

Year 4 - DRAWING			
SKILLS AND KNOWLEDGE	UNDERSTANDING	CULTURAL	VOCABULARY
<i>Children will learn to</i>	<i>Children will learn that</i>	<i>Children will learn to</i>	
<p>Use a sketchbook to record their ideas, observations and imaginative drawings - using an increasing range of tools to show shape and tone.</p> <p>Use drawing to record and illustrate relationships – paying attention to the importance of facial expression.</p> <p>Use scale and proportion in observational drawings.</p> <p>Begin to use shading and lines to represent curved surfaces.</p>	<p>Drawing is a two-dimensional representation of a three-dimensional world – buildings have sides.</p> <p>Drawing develops spatial concepts - near, far, higher, lower etc.</p> <p>Drawing can be used as a starting point for other processes - a drawing may be part of the planning process, or a rehearsal, for a finished piece.</p>	<p>Look at and talk about - shape and pattern within their own environment.</p> <p>Recognise different functions of drawing and the purpose of drawing in the wider world – as a tool for design, decoration or communication.</p> <p>Look at and talk about – artists’ drawings from other periods and cultures.</p>	<p>Plan Distance Direction Position Form Texture Tone Weight Pressure Portrait Past Present Appearance Character Personality</p>

Year 4 – PAINTING			
SKILLS AND KNOWLEDGE	UNDERSTANDING	CULTURAL	VOCABULARY
<i>Children will learn to</i>	<i>Children will learn that</i>	<i>Children will learn to</i>	
<p>Recognise the features and genre of landscape painting – composition, elements, structure.</p> <p>Use a limited palette to extend their knowledge of colour mixing, textures and mark making– adding white or black to blue, red or yellow to produce a range of tones and shades.</p> <p>Explore mark making in the manner of Fauvism - experiment with using flat and round brushes.</p> <p>Explore ideas for creating their own landscapes.</p>	<p>Colour is the focus of Fauvism.</p> <p>Different brush strokes result in the impact of the finished painting.</p> <p>Images can be collected and used as inspiration.</p>	<p>About the works of Fauve artists including Derain, Matisse, Vlaminck and Braque.</p> <p>That landscapes are created in different ways, extending beyond traditional rural imagery – Constable’s <i>Haywain</i>, Durain’s London scenes, Turner’s sea scapes.</p>	<p>Scenery Rural Urban Townscape Seascape Representational Imaginary Impressionist Abstract Idealised Natural Swirling Stippled Transparent Opaque Foreground Background Middle ground Horizon</p>

Year 4 - PRINTING			
SKILLS AND KNOWLEDGE	UNDERSTANDING	CULTURAL	VOCABULARY
<i>Children will learn to</i>	<i>Children will learn that</i>	<i>Children will learn to</i>	
<p>Experiment creatively by making prints in an alternative way – wrap printing an object onto cloth.</p> <p>Select different materials – print onto paper, cloth, card etc.</p> <p>Make printing blocks and rollers – make a string pattern round a cardboard tube.</p> <p>Combine printing with other techniques – sculpt Plasticine and print from it.</p>	<p>Prints may be altered by rotation, overlaying and adapting the original – use different colour, size, add texture.</p> <p>Prints can be extended and continuous – using tessellation and rollers.</p>	<p>Be aware of print in the environment – cylinder printing, silk screen etc.</p> <p>Recognise how the printed pattern is used in different cultures for different purposes – Indian wooden printing blocks.</p>	<p>Pounce Linear Register Manipulate Block Repeat Continuous Cylinder</p>

Year 4 – COLLAGE AND TEXTILES			
SKILLS AND KNOWLEDGE	UNDERSTANDING	CULTURAL	VOCABULARY
<i>Children will learn to</i>	<i>Children will learn that</i>	<i>Children will learn to</i>	
<p>Explore and work from images from the natural and designed world to produce textured pieces (selecting fabrics, papers and stitches that relate to these images) – use a range of colours and materials to create an image based on a landscape/cityscape/rainforest.</p> <p>Use stitches, shapes, colours and textures to represent elements of the natural and designed world – creating a stitched and quilted autumn leaf, constructing a collage of a window frame.</p>	<p>Language can be used to describe the visual and tactile qualities of textiles.</p> <p>Inspiration for collage and textile work can be drawn from real life.</p> <p>Colour and texture can be representational as well as realistic – personal interpretation and stylisation is valid.</p> <p>To make an image look real, one needs to refer to observational drawings as a starting point.</p>	<p>Compare and comment on different approaches used by artists in different cultures and periods of time – links to printing skills and knowledge.</p>	<p>Daub Stamp Emblem Motif Ornamentation Geometric Stylised Abstract</p>

Year 4 - SCULPTURE			
SKILLS AND KNOWLEDGE	UNDERSTANDING	CULTURAL	VOCABULARY
<i>Children will learn to</i>	<i>Children will learn that</i>	<i>Children will learn to</i>	
<p>Control modelling with clay or papier maché – making attachments with clay, using slip e.g. noses to faces.</p> <p>Control the use of tools and their suitability for different tasks - care and safe use of tools.</p> <p>Choose the correct materials for different projects – know that clay must be kept damp, takes time to dry and may not be suitable for the task.</p> <p>Work on large and small scale projects- both individually and as part of a group.</p>	<p>The design process is a necessary starting part for any sculpture - using 2d form in sketchbooks.</p> <p>Materials have very different qualities that may not always be appropriate for their work.</p> <p>Understand the limitations of materials - clay will dry out and any unsecured attachments will fall off.</p>	<p>Recognise and be able to name some famous sculptures e.g. <i>Angel of the North</i>, and begin to recognise the work of particular sculptors – Anthony Gormley, Barbara Hepworth.</p> <p>Compare and contrast sculpture from different times and cultures – compare religious sculptures from Hindu and Christian faiths.</p>	<p>Form Shape Texture Composition Profile Stylised Proportion Decoration Ornate Symbolic Perspective</p>

Year 4 – DIGITAL MEDIA			
SKILLS AND KNOWLEDGE	UNDERSTANDING	CULTURAL	VOCABULARY
<i>Children will learn to</i>	<i>Children will learn that</i>	<i>Children will learn to</i>	
<p>Explore ideas and collect visual information for their work using digital cameras, scanners and other tools – collect images of Leeds e.g. buildings, sculpture, maps, signs etc.</p> <p>Combine digital and paint processes with layers of original painted or drawn elements – create an artistic poster of Leeds.</p>	<p>Digital art provides a tool to combine images to create dramatic and aesthetic compositions - as used for advertising and in public spaces.</p> <p>Digital Imagery is a flexible art form – effects can be manipulated and altered without having to return to the starting point.</p>	<p>Recognise the use of digital technology in the world of design – CD covers, publicity brochures, Andy Warhol, (+ Gilbert and George – but use with caution and do not allow children to search for these images)</p>	<p>Cut Paste Cloning Opacity Translucence Scale Merge Architecture Structure Detail Textures Layer palette Text box Style</p>

OPPORTUNITIES FOR ASSESSMENT – YEAR 4

DRAWING	PAINING	PRINTING
Draw a series of faces depicting a range of expressions.	Mix a palette of colour inspired by a given artist.	Make a printing roller from a cardboard tube and string to apply a pattern to fabric.
COLLAGE & TEXTILES	SCULPTURE	DIGITAL MEDIA
Create a soft sculpture of a leaf in felt and hessian; adding stitched details of veins, stalks etc.	Create a mask depicting a figure from non-European source e.g. Hindu or Aztec.	Use image manipulation to create an Andy Warhol effect.