

## Cumwhinton School Curriculum - Art Y4 AUT

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"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>about great artists, architects and designers in history.</li> </ul>
Year 4	NC Content Breakdown	<p><u>Drawing</u> Develop ability to accurately identify and render 2D &amp; 3D geometric shapes when drawing from observation or second-hand sources, becoming aware of proportion, scale, and order. Make progress in controlling line &amp; shading with graphite, chalks, and charcoal to describe shape, form and light and shade. Practice drawing quick, light lines (sketching) &amp; 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 &amp; 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 &amp; 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.</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> <p>Sketchbooks are used to practice and try out ideas &amp; 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>They might make art from things they can see from observation; their environment, photographs etc. then translate them into new materials.</p> <p>Make art for expression, imagination, and pleasure. Develop initial ideas into final work adapting work as it progresses.</p> <p>Orally describe their work and the work of others, describing the formal elements of colour, line,</p> <p>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**

	<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMMER</b>
<b>Technical Proficiency</b>	<p><b>Drawing</b> Develop ability to accurately identify and render 2D &amp; 3D geometric shapes when drawing from observation or second-hand sources, becoming aware of proportion, scale, and order. Make progress in controlling line &amp; shading with graphite, chalks, and charcoal to describe shape, form and light and shade. Practice drawing quick, light lines (sketching) &amp; 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><b>Painting</b> Use paint with sensitivity &amp; 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 &amp; name some of their properties.</p>	<p><b>Sculpture</b> 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>
<b>Understanding and Applying knowledge</b>	<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>
<b>Creativity</b>	<p>Sketchbooks are used to practice and try out ideas &amp; 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 &amp; 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 &amp; techniques. They make records of the world around them, their ideas, thoughts, feelings and discoveries.so their sketchbook becomes a very personal space.</p>

<b>Personal Development</b>	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.	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.	. 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.
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**CONCEPTUAL SCHOOL AMBITION DRIVERS**

	<b>EYFS &amp; KS1</b>	<b>LKS2</b>	<b>UKS2</b>
AUT	Diversity	Fairness	Individuality
SPR	Truth	Change	Resilience
SUM	Responsibility	Equality	Sustainability

**Art and Design- AUTUMN YEAR 4**

**HUMANITY - FAIRNESS**

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

	<b>NC</b>	<b>CUMWHINTON CURRICULUM</b>
<b>Finding out</b> (Facts & knowledge)	Look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art (formal elements).	Keith Haring <a href="https://www.haring.com/">https://www.haring.com/</a> Graffiti is big art and not forever What inspired, why was he an activist? Is Graffiti fair? Is it Art or vandalism? What is the link between his work and cartoon and caricature/ Why did the Berlin gov't ask him to graffiti the Berlin wall <b>Vocab: Proportion, scale and order, form, light and shade</b> <b>Skills: control, shading with graphite, chalk and charcoal. Quick light lines whilst sketching and more deliberate lines</b> <b>Carlisle graffiti art city walk <a href="#">Street Art Tour in Carlisle</a>   <a href="#">Landmark Street Art</a></b>
<b>Using</b> (Applying & analysing)	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) 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.	Viewpoints of Haring Art work, in sketchbooks practise key skills from elements above. Show their feelings through graffiti art  Create a collaborative piece of art from different viewpoints inspired By Harlan. Chalk graffiti on a wall on the school grounds.  Art work then gets washed off, How do remember, photograph, collect these in their sketchbooks and annotate
<b>Concluding</b> (Evaluating & summarising)	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.	Evaluate their own and other's work using the formal language. Recognise how some art is not forever but this does not mean it is not important or good enough. An expression of how they are feeling at the time.