

<p>Year 4 - Autumn</p>	<p>Theme: Craft and Design</p>	
<p><u>National Curriculum links:</u> 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. To know about great artists, architects and designers in history.</p>	<p><u>Prior Learning:</u> Year 1 – Develop a range of art and design techniques to use colour pattern, texture, line, shape, form, and space.</p>	<p><u>Next steps:</u> Year 6 – Exploring art with a message, looking at works through the mediums of drawing, painting and sculpture.</p>
<p><u>Cross Curriculum links:</u> History – Continue to develop chronologically secure knowledge. Be taught about the achievements of the earliest civilisations.</p>	<p><u>Key Questions:</u> What style, pattern and characteristics does Ancient Egyptian art have? Which colours were used in Ancient Egypt? What colours and patterns are appropriate? How was the process of making different in Ancient Egypt? Why is it important to be precise when painting? What do you like about Ancient Egyptian art?</p>	
<p><u>Knowledge/Skills to be taught:</u></p> <ul style="list-style-type: none"> • Children investigate historical art styles. • Children can apply design skills inspired by different styles. • Children are able to make decisions about how to represent information through their art. • Children apply understanding of ancient techniques to construct a new material. • Children can apply different style drawing and painting skills. • Children have an understanding of Egyptian art. 	<p><u>Key Artists:</u> Ancient Egyptian Artwork</p>	<p><u>Key Vocabulary:</u> ancient, colour, Egyptian, imagery, papyrus, composition, layout pattern, side-view, technique</p>
<p><u>Links:</u> Kapow Craft and Design Unit Egyptian Painting https://www.wikiart.org/en/wassily-kandinsky/color-study-squares-with-concentric-circles-1913</p>		

Year 4 - Spring		Theme: Drawing	
<p><u>National Curriculum links:</u> 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. To know about great artists, architects and designers in history.</p>		<p><u>Prior Learning:</u> Year 3 – Developing an understanding of shading and drawing techniques to create botanical inspired drawings.</p>	<p><u>Next steps:</u> Year 5 – How imagery was used in the space race. Exploring drawing, collage and printing.</p>
<p><u>Cross Curriculum links:</u></p>		<p><u>Key Questions:</u> How are different tones created? Which drawing material do you prefer? What is proportion in art? How can scissors be used precisely? How is hatching used? What different printing techniques can we use?</p>	
<p><u>Knowledge/Skills to be taught:</u></p> <ul style="list-style-type: none"> • Children can use tone to create a 3-D effect. • Children use proportion and tone. • Children are able to identify and recreate light and dark areas in drawing. • Children can plan a composition. • Children are able to create a mixed-media drawing. • Children can use shading techniques to create pattern and contrast. Children can work collaboratively to develop drawings into prints. 		<p><u>Key Artists:</u> Edward Ruscha Albert Giacometti Henri Matisse Henry Moore</p>	<p><u>Key Vocabulary:</u> collage proportion shading tone contrast printing gradient</p>
<p><u>Links:</u> Kapow Drawing Unit Edward Ruscha Artwork Albert Giacometti Artwork Henri Matisse Artwork Henry Moore Artwork</p>			

Year 4 - Summer		Theme: Sculpture	
<p><u>National Curriculum links:</u> 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. To know about great artists, architects and designers in history.</p>		<p><u>Prior Learning:</u> Year 3 – Discovering how and why our ancient ancestors made art, experimenting with natural materials to make homemade paints.</p>	<p><u>Next steps:</u> Year 5 – Explore creating self portraits using a variety of painting, photography and mixed media techniques.</p>
<p><u>Cross Curriculum links:</u> Maths - Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.</p>		<p><u>Key Questions:</u> How can you mix shades of a colour? Why do colours change in different lights? How can you change one colour by using black? What painting tool could make this effect? What does composition mean? Which details are important?</p>	
<p><u>Knowledge/Skills to be taught:</u></p> <ul style="list-style-type: none"> • Children can investigate different ways of applying paint. • Children are able to mix tints and shades of a colour. • Children can use tints and shades for a three-dimensional effect. • Children explore how paint can create very different effects. • Children consider proportion and composition when planning a still-life unit. • Children apply knowledge of colour mixing and painting techniques to create a finished piece. 		<p><u>Key Artists:</u> Clara Peeters Audrey Flack</p>	<p><u>Key Vocabulary:</u> still life hue tint tone contrasting pointillism</p>
<p><u>Links:</u> Kapow Painting and Mixed Media Unit Clara Peeters Artwork Audrey Flack Artwork</p>			