**Art in Year 4**

Topics: Drawing (Term 1 & 2), Clay (Terms 3 & 4), Painting/Mixed Media (Term 5), Sculpture (Term 6)

**Terms 1 & 2: Drawing (observational drawings – Harry Potter topic and WW2)**

**National Curriculum Objectives:**

* Pupils should be taught 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]
* Pupils should be taught about great artists, architects and designers in history
* Pupils should be taught to create sketchbooks to record their observations and use them to review and revisit ideas

**Substantive Knowledge:**

* Select and use relevant resources and references to develop ideas
* Use sketchbooks purposefully to improve understanding, inform ideas and plan for an outcome
* Create original, knowledge-informed, outcomes
* Analyse and evaluate own artwork and the work of others

**Disciplinary and Procedural Knowledge (the skills to *think* and *work* like an artist):**

* Visual Literacy: *(potentially looking at scenery, props and characterisations from HP; Owls)*
* Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied
* Reflect upon the work of other artists and share responses verbally (I liked… I didn’t understand… it reminded me of… it links to…)
* Understand that artists often collaborate on projects, bringing different skills together
* Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils’ own creative response to the work.
* Generating ideas:
* Investigate the nature and qualities of different materials and processes systematically
* Creating:
* Select, and use appropriately, a variety of materials and techniques in order to create their own work in response to a brief
* Apply the technical skills they are learning to improve the quality of their work – for instance, in painting they select and use different brushes for different purposes
* Drawing:
* Experiment with different grades of pencil; explain choices about the use of media
* Use different media to achieve variations in line, texture, tone, shape, pattern and colour
* Identify and draw the effect of light
* Use scale and proportion to draw anatomy, increasingly accurately, particularly bodies and faces of people
* Use a sketchbook to research, collect and record

**Assessment Questions:**

* Can pupils use and explain their use of different grades of drawing pencils?
* Are pupils able to use their sketchbooks to develop and refine their ideas?
* Do pupils use realistic scale and proportion in their drawings?
* Can pupils use a range of techniques to show texture, tone, light and dark?

**Art in Year 4**

Topics: Drawing (Term 1 & 2), Clay (Terms 3 & 4), Painting/Mixed Media (Term 5), Sculpture (Term 6)

**Terms 3 & 4: 3D Form (Clay sea creatures)**

**National Curriculum Objectives:**

* Pupils should be taught 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]
* Pupils should be taught about great artists, architects and designers in history
* Pupils should be taught to create sketchbooks to record their observations and use them to review and revisit ideas

**Substantive Knowledge:**

* Select and use relevant resources and references to develop ideas
* Use sketchbooks purposefully to improve understanding, inform ideas and plan for an outcome
* Create original, knowledge-informed, outcomes
* Analyse and evaluate own artwork and the work of others

**Disciplinary and Procedural Knowledge (the skills to *think* and *work* like an artist):**

* Visual Literacy:
* Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied
* Reflect upon the work of other artists and share responses verbally (I liked… I didn’t understand… it reminded me of… it links to…)
* Understand that artists often collaborate on projects, bringing different skills together
* Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils’ own creative response to the work.
* Generating ideas:
* Investigate the nature and qualities of different materials and processes systematically
* Creating:
* Select, and use appropriately, a variety of materials and techniques in order to create their own work in response to a brief
* Apply the technical skills they are learning to improve the quality of their work 3D Form:
* Make informed choices about different clay techniques – eg: rolling, pinching, creating surface patterns, building textured relief, construct a base on which to model other shapes; build a functional form
* Plan and design in a sketchbook; make design models/prototypes

**Assessment Questions:**

* Are pupils able to make informed choices about the tools and techniques they use?
* Can pupils use a range of clay techniques effectively – eg: adorning a base shape with a range of forms added using score and slip?
* Are pupils able to create a design which they then copy?

**Art in Year 4**

Topics: Drawing (Term 1 & 2), Clay (Terms 3 & 4), Painting/Mixed Media (Term 5), Sculpture (Term 6)

**Terms 5: Painting and Mixed Media (Egyptian Scrolls)**

**National Curriculum Objectives:**

* Pupils should be taught 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]
* Pupils should be taught about great artists, architects and designers in history
* Pupils should be taught to create sketchbooks to record their observations and use them to review and revisit ideas

**Substantive Knowledge:**

* Select and use relevant resources and references to develop ideas
* Use sketchbooks purposefully to improve understanding, inform ideas and plan for an outcome
* Create original, knowledge-informed, outcomes
* Analyse and evaluate own artwork and the work of others

**Disciplinary and Procedural Knowledge (the skills to *think* and *work* like an artist):**

* Visual Literacy:
* Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied
* Reflect upon the work of other artists and share responses verbally (I liked… I didn’t understand… it reminded me of… it links to…)
* Understand that artists often collaborate on projects, bringing different skills together
* Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils’ own creative response to the work.
* Generating ideas:
* Investigate the nature and qualities of different materials and processes systematically
* Creating:
* Select, and use appropriately, a variety of materials and techniques in order to create their own work in response to a brief
* Apply the technical skills they are learning to improve the quality of their work – for instance, in painting they select and use different brushes for different purposes
* Painting:
* Choose paints and implement appropriately
* Experiment with a wider range of different effects – eg: layering, scraping, colour-blocking, washes, thickening paint, scratching, dotting and splashing
* Mix colours and know which primary colours make secondary colours
* Experiment with tones, shades and tints
* Work confidently on different scales
* Use a sketchbook to research, collect and record
* Mixed Media:
* Develop different techniques – eg: weaving, fabric crayons, embroidery, applique
* Develop skills in cutting, stitching and joining
* Experiment with overlapping and layering in collages, using a range of media- eg: fabric, tissue, plastic, magazines, crepe paper
* Collect, refine and alter ideas

**Assessment Questions:**

* Can pupils effectively use a range of techniques to suit the needs of their work?
* Can pupils work on a range of different scales?
* Are pupils able to layer their work to create different textures, tones and visual effects?
* Do pupils choose materials effectively to suit the needs of their work- eg: rough, shiny, smooth?

**Art in Year 4**

Topics: Drawing (Term 1 & 2), Clay (Terms 3 & 4), Painting/Mixed Media (Term 5), Sculpture (Term 6)

**Term 6: Sculpture (Death Masks)**

**National Curriculum Objectives:**

* Pupils should be taught 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]
* Pupils should be taught about great artists, architects and designers in history
* Pupils should be taught to create sketchbooks to record their observations and use them to review and revisit ideas

**Substantive Knowledge:**

* Select and use relevant resources and references to develop ideas
* Use sketchbooks purposefully to improve understanding, inform ideas and plan for an outcome
* Create original, knowledge-informed, outcomes
* Analyse and evaluate own artwork and the work of others

**Disciplinary and Procedural Knowledge (the skills to *think* and *work* like an artist):**

* Visual Literacy:
* Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied
* Reflect upon the work of other artists and share responses verbally (I liked… I didn’t understand… it reminded me of… it links to…)
* Understand that artists often collaborate on projects, bringing different skills together
* Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils’ own creative response to the work.
* Generating ideas:
* Investigate the nature and qualities of different materials and processes systematically
* Creating:
* Select, and use appropriately, a variety of materials and techniques in order to create their own work in response to a brief
* Apply the technical skills they are learning to improve the quality of their work – for instance, in painting they select and use different brushes for different purposes
* 3D Form:
* Create a layered paper-mache/modroc mask and build up layers to create facial features
* Plan and design in a sketchbook; make design models/prototypes

**Assessment Questions:**

* Are pupils able to create a unique design using a traditional death mask as a starting point?
* Can pupils explain their designing/making choices?
* Are pupils able to use paper mache/ Modroc to add embellishments and 3-dimensional effects?
* Can pupils use paints and previously-learned techniques effectively to complete their masks?