeling image</p> <p>SEN Give children different outlines of the mask. Children to colour and design face using a range of resources and colours.</p>
<p>Lesson 3: Focus practical tasks</p> <p>LO: To create an armature for modelling</p> <p>Art Skills: Make constructions that require cutting, bending and sticking of cardboard, paper.</p>	<p>Use construction resources to make an armature to support their modelling.</p> <p>Making a Sculptural Modroc Mask (accessart.org.uk)</p> <p>Where could the children begin to get from start to finish?</p> <p>How will they recreate the shape of the face? Eyes, nose and mouth contours? What materials are pliable enough to support this?</p> <p>Using resources given children need to create a simple mould to use for the base to support their Mayan mask.</p> <p>Show the children different resources to use to create this armature. Model cutting, bending and strengthening materials for the desired effect.</p> <p>How can they support the shape of the face using materials around?</p> <p>LA//SEN- More support with initial making of the armature using children's ideas on materials</p> <p>HA- Independent construction using a wider range of materials. Can they share their ideas and methods with children who may be struggling?</p>
<p>Lesson 4: Focus practical tasks</p> <p>LO: To use an armature to model a Mayan mask.</p> <p>Art Skills: Use an armature to support modelling</p> <p>Modroc/Papier mache over simple moulds.</p>	<p>Use the armature made last lesson to papier mache/ Modroc over</p> <p>Children to decide whether they are using Modroc or papier Mache. Discuss the method needed for both products. Is one more effective than the other? Why?</p> <p>Demonstrate to the children the correct way to use Modroc/Papier Mache. Making sure they are wetting the Modroc enough but are also taking off the excess water, so it has time to dry.</p> <p>Show the children how to smooth the Modroc/Papier Mache out over the armature to create a seamless base to paint on later in the unit. Additionally, make sure that all the bubbles are covered over (more water needed) so it is easier to paint over later.</p> <p>Ask the children why this is important?</p>

	<p>SEN/LA - Work alongside teacher- more support/smaller groups</p> <p>HA- Making sure the mask is seamless and the layers are smoothed over so this can't be seen through the paint</p>	
<p>Lesson 5: Final piece</p> <p>LO: To use modelling techniques to create a Mayan mask.</p> <p>Art Skills: Explore pattern, line, texture and shape</p>	<p>Continuing from last lesson adding details to their masks by modelling, building and adding parts with papier Mache or Modroc and carving into their model with tools</p> <p>How can they recreate the eye sockets, nostril shapes and lip contours using the tools provided?</p> <p>Teacher to model a small area of their own mask and demonstrate correct method to use. How can they create larger areas of detail as well as smaller areas using the same tools?</p> <p>HA- more detailed masks using a wider range of tools</p> <p>LA/SEN- Support given when carving and adding detail. Teacher to demonstrate followed by child having a go.</p>	
<p>Lesson 6: Final piece and Evaluation</p> <p>LO: To decorate and evaluate their final piece.</p> <p>Art Skills: compare ideas, methods and approaches in their own and others' work and say what they think and feel about them</p>	<p>Decorate their final products with paint colours decided in their design. How will they recreate their design onto the mask?</p> <p>What will they use? Why? Do we have all the colours needed? Are they all the same tone/tint? How will they make these, if not?</p> <p>Where should they start/finish? Why?</p> <p>Discuss range of brushes and thicknesses. Demonstrate how to use them effectively.</p> <p>Children to paint the main part of the face first followed by the smaller detailed areas.</p> <p>Evaluate their mask and compare their work with the approaches of their peers.</p>	
<p>Working towards</p>	<p>End of unit assessment</p> <p>Working at Age related expectations</p>	<p>Working at a greater depth</p>

