

Year 4 Art Curriculum

<p>Exploring and developing ideas</p>	<p>Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning and skills with others, giving and receiving feedback to improve.</p> <p>KS2 Art and Design National Curriculum</p> <p>Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Children can:</p> <ul style="list-style-type: none"> • use sketchbooks to record ideas; • explore ideas from first-hand observations; • question and make observations about starting points, and respond positively to suggestions; • adapt and refine ideas; • use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.
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AUTUMN TERM

<p>Painting Leonardo Da Vinci, Vasiliy Kandinsky</p>	
<p>Skills</p>	<p>Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood.</p> <p>KS2 Art and Design National Curriculum</p> <p>To become proficient in painting techniques</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p>

	<p>Children can:</p> <ul style="list-style-type: none"> ● use varied brush techniques to create shapes, textures, patterns and lines; ● mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; ● create different textures and effects with paint; <ul style="list-style-type: none"> ● use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.
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Vocabulary	abstract, effect, emotion, foreground, fresco, middle ground, background, blend, brush techniques, colour, line, mixing colours, mood, tone, warm
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SPRING TERM

Skills	<p style="text-align: center;">Sculpture Barbara Hepworth, Henry Moor</p> <p>Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, ‘How can it go higher?’ Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail.</p> <p>KS2 Art and Design National Curriculum</p> <p>To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> ● cut, make and combine shapes to create recognisable forms; ● use clay and other malleable materials and practise joining techniques; ● add materials to the sculpture to create detail; ● use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.
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Vocabulary	architect, brim, buckle, malleable materials, marionette puppet, peak, terrace, trimmings, 2D shape, clay, combine, concrete, detail, edging, form, joining techniques, light, rectangular, sculpt, shadow
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SUMMER TERM

Textiles Chinese/ Japanese tie dying

Children develop their weaving and colouring fabric skills further. They are also introduced to the skill of stitching in Lower KS2.
KS2 Art and Design National Curriculum

To improve their mastery of art and design techniques with a range of materials - textiles.

Children can:

- select appropriate materials, giving reasons;
- use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects;
- develop skills in stitching, cutting and joining;

use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.

Vocabulary

dyeing, stuffing, textural effects, turn, decoration, joining, needle, stitch, thread