

Bream C of E Primary School

Helping all children to become caring, confident and curious young people

‘Be the best you can be; together we grow from acorns to oaks flourishing in God’s love’

Art & Design Curriculum Skills Progression Document Year 4

Year 4

Year 4	Self-Portrait - Roy Lichtenstein Pop Art 	Local Link The Sculpture Trail, Beechenhurst 	
	Drawing <u>Power prints</u> Georges Seurat (Pointillism) 	Sculpture and 3D <u>Mega materials</u> Barbara Hepworth 	Craft and design <u>Fabric of nature</u> William Morris 
	Painting and mixed media <u>Light and dark</u> 		

Progression of Knowledge						
Colour	Form	Shape	Line	Pattern	Texture	Tone
Adding black to a colour creates a shade.	Using lighter and darker tints and shades of a colour can create a 3D effect.	How to use basic shapes to form more complex shapes and patterns.	Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.	Patterns can be irregular, and change in ways you wouldn't expect.	How to use texture more purposely to achieve a specific effect or to replicate a natural surface.	That using lighter and darker tints and shades of a colour can create a 3D effect.
Adding white to a colour creates a tint.	Simple 3D forms can be made by creating layers, by folding and rolling materials.			The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.		Tone can be used to create contrast in an artwork.

Making skills (including formal elements) Methods, Techniques, Media and Materials Year 4	
Drawing Power prints Pupils know how to:	• Use pencils of different grades to shade and add tone. • Hold a pencil with varying pressure to create different marks. • Use observation and sketch objects quickly. • Draw objects in proportion to each other. • Use charcoal and a rubber to draw tone. • Use scissors and paper as a method to 'draw'. • Make choices about arranging cut elements to create a composition. • Create a wax resist background. • Use different tools to scratch into a painted surface to add contrast and pattern. • Choose a section of a drawing to recreate as a print. • Create a monoprint.
Technical Vocabulary	block print, contrast, cross-hatching, collage, collaborate, composition, gradient, hatching, highlight, observational drawing, pattern, printmaking, proportion, shading, shadow, symmetry, tone, three-dimensional, wax-resist
Learning Objectives	1. 3D pencil drawings 2. Sense of proportion 3. Drawing with scissors 4. Wax resist 5. Power prints

Painting & Mixed Media Light and dark Pupils know how to:	• Mix a tint and a shade by adding black or white. • Use tints and shades of a colour to create a 3D effect when painting. • Apply paint using different techniques e.g. stippling, dabbing, washing. • Choose suitable painting tools. • Arrange objects to create a still life composition. • Plan a painting by drawing first. • Organise painting equipment independently, making choices about tools and materials.
Technical Vocabulary	composition, dabbing, hue, pointillism, proportion, shade, shadow, still life, stippling, tint, tone, washes
Learning Objectives	1. Tints and shades 2. Three dimensions 3. Painting techniques 4. Composition 5. Still life

Sculpture & 3-D Mega materials Pupils know how to:	• Use their arm to draw 3D objects on a large scale. • Sculpt soap from a drawn design. • Smooth the surface of soap using water when carving. • Join wire to make shapes by twisting and looping pieces together. • Create a neat line in wire by cutting and twisting the end onto the main piece. • Use a range of materials to make 3D artwork e.g. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork. • Try out different ways to display a 3D piece and choose the most effective. <u>Pupils know:</u> • How different tools can be used to create different sculptural effects and add details and are suited for different purposes, e.g. spoon, paper clips for soap, pliers for wire.
Technical Vocabulary	carving, ceramics, construct, form, found objects, modelling, organic shape, scale
Learning Objectives	1. From 2D to 3D 2. Soap structures 3. Working with wire 4. Shadow sculpture 5. Recycle and recreate

Craft & Design Fabric of nature Pupils know how to:	• Select imagery and use as inspiration for a design project. • To know how to make a mood board. • Recognise a theme and develop colour palettes using selected imagery and drawings. • Draw small sections of one image to docs on colours and texture. • Develop observational drawings into shapes and pattern for design. • Transfer a design using a tracing method. • Make a repeating pattern tile using cut and torn paper shapes. • Use glue as an alternative batik technique to create patterns on fabric. • Use materials, like glue, in different ways depending on the desired effect. • Paint on fabric. • Wash fabric to remove glue to finish a decorative fabric piece. <u>Pupils know:</u> • That a mood board is a visual collection which aims to convey a general feeling or idea. • That batik is a traditional fabric decoration technique that uses hot wax.
Technical Vocabulary	batik, colour palette, craft, design, industry, pattern, repeat, theme
Learning Objectives	1. Inspired by the rainforest 2. One picture, four views 3. Creating patterns 4. Repeating patterns 5. Fabric design

Meanings	Interpretations	Materials and processes	Themes
Art can communicate powerful statements about right and wrong. Mega materials (Sokari Douglas Camp)	- Designers can make beautiful things to try and improve people's everyday lives. Fabric of nature (William Morris) - How and where art is displayed has an effect on how people interpret it. Mega materials (Sokari Douglas Camp, Barbara Hepworth, Jaume Plensa)	- Artists can choose particular materials to communicate a message. Mega materials (El Anatsui) - Artists choose what to include in a composition, considering both what looks good together and any message they want to communicate. Light and dark (Audrey Flack, Clara Peeters) - 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. Fabric of nature (William Morris) - Artists use drawing to plan ideas for work in different media. Mega materials	Sustainability, nature, right and wrong Mega materials Nature; art is for everyone Fabric of nature

Evaluating and analysing Year 4	What is art?	Why do people make art?	How do people talk about art?
Pupils know:	- Artists make choices about what, how and where they create art. Light and dark, Mega materials - Art can be all different sizes. - Art can be displayed inside or outside. - Art is interpreted differently depending on how it is displayed. Mega materials - Artworks can fit more than one genre. Light and dark	- Art can be created to make money; being an artist is a job for some people. - Art, craft and design affects the lives of people who see or use something that has been created. Fabric of nature - Artists make work to explore right and wrong and to communicate their own beliefs. Mega materials	- Art is influenced by the time and place it was made, and this affects how people interpret it. Mega materials - Artists may hide messages or meaning in their work. Light and dark - Artists evaluate what they make and talking about art is one way to do this. Power prints, Fabric of nature

	Drawing	Painting and Mixed Media	Sculpture and 3D	Craft and Design
Key artists:	Roy Lichtenstein Georges Seurat Ed Ruscha Fernando Botero Alberto Giacometti Henry Moore		Magdelene Odundo Barbara Hepworth Jaume Plensa Sokari Douglas Camp El Anatsui	Ruth Daniels Senaka Senanayake William Morris Megan Carter

Year 4		National curriculum Pupils should be taught:	
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.		To create sketch books to record their observations and use them to review and revisit ideas
Sketchbooks	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.		
Making skills (including Formal elements)	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. Use growing knowledge of different materials, combining media for effect. Use more complex techniques to shape and join materials, such as carving and modelling wire. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.	- To improve their mastery of art and design techniques, including painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) - 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.	
Knowledge of artists	Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made.	About great artists, architects and designers in history.	
Evaluating and analysing	Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.	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.	

Resources and Equipment **Year 4**

Drawing	Painting and Mixed Media	Sculpture and 3D	Craft and Design
☐ Drawing pencils of various grades e.g. HB, 2B, 4B ☐ Range of media for drawing (such as: charcoal, pastels, chalks, ink) ☐ Length of ribbon - approx. 30cm per child ☐ Interesting objects to draw (such as: umbrellas, hats, clothes hangers, piles of books, boxes etc.) ☐ Charcoal ☐ Coloured wax crayons ☐ Black ready-mix paint ☐ Liquid soap - a small amount to mix into paint ☐ Polystyrene sheets suitable for printing ☐ Acetate sheets suitable for printing ☐ A range of everyday objects to print with (such as: string, bubble wrap, egg boxes, interesting packaging, cotton reels etc.) ☐ Cotton bed sheet to print onto OR similar fabric OR large pieces of card (one large piece per group of pupils)	☐ Ready-mix paint ☐ Watercolour paint (optional) ☐ Tools for applying paint (such as: sponges, glue spatulas, cotton buds) ☐ Materials that add texture like sand, rice, lentils ☐ Objects to arrange as a still life - see Teacher video for ideas ☐ A3 or larger paper or card for painting ☐ A range of paper for mounting finished work	☐ Coloured chalk ☐ Dark coloured A2 sugar paper ☐ Bars of soap (one per child) ☐ Carving tools for soap (such as: cocktail sticks, old teaspoons, clay modelling tools, large paper clips, lollipop sticks) ☐ 1mm thick plastic-coated wire (approximately 90cm per pupil) ☐ A few pairs of pliers (optional) ☐ Cardboard packaging (e.g. cereal boxes, two per child) ☐ Ribbon (optional) ☐ Black ready-mix paint ☐ A variety of clean used packaging destined for the recycling bin (such as: boxes, foil and plastic wrappers) ☐ String ☐ Staplers / hole punch ☐ PVA glue	☐ A3 card (one sheet per child) ☐ Cartridge paper (A4, plus 15 cm squares at least two per child) ☐ Colouring pencils ☐ Watercolour or ready-mix paints ☐ Acrylic or fabric paint ☐ Rulers ☐ Oil pastels ☐ Calico or white cotton fabric cut into 30 x 30cm squares ☐ PVA glue and glue sticks ☐ Coloured and patterned paper ☐ Sticky or masking tape ☐ Scissors ☐ Examples of items made using patterned fabric (optional) ☐ Exotic plants and fruits (optional)

Kapow
Primary

Teacher guidance: Working with clay



What type of clay should I use?

Choosing the type of clay to use will have an impact on the cost and the practicalities of this unit of work. There are benefits to both and you will need to choose what works best for your children and school setting. Whichever clay you choose, read and follow the safety instructions and explain to the children how to handle it safely.

Standard clay



Standard clay would traditionally be fired in a kiln to make it durable. In school, standard clay can just be dried at room temperature rather than fired. Although it won't be as strong as fired clay, it will be suitable for most primary school projects if you choose a medium-grogged hand-building clay. 'Grogged' just means a clay mix that contains particles that make it stronger and less prone to cracking. Standard clay can actually be easier for children to manipulate and it can be softened to make it more workable. It can also be re-used many times as long as it is stored in an airtight container. This clay can be painted quite successfully once dry.

Air-drying clay

Air-dry clay is very convenient if you know that each child will be keeping every piece they make during lessons. It typically dries out faster than standard clay, so needs to be stored for less time while it dries. It is easy to paint a finished piece. It can be trickier to work with as the surfaces dry quickly and it can be more expensive.

Equipment for working with clay

Successful clay work with children doesn't require lots of specialist equipment. The tables will need to be protected with a tablecloth of some sort and each child will need a modelling board to work on. You can just work directly on top of wipe-down tablecloths, but using a board makes it easier to move finished work to be dried at the end of a lesson.

A wide variety of plastic and wooden tools are available from educational suppliers. An ideal selection would include rolling pins and modelling tools with different cutting and shaping surfaces. 'Loop tools' are useful for removing smaller areas of clay.

