

Cumwhinton School Curriculum - Art Y4 SPR

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| Year 4 | National Curriculum | <p>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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • 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] • about great artists, architects and designers in history. |
| Year 4 | NC Content Breakdown | <p><u>Drawing</u> Develop ability to accurately identify and render 2D & 3D geometric shapes when drawing from observation or second-hand sources, becoming aware of proportion, scale, and order. Make progress in controlling line & shading with graphite, chalks, and charcoal to describe shape, form and light and shade. Practice drawing quick, light lines (sketching) & more deliberate, measured lines. Learn different styles of drawing; Graphic (cartoon, graffiti, caricatures etc.) Realistic (portrait, still life etc.) Abstract (fine art, emotions)</p> <p><u>Painting</u> Use paint with sensitivity & control, more accurately applying appropriate amounts of paint to the surface. Use different types of paint such as poster paint, powder, watercolour, or acrylic for example. Know when to use these paints & name some of their properties.</p> <p><u>Sculpture</u> Design and make Forms in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials, understanding how to finish and present their work to a good standard. They are more confident at modelling materials, they work safely and sensibly, persevering when the work is challenging. Study significant works of art, craft, design and architecture and give more complex personal oral opinions about it. How has the artist produced this work? What was the background to the art? Who made, where were they from? Why was it made? Make copies of small areas of the artist's work to study their techniques, colour, tone, textures and patterns used etc. Study how other artists' make art, including the work of other peoples and cultures, past and present. Look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art (formal elements). Sketchbooks are used to practice and try out ideas & techniques. They make records of the world around them, their ideas, thoughts, feelings and discoveries so their sketchbook becomes a very personal space. They might make art from things they can see from observation; their environment, photographs etc. then translate them into new materials. Make art for expression, imagination, and pleasure. Develop initial ideas into final work adapting work as it progresses. Orally describe their work and the work of others, describing the formal elements of colour, line, Uses evaluation to understand what they need to do to improve and that all artists do this. Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer advice, confidence and praise to others. Uses evaluation to understand what they need to improve and that all artists do this.</p> |

Art and Design

Technical Proficiency - Understanding and Applying knowledge - Creativity - Personal Development

Art and Design across Year 4

| | AUTUMN | SPRING | SUMMMER |
|---|---|---|--|
| Technical Proficiency | <p>Drawing Develop ability to accurately identify and render 2D & 3D geometric shapes when drawing from observation or second-hand sources, becoming aware of proportion, scale, and order. Make progress in controlling line & shading with graphite, chalks, and charcoal to describe shape, form and light and shade. Practice drawing quick, light lines (sketching) & more deliberate, measured lines. Learn different styles of drawing: Graphic (cartoon, graffiti, caricatures etc.) Realistic (portrait, still life etc.) Abstract (fine art, emotions)</p> | <p>Painting Use paint with sensitivity & control, more accurately applying appropriate amounts of paint to the surface. Use different types of paint such as poster paint, powder, watercolour, or acrylic for example. Know when to use these paints & name some of their properties.</p> | <p>Sculpture Design and make Forms in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials, understanding how to finish and present their work to a good standard. They are more confident at modelling materials, they work safely and sensibly, persevering when the work is challenging.</p> |
| Understanding and Applying knowledge | <p>Look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art (formal elements).</p> | <p>Study significant works of art, craft, design and architecture and give more complex personal oral opinions about it. How has the artist produced this work? What was the background to the art? Who made, where were they from? Why was it made? Make copies of small areas of the artist's work to study their techniques, colour, tone, textures and patterns used etc. Look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art (formal elements).</p> | <p>Study significant works of art, craft, design and architecture and give more complex personal oral opinions about it. How has the artist produced this work? What was the background to the art? Who made, where were they from? Why was it made? Make copies of small areas of the artist's work to study their techniques, colour, tone, textures and patterns used etc. Study how other artists' make art, including the work of other peoples and cultures, past and present. Look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art (formal elements).</p> |
| Creativity | <p>Sketchbooks are used to practice and try out ideas & techniques. They make records of the world around them, their ideas, thoughts, feelings and discoveries.so their sketchbook becomes a very personal space. They might make art from things they can see from observation; their environment, photographs etc. then translate them into new materials.</p> | <p>Sketchbooks are used to practice and try out ideas & techniques. They make records of the world around them, their ideas, thoughts, feelings and discoveries.so their sketchbook becomes a very personal space. Make art for expression, imagination, and pleasure. Develop initial ideas into final work adapting work as it progresses.</p> | <p>Sketchbooks are used to practice and try out ideas & techniques. They make records of the world around them, their ideas, thoughts, feelings and discoveries.so their sketchbook becomes a very personal space.</p> |
| Personal Development | <p>Orally describe their work and the work of others, describing the formal elements of colour, line, Uses evaluation to understand what they need to do to improve and that all artists do this. Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer advice, confidence and praise to others. Uses evaluation to understand what they need to improve and that all artists do this.</p> | <p>Orally describe their work and the work of others, describing the formal elements of colour, line, Uses evaluation to understand what they need to do to improve and that all artists do this. Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer advice, confidence and praise to others. Uses evaluation to understand what they need to improve and that all artists do this.</p> | <p>. Orally describe their work and the work of others, describing the formal elements of colour, line, Uses evaluation to understand what they need to do to improve and that all artists do this. Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer advice, confidence and praise to others. Uses evaluation to understand what they need to improve and that all artists do this.</p> |

CONCEPTUAL SCHOOL AMBITION DRIVERS

| | EYFS & KS1 | LKS2 | UKS2 |
|-----|----------------|----------|----------------|
| AUT | Diversity | Fairness | Individuality |
| SPR | Truth | Change | Resilience |
| SUM | Responsibility | Equality | Sustainability |

Art and Design - SPRING YEAR 4
INNOVATION - CHANGE
Technical Proficiency - Understanding and Applying knowledge - Creativity - Personal Development

| | NC | CUMWHINTON CURRICULUM |
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| Finding out (Facts & knowledge) | <p>Study significant works of art, craft, design and architecture and give more complex personal oral opinions about it. How has the artist produced this work? What was the background to the art? Who made, where were they from? Why was it made?</p> <p>Make copies of small areas of the artist's work to study their techniques, colour, tone, textures and patterns used etc. Look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art (formal elements).</p> | <p>Petrit Halilaj https://www.tate.org.uk/whats-on/tate-st-ives/petrit-halilaj-very-volcanic-over-green-feather https://www.tate.org.uk/kids/explore/who-is/who-is-petrit-halilaj</p> <p>Look at how Halilaj was inspired by his past and how that has brought him comfort. How he wants to share his culture with others.</p> <p>He produces big art for exhibitions, but look at small sections of his work to analyse technique using key vocab below (After first year cycle, compare his work to Year 3 work of Frida Kahlo)</p> <p>Key vocab : KS1 vocab - Texture, shade, shape, wash, Primary colours and secondary colours, warm and cool colours, medium, materials, technique, tone, tint, Portrait, background, foreground, perspective</p> <p>New vocab - annotate, emotion, form, movement</p> |
| Using (Applying & analysing) | <p>Use paint with sensitivity & control, more accurately applying appropriate amounts of paint to the surface. Use different types of paint such as poster paint, powder, watercolour, or acrylic for example. Know when to use these paints & name some of their properties.</p> <p>Sketchbooks are used to practice and try out ideas & techniques. They make records of the world around them, their ideas, thoughts, feelings and discoveries. so their sketchbook becomes a very personal space.</p> <p>Make art for expression, imagination, and pleasure. Develop initial ideas into final work adapting work as it progresses.</p> | <p>Using Halilaj images, children look at how he creates movement in his art. The need for not filling some images and block filling others. How does this effect change the quality of the painting?</p> <p>Using different paints - water colours, acrylics, poster paint to create the same image. How does it produce different effects?</p> <p>Halilaj used his paintings to inspire his dreams of flying away, Children to decide which paint they want to use to create a painting that inspires their dreams.</p> |
| Concluding (Evaluating & summarising) | <p>Orally describe their work and the work of others, describing the formal elements of colour, line, Uses evaluation to understand what they need to do to improve and that all artists do this. Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer advice, confidence and praise to others.</p> | <p>Look at her clear and defined edges. How do you get precision with your tools ensuring there is detail in line, edges of shapes.</p> <p>Use different painting surfaces, how they create different effects, rough, smooth, absorbent and resistant.</p> <p>Children create their own portrait inspired by Kahlo, - images in background that are important to them</p> |

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| | Uses evaluation to understand what they need to improve and that all artists do this. | |
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