

**Year 4**

<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
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**National Curriculum Aims and Objectives Key Stage 2.**

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.

Pupils should be taught:

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]

Learn about great artists, architects and designers in history.

<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Make informed choices in drawing inc paper and media</li> <li>• Alter and refine drawings and describe changes using art vocabulary</li> <li>• Collect images and information independently in a sketchbook</li> <li>• Use research to inspire drawings from memory and imagination</li> <li>• Explore relationships between line and tone, pattern and shape, line and texture</li> </ul> <p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>• Match the tool to the material</li> <li>• Combine skills more readily</li> <li>• Experiment with paste resist</li> </ul> <p>Local artist: Jago Silver</p> <p>Topic: Romans</p> <p>RE opportunities</p> <p>Drawing warm up every art lesson (fluency)</p>	<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Make and match colours with increasing accuracy</li> <li>• Use more specific colour language e.g. tint, tone, shade, hue</li> <li>• Choose paints and implements appropriately</li> <li>• Plan and create different effects and textures with paint according to what is needed for the task</li> <li>• Show increasing independence and creativity with the painting process</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>• Research, create and refine a print using a variety of techniques</li> <li>• Select broadly the kinds of material to print with in order to get the effect</li> <li>• Resist printing including marbling, silkscreen and colour water paste</li> </ul> <p style="color: red;">Drawing skills applied through drawing/ sketching (visible on marking ladders)</p> <p>National artist: Bridget Riley</p> <p>Topic: Amazon Rainforest</p> <p>RE opportunities</p> <p>Drawing warm up every art lesson (fluency)</p>	<p><b>Collage</b></p> <ul style="list-style-type: none"> <li>• Choose collage as a means of extending work already achieved</li> <li>• Refine and alter ideas and explain choices using art vocabulary</li> <li>• Collect visual information from a variety of sources , describing with vocabulary based on the visual and tactile elements</li> </ul> <p>IT</p> <ul style="list-style-type: none"> <li>• Create images to form a piece of art.</li> </ul> <p>3d form –sculpture (linked to D&amp;T)</p> <ul style="list-style-type: none"> <li>• Make informed choices about the 3d technique chosen</li> <li>• Show an understanding of shape, space and form</li> <li>• Plan design, make and adapt models</li> <li>• Discuss work showing good understanding</li> <li>• Use a variety of materials</li> </ul> <p style="color: red;">Drawing skills applied through drawing/ sketching (visible on marking ladders)</p> <p>Worldwide artist: Paul Klee</p> <p>Topic: Anglo-saxons and Vikings</p> <p>RE opportunities</p> <p>Drawing warm up every art lesson (fluency)</p>
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**Ongoing:**

**Exploring and developing ideas:** Select and record from first hand observation, experience and imagination, and explore ideas for different purposes  
 Question and make thoughtful observations about starting points and select ideas to use in their work  
 Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures

**Evaluating and developing work:** Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them using language of art, craft and design  
 Adapt their work according to their views and describe how they might develop it further  
 Annotate work in sketchbook

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<p><b><u>Objectives from Key Assessment criteria book:</u></b></p> <p>I know how to show facial expressions and body language in sketches and paintings.</p> <p>I know how to use marks and lines to show texture in my art.</p> <p>I know how to use line, tone, shape and colour to represent figures and form in movement.</p> <p>I know how to print onto different materials using at least four colours.</p> <p>I know how to sculpt clay and other mouldable materials.</p> <p>I know how to integrate my digital images in my art.</p> <p>I can experiment with styles used by other artists.</p> <p>I can explain some of the features of art from historical periods.</p>		