

St Anne's C of E Primary School Curriculum Plan

Subject: Art and Design

Year: 4

Term: Autumn



Unit: Power Prints- drawing



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>Contrast-When things look different from each other, such as putting light colours next to dark colours or big shapes next to small shapes to make them stand out.</p> <p>Observational drawing</p> <p>Shading, Shadow, Tone</p> <p>Gradient-A gradient in art is when colours gradually change from light to dark or from one colour to another.</p> <p>Three dimensional (3D), Proportion, Symmetry, Pattern,</p>	<p>Recap prior learning on creating tones and building upon this by using charcoal and rubber to create different tonal effects.</p> <p>Shape-How to use basic shapes to form more complex shapes and patterns.</p> <p>Line- Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.</p> <p>Pattern- Patterns can be irregular and change in ways you wouldn't expect.</p> <p>Different printing techniques including mono and block printing.</p>	<p>How to create different tone and shade using graded pencils and varying pressure- including techniques such as cross hatching.</p> <p>How to quickly sketch objects through observation.</p> <p>What a mono and block print is and how to make them.</p> <p>How to use charcoal and a rubber to draw tone.</p> <p>How to use scissors and paper as a method to 'draw'.</p>	<p>Generating ideas Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p> <p>Sketchbook Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</p> <p>Making skills Use pencils of different grades to shade and add tone.</p> <p>Hold a pencil with varying pressure to create different marks.</p>

<p>Composition- putting different elements together in a pleasing way.</p> <p>Precision, Mixed media</p> <p>Wax-resist-using wax to stop another material, like paint, from sticking to the surface.</p> <p>Highlight, Collage, Combine,</p> <p>Hatching-Drawing lines repeatedly and close together.</p> <p>Cross-hatching-Drawing lines crossed over and close together.</p> <p>Viewfinder-A frame that helps to focus on a specific part of an artwork or scene for drawing. Collaborate, Collaboratively, Printmaking, Abstract</p> <p>Figurative- Creating pictures or sculptures that look like real things.</p> <p>Monoprint- Printmaking where only one impression can be made.</p> <p>Block print- carving shapes or designs into a block (wood, soap, vegetable ect)</p>	<p>Using tone makes an observational line drawing look three dimensional.</p> <p>Proportion and the need to think about the relative size and shape of the objects they draw.</p> <p>Artists choose what to include in a composition, considering both what looks good together and any message they want to communicate.</p>	<p>How to make choices about arranging cut elements to create a composition.</p> <p>How to create a wax resist background.</p> <p>How to use different tools to scratch into a painted surface to add contrast and pattern.</p> <p>Artists evaluate what they make, and talking about art is one way to do this.</p>	<p>Use observation and sketch objects quickly.</p> <p>Draw objects in proportion to each other.</p> <p>Use charcoal and a rubber to draw tone.</p> <p>Use scissors and paper as a method to 'draw'.</p> <p>Make choices about arranging cut elements to create a composition.</p> <p>Create a wax resist background.</p> <p>Use different tools to scratch into a painted surface to add contrast and pattern.</p> <p>Choose a section of a drawing to recreate as a print.</p> <p>Create a monoprint.</p> <p>Knowledge of the artist Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence</p> <p>Evaluating and analysing Use more complex vocabulary when discussing their own and others' art</p>
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St Anne's C of E Primary School Curriculum Plan

Subject: Art and design

Year: 4

Term: Spring



Unit: Ancient Egyptian scrolls- craft and design



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>Egyptian, ancient, civilisation</p> <p>papyrus- a riverside plant used to make paper.</p> <p>sculpture, painting</p> <p>pattern, shape, colour, scale, design</p> <p>scroll</p> <p>convey</p> <p>brief- gives certain guidance and focus for a piece of art that is to be produced.</p>	<p>Pattern- Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).</p> <p>About the style and characteristics of Ancient Egyptian art and how, why it was created.</p> <p>Art from the past can give us clues about what it was like to live at that time.</p> <p>Mixed media can be used to explore shape and pattern in an experimental way.</p>	<p>Layering materials in opposite directions make the handmade paper stronger.</p> <p>How to use a sketchbook to research a subject using different techniques and materials to present ideas.</p> <p>How to construct a new paper material using paper, water and glue.</p> <p>How to use symbols to reflect both literal and figurative ideas.</p> <p>How to produce and select an effective final design.</p> <p>How to make a scroll.</p> <p>How to make a zine.</p>	<p>Generating ideas Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p>Sketchbook Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</p> <p>Making skills Use a sketchbook to research a subject using different techniques and materials to present ideas.</p> <p>Construct a new paper material using paper, water and glue</p>

<p>composition- putting different elements together in a pleasing way.</p> <p>imagery- a collection of images from a range of art forms.</p> <p>technique- skills applied by an artist to produce a particular art form.</p> <p>process, fold</p> <p>material</p> <p>zine- (pronounced zeen) a mini book made from folding a single sheet of paper.</p> <p>audience</p> <p>inform</p>	<p>What a Zine is and that Zines can be made as a creative way to tell people about a subject.</p> <p>To use a sketchbook to research a subject.</p> <p>What a brief is and how to follow one.</p> <p>The meanings we take from art made in the past are influenced by our own ideas.</p> <p>Artists have different materials available to them depending on when they live in history.</p> <p>Artists can make their own tools.</p> <p>Artists can work in more than one medium.</p> <p>People use art to tell stories and communicate.</p>	<p>How to use a zine to present information.</p> <p>Art can be purely decorative or it can have a purpose.</p> <p>People can make art to express their views or beliefs.</p> <p>People use art to help explain or teach things.</p>	<p>Use symbols to reflect both literal and figurative ideas.</p> <p>Produce and select an effective final design.</p> <p>Make a scroll.</p> <p>Make a zine.</p> <p>Knowledge of artists Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.</p> <p>Evaluating and analysing Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.</p> <p>Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate.</p>
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Year: 4

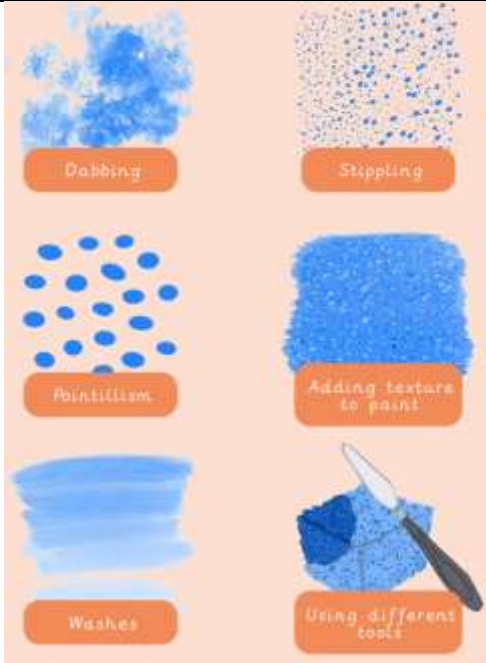
Term: Summer



Unit: Light and dark- painting and mixed media



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>figurative- where the artwork is made to look like real life.</p> <p>abstract- art that has colour, lines, and shapes (form), but they are not meant to represent objects or living things.</p> <p>composition- the arrangement of objects or living things put together in a pleasing way to create a piece of art.</p> <p>complementary colours- colours opposite to one another on a colour wheel.</p>	<p>Colour- Adding black to a colour creates a shade. Adding white to a colour creates a tint.</p> <p>Form- Using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>Tone- Using lighter and darker tints and shades of a colour can create a 3D effect. Tone can be used to create contrast in an artwork.</p> <p>Paintings by artists can be compared according to elements such as texture or colour and practising creating tints and shades when colour mixing.</p>	<p>How to use tints and shades of a colour to create a 3D effect when painting.</p> <p>How to apply paint using different techniques e.g. stippling, dabbing, washing.</p> <p>How to choose suitable painting tools. How to arrange objects to create a still-life composition.</p> <p>How to plan a painting by drawing first.</p> <p>How to organise painting equipment independently, making choices about tools and materials.</p> <p>A still life can be painted from any composition.</p>	<p>Generating ideas Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p> <p>Sketchbook Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process.</p> <p>Making skills Mix a tint and a shade by adding black or white.</p> <p>Use tints and shades of a colour to create a 3D effect when painting.</p>

 <p>muted, mark-making</p> <p>formal- studying artwork grid</p> <p>landscape, portrait</p> <p>shade- adding black to a colour to make a shade. shadow stippling paint</p> <p>tint- adding white to a colour makes a tint vivid.</p> <p>three dimensional (3D)</p>	<p>Using different painting techniques can create different effects.</p> <p>What a still life is and how to create one.</p> <p>Artists make choices about what, how and where they create art.</p> <p>Artworks can fit more than one genre.</p> <p>Artists can make paintings that can be abstract or figurative. Paul Cezanne and Clara Peeters artworks for example.</p>	<p>Artists may hide messages or meaning in their work.</p> <p>Art is influenced by the time and place it was made, and this affects how people interpret it.</p>	<p>Apply paint using different techniques eg. stippling, dabbing, washing.</p> <p>Choose suitable painting tools.</p> <p>Arrange objects to create a still life composition.</p> <p>Plan a painting by drawing first.</p> <p>Organise painting equipment independently, making choices about tools and materials.</p> <p>Knowledge of an artist Use subject vocabulary confidently to describe and compare creative works.</p> <p>Understand how artists use art to convey messages through the choices they make.</p> <p>Evaluating and analysing Use more complex vocabulary when discussing their own and others' art.</p> <p>Discuss art, considering how it can affect the lives of the viewers or users of the piece.</p> <p>Evaluate their work more regularly and independently during the planning and making process.</p>
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