

## Year 4: Art and Design:

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<u>Key Questions:</u>	<u>What can we learn from Ancient Communities?</u>		<u>Is conflict ever justified?</u>		<u>Does the Earth look after us or do we look after the Earth?</u>	
<u>Sketchbooks:</u> Ongoing throughout the year:	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>• know how to integrate digital images into artwork.</li> <li>• Use sketchbooks to help create facial expressions</li> <li>• use sketchbooks to experiment with different texture</li> <li>• use photographs to help create reflections</li> </ul> <p><u>Skills - AR</u></p> <ul style="list-style-type: none"> <li>• Can they use their sketch books to express feelings about various subjects and outline their likes and dislikes?</li> <li>• Can they produce a mood board to inspire and influence their work?</li> <li>• Do they use sketch books to adapt and improve their original ideas?</li> <li>• Do they keep notes about the purpose of their work in their sketch book?</li> <li>• Do they evaluate their learning and record in sketchbooks?</li> </ul> <p><u>GD</u></p> <ul style="list-style-type: none"> <li>• Can they critique their own and others' artwork throughout the learning process to develop and support each other?</li> <li>• Can they use a range of sources e.g., books, internet, galleries to influence their ideas?</li> <li>• Can they experiment with combining different materials and discuss their effectiveness?</li> <li>• Can they discuss how a range of factors influences art from different cultures?</li> </ul>					
<u>Artist Studies</u>	<ul style="list-style-type: none"> <li>• experiment with the styles used by other artists.</li> <li>• explain some of the features of art from historical periods.</li> <li>• know how different artists developed their specific techniques</li> </ul>					

<u>Artists to be studied</u>				
<u>Concepts</u>	<u>Drawing</u>	<u>Painting</u>	<u>3D - Mosaics - including elements of collage</u>	<u>Printing</u>
<u>Vocabulary</u>	Grades of pencil, scale, symmetry, refine and alter, layer, pattern, repeating, thick, thin, smudge/blend, sketch, line, shape, colour, tone, shade,	Colour scheme, colour theory, colour spectrum, tertiary colours, colour swatches, colour washing, properties of paint, types of paint, acrylic, watercolour, brush mark, tools, printing, techniques, brush size, colour match, colour mix, artefact, primary colours, secondary colours, warm colours, cold colours, shade, tint, tone, hue	Carving, surface, manipulate, care, rolling, kneading, shaping, sculpture, malleable, texture, construct, join, natural, man-made, recycled, slip, form, transparent	Mon-printing, block printing, Lino printing, screen printing, collagraph printing, print, rubbing, smudge, image, reverse, shapes, surface, pressure, decoration, repeat, rotate, , impression, , mould, marbling, absorb, stencil, negative image, positive image, block, continuous, manipulate.
<u>Knowledge</u>	*know how to use line, tone, shape and colour to represent figures and forms in movement and know how to show reflections	*know how to use line, tone, shape and colour to represent figures and forms in movement and know how to show reflections.	<ul style="list-style-type: none"> <li>know how to sculpt clay and other mouldable materials</li> </ul>	<ul style="list-style-type: none"> <li>know how to use marks and lines to show texture in art.</li> <li>know how to print onto different materials using at least four colours.</li> </ul>

	<p>*know how to show facial expressions and body language in sketches and paintings</p> <p>*know how to use marks and lines to show texture in art.</p>	<p>*know how to show facial expressions and body language in sketches and paintings</p> <p>*know how to use marks and lines to show texture in art.</p>		
<p><u>Ongoing knowledge</u></p>	<ul style="list-style-type: none"> <li>• Can they compare the work of different artists?</li> <li>• Can they explore the work from other cultures?</li> <li>• Can they see how art can change over time?</li> <li>• Can they communicate what they feel an artist is trying to express in their work?</li> <li>• Can they communicate what they are trying to express in their own work?</li> </ul> <p><u>GD</u></p> <ul style="list-style-type: none"> <li>• Can they critique their own and others' artwork throughout the learning process to develop and support each other?</li> <li>• Can they use a range of sources e.g., books, internet, galleries to influence their ideas?</li> <li>• Can they experiment with combining different materials and discuss their effectiveness?</li> <li>• Can they discuss how a range of factors influences art from different cultures?</li> </ul>			
<p><u>Skills</u></p>	<p>*Can they experiment with drawing techniques to support their observations?</p>	<p>*Do they understand the different properties of the different types of paint?</p>	<p>*Can they experiment and combine materials and processes to design and make 3d form?</p> <p>*Can they take a 2D drawing into a 3d form?</p>	<p>*Can they explore a variety of printing techniques?</p> <p>*Can they create an accurate print design?</p> <p>*Can they use printmaking as a tool with other medias to develop a final outcome?</p>

	<p>*Can they create a sense of distances and proportion in a drawing?</p> <p>*Can they use experimental drawing techniques to create atmosphere in a drawing?</p> <p>Can they explain why they have chosen specific materials to draw with?</p> <p><u>GD</u></p> <p>*Can they critique their own and others' artwork throughout the learning process to develop and support each other?</p> <p>*Can they use a range of sources e.g., books, internet, galleries to influence their ideas?</p> <p>*Can they experiment with combining different materials and</p>	<p>*Can they create mood in a painting?</p> <p>*Can they use shade to create depth in a painting?</p> <p><u>GD</u></p> <p>*Can they critique their own and others' artwork throughout the learning process to develop and support each other?</p> <p>*Can they use a range of sources e.g., books, internet, galleries to influence their ideas?</p> <p>*Can they experiment with combining different materials and discuss their effectiveness?</p> <p>*Can they discuss how a range of factors influences art from different cultures?</p>	<p>*Can they shape using a variety of mouldable materials?</p> <p><u>GD</u></p> <p>*Can they critique their own and others' artwork throughout the learning process to develop and support each other?</p> <p>*Can they use a range of sources e.g., books, internet, galleries to influence their ideas?</p> <p>*Can they experiment with combining different materials and discuss their effectiveness?</p> <p>*Can they discuss how a range of factors influences art from different cultures?</p>	<p><u>GD</u></p> <p>*Can they critique their own and others' artwork throughout the learning process to develop and support each other?</p> <p>*Can they use a range of sources e.g., books, internet, galleries to influence their ideas?</p> <p>*Can they experiment with combining different materials and discuss their effectiveness?</p> <p>*Can they discuss how a range of factors influences art from different cultures?</p>
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