

ART & Design Scheme Curriculum Coverage: Year 4

Expected Vocabulary. NC Objectives.

The curriculum is designed to build up on the Key Stage One objectives and further develop their techniques. The following National Curriculum Objectives have been broken down into smaller objectives to develop knowledge and skills.

National Curriculum

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 (pencil charcoal paint clay)

Develop an awareness about great artists, architects and designers in history.

Topic Art themes/activities are linked to topic where possible	Curriculum Objective	Knowledge / activity	Vocab
Autumn What myths and legends did the Ancient Greeks tell us?	<ul style="list-style-type: none"> To investigate how some artists choose to display their work on “plinths” and understand how the way a work is displayed can affect the way the audience sees the work. To use a sketchbook to collect ideas about how other artists consider how their work is displayed. To use clay to make quick three dimensional sketches of figures sitting on “plinths” and use the clay to capture character/emotion of the body. To work as a small team and plan an art project around how we would use a plinth in our school, taking ideas of other people on board and contributing my own. To think creatively about art/object/ performance /audience. To share work with others, talk about personal response to the project, what worked well and what I would like to try again. 	<p>The Art of Display</p> <p>1: What is a Plinth?</p> <p>2: Introduce artist Thomas J Price, Clay Figurative Sketches</p> <p>3: Plinth People – design based on important historical Roman characters in sketchbooks</p> <p>4: make wire people</p> <p>5: add fabrics etc</p> <p>6: Share, Reflect, Discuss</p>	<p>Plinth, Display, Viewpoint, Figurative, Empathy, Position, Character, Re-See, Re-Imagine, Re-Present, Environment, Gallery, Scale, Perspective, Curating/Curator, Exhibition</p>

	<ul style="list-style-type: none"> To listen to the response to my work from my classmates and take on board their feedback. To appreciate the work of classmates, understanding where there are similarities and where there are differences. To take photographs of final artwork, thinking about focus, lighting and composition. 		
What myths and legends did the Ancient Greeks tell us?	<ul style="list-style-type: none"> To discuss how we can learn about ourselves through art. To feel safe to take creative risks and enjoy the feeling of experimenting with materials. To feel ok when challenged by materials and ideas To use a variety of drawing materials to make experimental drawings based upon observation. To construct with a variety of materials to make a sculpture. To see my personality in what I have made. To discuss work with classmates, sharing successes and improvements To appreciate the work of classmates, share responses to their work, identifying similarities and differences in our approach and outcomes. To take photographs of work thinking about presentation, focus and lighting. 	Pathway: Sculpture, Structure, Inventiveness & Determination Focus on bird / nest from South America 1: Introduce Marcus Coates, Conference of the Birds, 2019, Film by Kate MacGarry 2: Exploratory Mark Making - <u>Nests: Materials, Tools, Testing & Sketchbooks</u> 3: <u>Observational Ink Drawing</u> 4: <u>Nests: Wet and Dry Media</u> 5: Making Nests 6: Present & Share	Personality Traits, Construct, Pliers, Glue Guns, Construction Materials, Fastening Materials, Structure, Sculpture, Balance,
Spring Where in the world is Europe?	<ul style="list-style-type: none"> To relax into making a sensory drawing using a pencil, making marks on the page without having a predefined outcome. 	Exploring Pattern (Anglo Saxon Patterns)	Pattern, Sensory, Playful, Mindful, Exploratory, Point, Line,

	<ul style="list-style-type: none"> To explore the work of an artist who creates artwork inspired by pattern. And think about where we use pattern in our life to make our worlds brighter. To work in sketchbooks to explore how to make drawings inspired by “rules.” To generate lots of different types of patterns. I can explore the work of a surface pattern designer and make my own repeating pattern, exploring colour, shape and composition. To present and share work, reflect and share thoughts with others, listen to the reflections of classmates and feedback on their work. To take photographs to record work. 	<p>1: Slow Down & Tune In - Making a Sensory Drawing Look and Talk...artist Shaheen Ahmed</p> <p>2: Inventing & Exploring - Rules and Resolutions</p> <p>3: Explore Surface Design with Rachel Parker</p> <p>4: Make A Repeat Pattern using pattern from Anglo Saxon design in sketchbook</p> <p>5: scan pattern into computer and use to make a repeated pattern</p> <p>6: Present, Talk, Share and Celebrate</p>	<p>Rhythm, Shapes, Circles, Ovals, Curves</p> <p>Purpose, Decorative, Pleasing, Aesthetic,</p>
Where in the world is Europe?	<ul style="list-style-type: none"> To explore the work of artists who are inspired by food and share responses with the class. To use a sketchbook to record and reflect feelings and responses to the artist’s work To use a sketchbook to draw food using a variety of media, drawing from still images and from life, exploring how to can use line, shape, and colour to capture the texture and form of the food. To make a sculpture of food, understanding that by working in 3d a sculpture will be seen from different viewpoints. To explore and experiment using “Design through Making”, and discover how to transform and construct with different materials to make a sculpture. 	<p>Festival Feasts</p> <p>1: Be Inspired = Explore & Draw Introduce Claes Oldenburg, Lucia Hierro, Rowan Briggs Smith</p> <p>2: Work in Sketchbooks visually exploring food</p> <p>3: Feast from Modroc making bases</p> <p>4: covering bases with Modroc</p> <p>5: adding line and colour</p> <p>6: Share and discuss</p>	<p>Viewpoint, Relationship 2D 3D, Transform, Graphics, Design Through Making, Construct, Contribute, Artwork, Installation, Surface, Fabric, Texture,</p>

	<ul style="list-style-type: none"> To see how a personal sculpture can form part of a larger artwork, and how we can all find inspiration in each others' ideas. To explore drawing on different surfaces such as fabric, understanding how the drawing materials act differently to when they are used on paper. To present work as part of a larger artwork 		
<p>Summer</p> <p>How do we know the Romans were in Britain?</p>	<ul style="list-style-type: none"> To explore the work of artists who tell stories through imagery. To respond to the work of illustrators and/or graphic novelists, "reading" the visual images and sharing thoughts. To work in a sketchbook to record ideas and thoughts generated by looking at other artists' work. To use a sketchbook to generate ideas about responses to a piece of poetry or prose. To use line, shape, and colour using a variety of materials to test ideas. To think about how to might use composition, sequencing, mark making and some text in drawings. To create a finished piece which contains sequenced images to describe a narrative. To share work with others and talk about journey and outcome, listen to feedback and take it on board. To appreciate the work of my classmates and think about similarities and differences between work and share feedback. 	<p>Storytelling Through Drawing (Viking Sagas)</p> <p>1: Introduce Two Artists Laura Carlin & Shaun Tan</p> <p>2: Drawing Warm Up: Drawing Stories</p> <p>3: Accordion Book Illustrating The Jabberwocky</p> <p>4/5 create accordion book, a Viking Saga</p> <p>6: Share and Reflect</p>	<p>Illustration, Inspiration, Interpretation, Original Source, Respond, Response</p> <p>Graphic Novel, Illustrator,</p>

	<ul style="list-style-type: none"> To take a photograph of my work, thinking about lighting and focus. 		
How do we know the Romans were in Britain?	<ul style="list-style-type: none"> To explore the work of contemporary and more traditional artists who work within the still life genre. To feel able to express thoughts about other artists' work, and talk about the meanings of objects as artists present them. To use my sketchbook to make visual notes, record and reflect. To draw from observation and think about how to use line, colour, shape, texture, form and composition to make artwork interesting. To present and share artwork, and explain how sketchbook work helped build knowledge and skills towards a final piece. 	<p>Exploring Still Life (use natural seaside objects if seaside school trip)</p> <p>1: Introduce an artist - Paul Cezanne Work in sketchbooks = see three shapes activity</p> <p>2: Explore Further – compare Dutch and Flemish 16th century artists</p> <p>3: Still Life Inspired by Cezanne – make composition with objects and photograph</p> <p>4: use photographs to draw composition</p> <p>5: paint composition</p> <p>6: Share, Reflect, Discuss</p>	<p>Still Life, Traditional, Contemporary, Objects, Arrangements, Composition, Viewfinder, Lighting, Background, Foreground, Light, Dark, Tone, Shadow, Colour, Hue, Tint, Elements, Pattern, Texture, Colour,</p>