

Y4 – Art Overview



| Topic | Craft and Design Fabric of nature | Drawing Power Prints | Painting and mixed media Light and dark |
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| Linked Books | A Splash of Red: The Life and Art of Horace Pippin by Jen Bryant An ABC of What Art Can Be by Meher McArthur Look! Look! Look! at Sculpture by Nancy Elizabeth Wallace The Scraps Book: Notes from a Colorful Life Hardcover by Lois Ehlert The Invention of Hugo Cabret Hardcover by Brian Selznick | | |
| Prior learning | Craft and design Map it out | Drawing Growing Artists | Painting and mixed media Life and colour |
| Artist | William Morris Ruth Daniels Senanayake Megan Carter | Henri Matisse | Audrey Flack Clara Peeters |
| Substantive knowledge | <p>Shape How to use basic shapes to form more complex shapes and patterns.</p> <p>Pattern Patterns can be irregular and change in ways you wouldn't expect. The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.</p> <p>Texture How to use texture more purposely to achieve a specific effect or to replicate a natural surface.</p> <p>Tone</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>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> |

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Using lighter and darker tints and shades of a colour can create a 3D effect.

Making skills

To know that a mood board is a visual collection which aims to convey a general feeling or idea.

To know that batik is a traditional fabric for a design project.

How to make a mood board.

How to recognise a theme and develop colour palettes using selected imagery and drawings.

How decoration technique that uses hot wax.

How to select imagery and use it as inspiration to draw small sections of one image to docs on colours and texture.

How to develop observational drawings into shapes and patterns for design.

How to transfer a design using a tracing method.

How to make a repeating pattern tile using cut and torn paper shapes.

How to use glue as an alternative batik technique to create patterns on fabric.

How to use materials, like glue, in different ways depending on the desired effect.

How to paint on fabric.

How to wash fabric to remove glue to finish a decorative fabric piece.

Knowledge of artists:

Making skills

How to use pencils of different grades to shade and add tone.

How to hold a pencil with varying pressure to create different marks.

How to use observation and sketch objects quickly.

How to draw objects in proportion to each other.

How to use charcoal and a rubber to draw tone.

How to use scissors and paper as a method to 'draw'.

How to make choices about arranging cut elements to create a composition.

How to create a wax resist background.

How to use different tools to scratch into a painted surface to add contrast and pattern.

How to choose a section of a drawing to recreate as a print.

How to create a monoprint.

Knowledge of artists

Artists choose what to include in a composition, considering both what looks good together and any message they want to communicate.

Evaluating and analysing

Artists evaluate what they make, and talking about art is one way to do this.

Making skills

How to mix a tint and a shade by adding black or white.

How to use tints and shades of a colour to create a 3D effect when painting.

How to apply paint using different techniques e.g. stippling, dabbing, washing.

How to choose suitable painting tools.

How to arrange objects to create a still-life composition.

How to plan a painting by drawing first.

How to organise painting equipment independently, making choices about tools and materials.

Evaluating and analysing

Artists make choices about what, how and where they create art.

Artworks can fit more than one genre.

Art is influenced by the time and place it was made, and this affects how people interpret it.

Artists may hide messages or meaning in their work.

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| | <p>Designers can make beautiful things to try and improve people’s everyday lives. Designers collect visual ideas from a wide range of sources, sometimes collecting these as a mood board. Artists and designers sometimes choose techniques based on the time and money available to them. Artists use drawing to plan ideas for work in different media.</p> <p>Evaluating and analysing Artists make choices about what, how and where they create art. Art can be created to make money; being an artist is a job for some people. Art, craft and design affect the lives of people who see or use something that has been created Artists evaluate what they make, and talking about art is one way to do this.</p> | | |
| <p>Skills</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>Using sketchbooks Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a</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>Using sketchbooks Use sketchbooks for a wider range of purposes, for example, recording things using drawing and</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>Using sketchbooks Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning</p> |

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| | <p>making process.</p> <p>Making skills Confidently use a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p> | <p>annotations, planning and taking the next steps in a making process.</p> <p>Making skills Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p> | <p>and taking the next steps in a making process.</p> <p>Making skills Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p> |
| <p>Vocabulary</p> | <p>audience papyrus colour pattern composition process convey scale design scroll Egyptian sculpture fold shape imagery techniques inform zine layout material</p> | <p>abstract block print collaborate collaboratively collage combine composition contrast cross-hatching figurative gradient hatching highlight mixed media monoprint observational drawing parallel</p> | <p>abstract composition contrasting dabbing paint detailed figurative formal grid landscape mark-making muted paint wash patterned pointillism portrait shade shadow</p> |

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| | | <p>pattern</p> <p>precision</p> <p>printmaking</p> <p>proportion</p> <p>shading</p> <p>shadow</p> <p>symmetry</p> <p>three dimensional (3D)</p> <p>tone</p> <p>viewfinder</p> <p>wax-resist</p> | <p>stippling paint</p> <p>technique</p> <p>texture</p> <p>three dimensional (3D)</p> <p>tint</p> <p>vivid</p> |
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