

Cumwhinton School Curriculum - Art Y4 SUM

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 - SUMMER YEAR 4
The World - EQUALITY
Technical Proficiency - Understanding and Applying knowledge - Creativity - Personal Development

	NC	CUMWHINTON CURRICULUM
Finding out (Facts & knowledge)	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).	Who is Rachel Whiteread? Tate Kids Who is Whitehead? What inspires her? When looking at sculpture, what is it she wants people to see, and appreciate from her sculpture? What is the importance of space? Can we relate this back to the study of Hepworth last year? Where have her commissions been placed? Again this is all about the importance of space. Negative space surrounding her installations. Key vocab: as previously taught and Form, Shape, Texture, Composition, Profile, Proportion, Symbolic, Perspective, Negative Space, Definition
Using (Applying & analysing)	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. 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.	Look at everyday objects around school and home. How are these objects used? Is it the space they take up, or the space they create? Look at the space in a wardrobe, the space under the stairs. They form creates the shape of the space. How can we create the sculpture of space? Begin by investigating jelly and how we can cast the mould. Remind the children of the use of clay in KS1 and how they created the shape and sculpture in the clay. This time they are going to create a mould to create a cast. What shape do they want to investigate, how will they create the mould. Look at the tools and techniques they could use. (Link this back to fossils studied in Year 3) Children then use Plaster of Paris to create the cast.

<p>Concluding (Evaluating & summarising)</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>Review their work and plan share what their space represents. How did they decide on their plan? Share with others their challenges and how their design how to adapt or if they had to re-plan? How would they change their design if they were going to do it again? How could they have improved their sculptures? What other materials would they have like to have used? What were the most effective techniques they used to create their sculpture?</p>
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