

## Year 4 – Art

Create <b>sketchbooks</b> to record their observations and use them to review and revisit ideas.	Improve mastery of art & design <b>techniques</b>	Learn about and take inspiration from notable <b>Artist</b> /architects/designers
<p><b>S1</b> I can use my sketchbook as a working document which develops throughout a unit of work and inspires/informs my artwork.</p>	<p><b>T1 – Drawing / Painting</b></p> <ul style="list-style-type: none"> <li>• I can draw for a sustained period of time.</li> <li>• I am beginning to use pen and ink to draw.</li> <li>• I can develop skills of hatching and cross hatching to explore 3D work.</li> <li>• I can draw in proportion.</li> <li>• I can further develop my use of light/dark tones/textures/shadows within my drawing to create a realistic representation.</li> <li>• I can select which type paint to use, justifying my choices.</li> <li>• I can match and mix primary and secondary colours to make tertiary colours effectively.</li> <li>• I am beginning to understand that a colour wheel can be used to find complimentary, harmonious, contrasting and monochromatic colour combinations.</li> <li>• I can understand how artists use warm and cool colour to express a mood in their work,</li> <li>• I can experiment with effects and textures that I can create using paint and use these with intent in my work.</li> </ul>	<p><b>A1</b> I can look at and talk about the work of artists who use different mediums and identify what techniques may have been used.</p>
<p><b>S2.</b> I can use my sketchbook to explore and experiment with previously taught or new skills and techniques.</p>	<p><b>T2- Collage</b></p> <ul style="list-style-type: none"> <li>• I can experiment with a range of techniques such as cutting, tearing, overlapping, folding, crumpling, tearing, fraying and layering to create images.</li> <li>• I can select and arrange materials/textures/colours for a purpose and justify my choices.</li> <li>• I can confidently manipulate materials to create an intended texture or effect.</li> <li>• I can experiment with creating mood, feeling, movement and areas of interest using different media.</li> </ul>	<p><b>A2</b> I can create original pieces that are influenced by the studies of notable artists, artisans and designers.</p>

<p><b>S3</b> I can comment on both my own and other artists' work/skills/techniques, explaining what I like and dislike and through exploration and experimentation begin to adapt skills/techniques/effects.</p>	<p><b>T4 – Sculpture</b></p> <ul style="list-style-type: none"><li>• I am beginning experiment with changing the surface texture of a malleable material by impressing and carving.</li><li>• I can join clay using a slip. (E.g. Handles)</li><li>• Adapt work as and when necessary.</li><li>• I can use clay to create a simple functional form such as a pinch pot.</li><li>• Challenge- I can use clay to create a simple functional form such as a coil pot.</li></ul>	<p><b>A3</b> I can recognise artistic techniques and use a wider range of artistic terminology to describe an artist's work</p>
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## Year 4 Topic Coverage

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Drawing/Painting</u>		<u>Sculpture or Collage</u>		<u>Sculpture or Collage</u>	
<u>Subject Specific Vocabulary</u>					
Create <u>sketchbooks</u> to record their observations and use them to review and revisit ideas.			Learn about and take inspiration from notable <u>Artist</u> /architects/designers		
Sketchbook, record, media, explore, exploration, experimentation, try out, plan, collect, sources, identify, interest, like, dislike, effect, express, feelings, notes, techniques, artist, artisan, architect, designers, annotate, refer, inspire, inform			Name of appropriate artist, recognise, techniques, like, dislike, prefer, replicate, copy, notable, artist, artisan, designer, look, identify, discuss, feel, work of artist, inspiration, stimulus, stimuli, mediums, techniques, opinion, influenced, share, review, reflect, evaluate.		
Improve mastery of art & design <u>techniques</u>					
<u>Drawing</u> Observation, accurately, imagination, memory, range of materials, pen, ink, <u>line</u> , size, thickness, <u>delicate</u> , <u>flowing</u> , <u>continuous</u> , <u>solid</u> , share, review, reflect, evaluate, textures, drawing tools, drawing implements, drawing ink, ink well, quill, blotting paper, light, dark, tones, realistic, representation, hatching, cross hatching, 3D, three dimensional, scale, proportion, refine.					
<u>Painting</u> Acrylic, watercolour, powder paint, poster paint, properties, thick, thin, opaque, transparent, justify, <u>primary</u> , <u>secondary</u> , <u>tertiary</u> , <u>shade</u> , <u>tint</u> , <u>complimentary</u> , <u>harmonious</u> , contrast, warm, cool, emotion, mood, colour wheel, colour theory, texture, intent, <u>delicate</u> , <u>flowing</u> , <u>continuous</u> , <u>solid</u> , <u>texture</u> , <u>fine</u> , <u>uneven</u> , <u>raised</u> , <u>coarse</u> , <u>glossy</u> , thick, thin, paint brush, paint, effective, <u>colour</u> , <u>mix</u> , <u>pale</u> , <u>pastel</u> , <u>bold</u> , <u>earthy</u> , <u>vibrant</u> , <u>subtle</u> , <u>tone</u> , <u>subtle</u> , <u>contrasting</u> , <u>dramatic</u> , <u>broken</u> , <u>monochromatic</u> , share, review, reflect, evaluate.					
<u>Collage</u> Select, arrange, materials, purpose, paper, thin card, foil, tissue paper, crepe paper, felt, foam, overlap, tear, fold, crumple, fray, layer, convey, feelings, expression, movement, <u>texture</u> , <u>tactile</u> , <u>fine</u> , <u>uneven</u> , <u>raised</u> , <u>coarse</u> , <u>glossy</u> , mood, emotions, feeling, interest, share, review, reflect, refine, evaluate.					
<u>Sculpture</u> Plan, design, purpose, intent, fit for purpose, functionality, prepare, join, score, slip, smooth, clay, coil, pinch, malleable, rigid, delicate, air drying, texture, patterns, carve, engrave, adapt, modify, 3D, three dimensional, range of tools, clay tools, boxwood tools, loop tool, brush, sponge, symmetrical, rounded, proportioned, share, review, reflect, evaluate.					

I will learn...	
Create <b><u>sketchbooks</u></b> to record their observations and use them to review and revisit ideas.	Learn about and take inspiration from notable <b><u>Artist</u></b> /architects/designers
<ul style="list-style-type: none"> <li>▪ That a sketchbook is a working document.</li> <li>▪ That a sketch book develops throughout a unit of work.</li> <li>▪ That a sketchbook does not have to be 'perfect'.</li> <li>▪ That I can explore and experiment with new media/materials in my sketchbook.</li> <li>▪ That I can develop and refine techniques to create a desired effect.</li> <li>▪ That I can try out ideas, plan colours and collect source material for future works.</li> <li>▪ That I can use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.</li> <li>▪ How to refer to previous work in my sketchbook to inform current piece of work.</li> <li>▪ How to annotate how a skill/technique/effect was created for future reference.</li> <li>▪ How to make notes in a sketchbook about techniques used by artists.</li> </ul>	<ul style="list-style-type: none"> <li>▪ How to observe and discuss real artwork.</li> <li>▪ How to identify and discuss the possible inspiration behind the artist, artisan, or designers work.</li> <li>▪ How to identify the techniques that an artist has used to create a piece of artwork (the resources they have used and the way in which they can use them/the style of work that they have created), when a variety of mediums are used etc.</li> <li>▪ How to use a range of suitable vocabulary surrounding the elements of Art (the ones that are relevant to the piece we are studying).</li> <li>▪ How to recreate the techniques shown in a piece of artwork of my own.</li> <li>▪ That a person that creates pieces of artwork is called an artist, artisan, or designer.</li> <li>▪ That there are many different artists, artisans, and designers in the world.</li> <li>▪ The names of notable artists, artisans, and designers.</li> <li>▪ The difference between an artist, designer, and an artisan (1. Artist creates artwork, normally drawings or paintings. 2. Designer creates the plan/look of something for the artist or artisan to follow when making something. 3. Artisans creates models and objects normally to be sold and used e.g. pots, ceramics, clothes from fabric etc).</li> <li>▪ How to create an original piece that shows influences from the famous artist, artisan, or designer that I have studied.</li> </ul>

## Improve mastery of art & design **techniques**

### **Drawing**

- How to maintain concentration and draw for longer amounts of time.
- That there are a range of mediums that can be used to produce a drawing.
- That pen and ink can be used for drawing.
- How to use pen and ink to create a drawing.
- That cross hatching is a drawing technique.
- That cross hatching can add a 3<sup>rd</sup> dimension to my drawing.
- How to draw in proportion.
- How to confidently add to my drawings using light/dark tone, texture and shadow.
- That adding visual effects to my work make my drawing more realistic.

### **Painting**

- That there are a range of resources that can be used when painting e.g. type of paint – acrylic, water colour, oil paint, powder paint etc.
- How to select which paint will be suitable for my work and justify my choice.
- How to confidently create secondary colours.
- How to use secondary colours to mix a tertiary colour.
- That tertiary colours are made by mixing 1 primary colour with 1 secondary colour
- That there are 6 tertiary colours that are: yellow-orange, red-orange, red-violet, blue-violet, blue-green and yellow-green.
- How the colour wheel is made up.
- How I can use the colour wheel to help me to choose harmonious/contrasting colours.
- That warm and cool colours can be used to express mood.
- How I can use the colour wheel to help me to choose harmonious/contrasting colours.
- That tertiary colours are made by mixing 1 primary colour with 1 secondary colour.
- How to share/present and discuss my work.
- How to reflect on and evaluate my work with my peers.
- That I can create texture with paint.
- How to use different techniques to experiment and create textures/effects using paint.

### **Collage**

- That there is a wide range of materials that I can use and choose from to create my collage.
- How to choose from a vast array of materials and resources so that they are fit for purpose.
- How to justify my choices using vocabulary to explain the effect that they will create.
- How to select materials from a variety that when I put them together will convey feelings, expression, and movement e.g. if trying to convey anger there will be a range of tones of red used.
- That the materials in a collage should overlap, there should be no gaps in my piece of artwork.
- That I can manipulate my materials to create a new texture/effect.
- How to fold, cut, tear, rip, fray, crumple and overlap my materials.
- How to use scissors to cut out a required shape and arrange these within my artwork to fill a space.
- How to arrange the selected materials to allow my artwork to convey feelings, expression, and movement.
- How to share/present and discuss my work.
- How to reflect on and evaluate my work with my peers

### **Sculpture**

- That clay hardens when it is left to dry out
- How to create different shapes with the clay.
- How to confidently manipulate clay.
- That there are multiple tools that can be used when working with clay e.g. clay tools, boxwood tools, loop tool, brush, sponge.
- How to use the clay tools to create effects of texture on my sculpture.
- That slip is a mixture of clay and water and can be used as a type of 'glue'.
- How to create a score and slip join.
- How to create a pinch pot/coil pot.
- How to join by smoothing coils.
- How to design a sculpture which has a purpose/functionality.
- How to follow a design when creating sculpture.
- That I may need to adapt my design in the making process.
- That clay can be decorated once it has had time to dry out.
- How to decorate my sculpture using a variety of colours and different tones of these colours.
- How to share/present and discuss my work.
- How to reflect on and evaluate my work with support.

