

Class: Year 4

Unit	WTS	EXS	GDS
<p>Aut 1/2 Unit title: Drawing – Exploring tone, texture and proportion</p>	<p><u>National Curriculum coverage</u></p> <ul style="list-style-type: none"> - Create a three-dimensional effect by using contrasting tones to show light and dark. - Combine lines and marks to represent different textures. - Use lines and marks in different ways to represent dark and light areas (tone). - Comparing the sizes of different objects to draw them in proportion. - Represent the size of one object relative to another. - Consider where to place each element thinking carefully about the space. - Show texture in the collage. - Use the impasto technique to create textured effects. 	<p><u>Key artistic skills</u></p> <p>Generating ideas:</p> <ul style="list-style-type: none"> - Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> - Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. <p>Making skills:</p> <ul style="list-style-type: none"> - Demonstrating greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D forms. - Using growing knowledge of different materials, combining media for effect. - Applying observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> - Using subject vocabulary confidently to describe and compare creative works. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> - Using more complex vocabulary when discussing their own and others’ art. - Evaluating their work more regularly and independently during the planning and making process. 	
<p>Spr 1/2 Unit title: Craft and Design – Ancient Egyptian Scrolls</p>	<p><u>National Curriculum coverage</u></p> <ul style="list-style-type: none"> - Recognise and discuss the importance of Ancient Egyptian art - Consider the suitability of a surface for drawing - Record colours, patterns and shapes through observational drawing - Choose and use tools and materials confidently - Begin to experiment with drawing techniques - Create a selection of sketches that show idea exploration - Produce a final design with a clear purpose - Follow instructions with minimal support - Discuss and evaluate the process and outcome of their work - Produce a complete painted or drawn piece from a design idea - Use colours and materials appropriately, showing an understanding of effective composition - Have a clear idea of the subject of their zine, including a range of images and information 	<p><u>Key artistic skills</u></p> <p>Generating ideas:</p> <ul style="list-style-type: none"> - Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> - Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. <p>Making skills:</p> <ul style="list-style-type: none"> - Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. - Use hands and tools confidently to cut, shape and join materials for a purpose. - Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> - Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> - Confidently explain their ideas and opinions about their own and others’ artwork, with an understanding of the breadth of what art can be and that there are many ways to make art - Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate 	
<p>Sum 1/2 Unit title: Painting and Mixed Media –</p>	<p><u>National Curriculum coverage</u></p> <ul style="list-style-type: none"> - Share their ideas about a painting - Describe the difference between a tint and a shade - Mix tints and shades by adding black or white paint - Discuss their real-life experiences of how colours can appear different - Use tints and shades to paint an object in 3D 	<p><u>Key artistic skills</u></p> <p>Generating ideas:</p> <ul style="list-style-type: none"> - Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome <p>Using sketchbooks:</p>	

<p>Light and Dark</p>	<ul style="list-style-type: none"> - Try different arrangements of objects for a composition, explaining their decisions - Produce a clear sketch that reflects the arrangement of their objects - Create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions - Paint with care and control to make a still life with recognisable objects 	<ul style="list-style-type: none"> - Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process <p>Making skills:</p> <ul style="list-style-type: none"> - 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 - Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style <p>Knowledge of artists:</p> <ul style="list-style-type: none"> - Use subject vocabulary confidently to describe and compare creative works - Understand how artists use art to convey messages through the choices they make <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> - Use more complex vocabulary when discussing their own and others' art - Discuss art, considering how it can affect the lives of the viewers or users of the piece - Evaluate their work more regularly and independently during the planning and making process
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