



Art Year 4 Curriculum Overview

Art must be covered in Autumn 1, Spring 1, Summer 1 and is alternated with DT (in remaining half terms)

The Big Picture

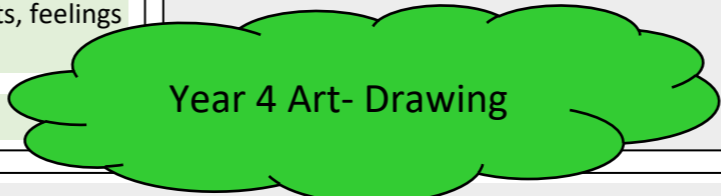
Within drawing, in Year 4, children should have lots of opportunities to draw across the curriculum, not just within their art lessons. They will be able to accurately identify and render 2D and 3D geometric shapes when drawing from observation and other sources, working on their learning from Year 3. They will develop an awareness of proportion, scale and order when drawing. They will grow an understanding for the different types of drawing including Graphic, Realistic and Abstract and will show these in their drawings. They will continue to experiment with drawing equipment and explain confidently why they have chosen them.

They will study significant works of art, craft, design and architecture and give more complex personal oral opinions about it. They will explore how other artists' make art, including the work of other peoples and cultures, past and present.

They will continue to experiment within their sketchbook, making records of the world around them, thoughts, feelings and discoveries. They will understand that artists use sketchbooks for different purposes.

What do we already know? What can we already do?

- Knowing a range of artists showcasing their drawing
- Identify and draw 2D and 3D geometric shapes in nature and the world around them
- Effectively be able to control media to create dark and light tones
- Able to shade, by blend shading and rubbing out rough edges
- Working with a range of media
- To know when to select the most appropriate media
- To make notes / annotations in their sketchbooks



NC objectives – Key Stage 2

Pupils should be taught:

- Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- 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]
- Know about great artists, architects and designers in history.

Specific unit objectives

Drawing

- To accurately identify and render 2D and 3D geometric shapes when drawing from observation or other sources.
- To become aware of proportion, scale, and order when drawing.
- To make progress in controlling line, shading with graphite, chalks, and charcoal to describe shape, form and light and shade.
- To practice drawing quick, light lines (sketching) & more deliberate, measured lines.
- To learn different styles of drawing, e.g. Graphic (cartoon, graffiti, caricatures etc.) Realistic (portrait, still life etc.) Abstract (fine art, emotions).
- To make drawings and experiment through mark making using pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape.
- To explain why they have chosen specific materials to draw with.

Sketchbook- (objectives to cover all year)

- To use their sketchbook to practise and try out ideas and techniques.
- To make records of the world around them, their ideas, thoughts, feelings and discoveries so that their sketchbook becomes a very personal space.
- To understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook.

Knowledge- (objectives to cover all year)

- To study significant works of art, craft, design and architecture and give more complex personal oral opinions about it. How has the artist produced this work? What was the background to the art? Who made, where were they from? Why was it made?
- To study how other artists' make art, including the work of other peoples and cultures, past and present.
- To look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art.

Reflection- (objectives to cover all year)

- Orally describe their work and the work of others, describing the formal elements of colour and line.
- To understand what they need to do to improve and that all artists do this.
- To talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes.
- To offer advice, confidence and praise to others. Uses evaluation to understand what they need to improve and that all artists do this.

Key vocabulary and understanding for concept connectors

Drawing: 2D, 3D, observation, second hand sources, proportion, scale, order, line, shading, form, graphic, realistic, abstract, line, light.

Sticky Knowledge

- Scale refers to the size of one object (a whole) in relation to other objects (another whole).
- Proportion refers to the relative size of parts of a whole (elements within an object).
- Graphic (cartoon, graffiti, caricatures etc.) Realistic (portrait, still life etc.) Abstract (fine art, emotions) are all different styles of drawing

Key Questions

- Can they accurately identify and render 2D and 3D geometric shapes when drawing from observation or other sources?
- Are they aware of proportion, scale, and order when drawing?
- Can they control line, shading with graphite, chalks, and charcoal to describe shape, form and light and shade?
- Do they know different styles of drawing, e.g. Graphic (cartoon, graffiti, caricatures etc.) Realistic (portrait, still life etc.) Abstract (fine art, emotions)?
- Can they explain why they have chosen specific materials to draw with?
- Can they make records of the world around them, their thoughts and ideas?
- Can they understand that artists sketchbook are used for different purposes?

Key Artists

Seymour and Peale, Titian Peale, Margaret Mee



Art Year 4 Curriculum Overview

Art must be covered in Autumn 1, Spring 1, Summer 1 and is alternated with DT (in remaining half terms)

The Big Picture

Children will know how to paint with sensitivity and control, more accurately applying appropriate amounts of paint to the surface. They will use different types of paints, knowing when to use them and name their properties. They will have lots of opportunities to experiment with colour, texture, line, shape and composition to create purpose, mood and feelings when painting. They will explore how colour has light and dark values and how colour can be used to make colours lighter or darker, creating more vibrant paintings such as those produced by the Impressionists.

They will study significant works of art, craft, design and architecture and give more complex personal oral opinions about it. They will explore how other artists' make art, including the work of other peoples and cultures, past and present.

They will continue to experiment within their sketchbook, making records of the world around them, thoughts, feelings and discoveries. They will understand that artists use sketchbooks for different purposes.

What do we already know? What can we already do?

- Knowing different types of paintbrushes and painting equipment
- Knowing different methods of applying paint
- A developed brush control
- Experience of painting on different surfaces
- Knowing how to measure and mix paint applying it sensitively
- Knowing different painting techniques e.g. splattering
- Knowing all primary and secondary colours

Year 4 Art- Painting

NC objectives – Key Stage 2

Pupils should be taught:

- Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- 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]
- Know about great artists, architects and designers in history.

Specific unit objectives

Painting

- To use paint with sensitivity and control, more accurately applying appropriate amounts of paint to the surface.
- To use different types of paints, know when to use these paints and name their properties, applying this knowledge to their painting.
- To experiment with colour, texture, line, shape & composition to create purpose, mood and feelings when painting.
- To learn how colour has light and dark values and how colour can be used to make colours lighter or darker, creating more vibrant paintings such as those produced by the Impressionists.
- To paint with awareness of how tone can make paintings more realistic or more expressive, learning to manipulate light and shade for dramatic effect.
- To use pattern & texture for desired effects and decoration.

Sketchbook- (objectives to cover all year)

- To use their sketchbook to practise and try out ideas and techniques.
- To make records of the world around them, their ideas, thoughts, feelings and discoveries so that their sketchbook becomes a very personal space.
- To understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook.

Knowledge- (objectives to cover all year)

- To study significant works of art, craft, design and architecture and give more complex personal oral opinions about it. How has the artist produced this work? What was the background to the art? Who made, where were they from? Why was it made?
- To study how other artists' make art, including the work of other peoples and cultures, past and present.
- To look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art.

Reflection- (objectives to cover all year)

- Orally describe their work and the work of others, describing the formal elements of colour and line.
- To understand what they need to do to improve and that all artists do this.
- To talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes.
- To offer advice, confidence and praise to others. Uses evaluation to understand what they need to improve and that all artists do this.

Key vocabulary and understanding for concept connectors

Painting: sensitivity, control, accurately, properties, colour, texture, line, shape, composition, purpose, mood, feelings, light, dark, values, vibrant, impressionism, realistic, expressive, dramatic effect

Sticky Knowledge

- Colour has both dark and light values.
- Tone can make paintings more realistic or expressive.

Key Questions

- Can they paint with sensitivity and control, more accurately applying appropriate amounts of paint to the surface?
- Can they use different types of paints, know when to use these paints and name their properties, applying this knowledge to their painting?
- Can they experiment with colour, texture, line, shape & composition to create purpose, mood and feelings when painting?
- Do they understand how colour has light and dark values?
- Can they make records of the world around them, their thoughts and ideas?
- Can they understand that artists sketchbook are used for different purposes?

Key Artists

Gino Severini, Seymour and Peale, Titian Peale, Margaret Mee



Art Year 4 Curriculum Overview

Art must be covered in Autumn 1, Spring 1, Summer 1 and is alternated with DT (in remaining half terms)

The Big Picture

Children will explore mono printing specifically and will understand that mono prints are made by drawing through an inked surface, transferring the marks to another sheet. They will experiment with using layers to develop meaning through their prints. Children will understand that sometimes artists use print making to create larger art work. They will explore and experiment with colour, mixing different hues, and explore composition, working with different shaped elements, before using mono print to layer lines and marks.

They will study significant works of art, craft, design and architecture and give more complex personal oral opinions about it. They will explore how other artists' make art, including the work of other peoples and cultures, past and present.

They will continue to experiment within their sketchbook, making records of the world around them, thoughts, feelings and discoveries. They will understand that artists use sketchbooks for different purposes.

What do we already know? What can we already do?

- Understanding of what a print is
- Experimenting with different objects to create prints
- Ability to design their own relief print to make prints
- Able to print onto paper and textile
- Able to create repeated patterns in their prints

Year 4 Art- Printing

NC objectives – Key Stage 2

Pupils should be taught:

- Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- 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]
- Know about great artists, architects and designers in history.

Key Questions

- Can they understand that mono prints are prints made by drawing through an inked surface, transferring the marks on to another sheet?
- Can they experiment with the use of layers to develop meaning through mono printing?
- Can they understand that artists sometimes use printmaking to create a larger artwork
- Can they explore and experiment with colour, mixing different hues, and explore composition, working with different shaped elements, before using mono print to layer lines and marks?
- Can they make records of the world around them, their thoughts and ideas?
- Can they understand that artists sketchbook are used for different purposes?

Specific unit objectives

Printing

- To understand that mono prints are prints made by drawing through an inked surface, transferring the marks on to another sheet.
- To experiment with the use of layers to develop meaning through mono printing.
- To understand that artists sometimes use printmaking to create a larger artwork.
- To explore and experiment with colour, mixing different hues, and explore composition, working with different shaped elements, before using mono print to layer lines and marks.

Sketchbook- (objectives to cover all year)

- To use their sketchbook to practise and try out ideas and techniques.
- To make records of the world around them, their ideas, thoughts, feelings and discoveries so that their sketchbook becomes a very personal space.
- To understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook.

Knowledge- (objectives to cover all year)

- To study significant works of art, craft, design and architecture and give more complex personal oral opinions about it. How has the artist produced this work? What was the background to the art? Who made, where were they from? Why was it made?
- To study how other artists' make art, including the work of other peoples and cultures, past and present.
- To look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art.

Reflection- (objectives to cover all year)

- Orally describe their work and the work of others, describing the formal elements of colour and line.
- To understand what they need to do to improve and that all artists do this.
- To talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes.
- To offer advice, confidence and praise to others. Uses evaluation to understand what they need to improve and that all artists do this.

Key vocabulary and understanding for concept connectors

Printing: mono prints, inked surface, transferring, mono printing, layers, larger artwork, colour, hues, composition, lines, marks.

Sticky Knowledge

- Mono prints are prints made by drawing through an inked surface, transferring the marks on to another sheet.
- Layers within mono prints allow artists to create more meaning.

Key Artists

Gino Severini



Art Year 4 Curriculum Overview

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The Big Picture

Children will learn to design and make forms in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials. They will know how to create patterns, texture and shape into their work to add extra detail to their work. They will be able to modify and correct things along the way with greater skills and confidence. Children will be more confident at this stage to model materials, working sensibly and safely.

They will study significant works of art, craft, design and architecture and give more complex personal oral opinions about it. They will explore how other artists' make art, including the work of other peoples and cultures, past and present.

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What do we already know? What can we already do?

- Join two pieces of clay together by scoring, moistening, and blending surfaces
- Make different kinds of shapes
- Impress and apply decoration to their work by add texture, line and pattern using tools
- Demonstrate an understanding of how to finish work e.g., glaze, paint, polish
- Shape, form, construct and model from observation and imagination

Year 4 Art- Sculpture

NC objectives – Key Stage 2

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- 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]
- Know about great artists, architects and designers in history.

Specific unit objectives

Sculpture

- To design and make forms in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials.
- To add into their work to create patterns, textures and shape, creating details.
- To modify and correct things along the way with greater skill.
- To be more confident at modelling materials, working safely and sensibly.

Sketchbook- (objectives to cover all year)

- To use their sketchbook to practise and try out ideas and techniques.
- To make records of the world around them, their ideas, thoughts, feelings and discoveries so that their sketchbook becomes a very personal space.
- To understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook.

Knowledge- (objectives to cover all year)

- To study significant works of art, craft, design and architecture and give more complex personal oral opinions about it. How has the artist produced this work? What was the background to the art? Who made, where were they from? Why was it made?
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Reflection- (objectives to cover all year)

- Orally describe their work and the work of others, describing the formal elements of colour and line.
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- To offer advice, confidence and praise to others. Uses evaluation to understand what they need to improve and that all artists do this.

Key vocabulary and understanding for concept connectors

Sculpture: design, make, 3 dimensions, materials, add, patterns, texture, shape, detail, modify, correct, skill, modelling, safely, sensibility

Sticky Knowledge

- Details can be added onto 3D forms by creating pattern, texture and shape.
- 3D forms can be created using a range of materials including wire, card, paper, clay.

Key Questions

- Can they experiment with and combine materials and processes to design and make 3D form?
- Can they make forms in 3 dimensions using a range of materials?
- Can they add to their work to create patterns, textures and shape?
- Can they modify and correct things with greater skill?
- Can they make records of the world around them, their thoughts and ideas?
- Can they understand that artists sketchbook are used for different purposes?

Key Artists

Luke Parnell