

Year 4 Art	Curriculum Driving Concepts		
	Drawing, paint and mixed media, sculpture and 3D		
	Autumn Painting and mixed media: Welcome to the jungle (Collage, layers of a rainforest)	Spring Drawing: Cityscapes (City perspective)	Summer Sculpture and 3D: (Wire and modrock sculptures)
Key artist	Henri Rousseau	Stephen Wiltshire	Helen Zughaib
Values	Friendship and Love	Respect and responsibility	Perseverance and Hope
What we need to know Red Hill Riches	Henri Rousseau used layers to create texture within his paintings. Proportion is used within painting. Tertiary colours are made by mixing primary and secondary colours Hue is the dominant colour family Texture can be created using a variety of materials. Objects and animals need to be scaled appropriately to look realistic Texture can be created using paint, pastel and collage.	Stephen Wiltshire drew with perspective and proportion. Drawings use perspective. A vanishing point can help create perspective Sketching outlines can support with proportion Objects get smaller in the distance. Different pencils can be used for effect.	Albert Giacometti was a sculpture. who created wire sculptures. The human body is proportioned. Wire can be used to create a human body in the style of Giacometti. Modrock can be used to cover a wire figure.
Sequence of learning	The sequence of learning will follow the research and immerse, develop ideas, experiment and respond, explore and develop skills, apply and create and evaluate lessons. In this unit, children will be using Henri Rousseau as an inspiration to create a textured painting. Children will be exploring how to use layers of paint to create texture and the range of colours that they can make. Children will be using proportion and scale and comparing the different elements in their work.	The sequence of learning will follow the research and immerse, develop ideas, experiment and respond, explore and develop skills, apply and create and evaluate lessons. Children will be creating their own cityscapes of Worcester) that is based on Stephen Wiltshire's city spaces. Children will be focussing on the proportion, how it is used within artwork and how they can make cityscapes 3D. Children will explore the use of lines, using vanishing points and different angles. They will also be using shading to show the angle of light and specific details.	The sequence of learning will follow the research and immerse, develop ideas, experiment and respond, explore and develop skills, apply and create and evaluate lessons. Children will be exploring the artwork of Albert Giacometti and using him as an inspiration to create wire and modrock figures. Children will develop ideas for 3D work through drawing and visualisation in 2D. They will be exploring human body proportions and positions and explore how shapes can be formed and joined in wire. They will also consider the effect of how sculpture is displayed.

	Children will evaluate their artwork.		Children will also evaluate the effectiveness of their figure based on criteria of: proportion, wire work, modrock ability and the style of Giacometti.
Links to prior knowledge (footprints)	<p>To know that different drawing tools can create different types of lines.</p> <p>To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).</p> <p>To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object.</p> <p>To know that 'tone' in art means 'light and dark'.</p> <p>To know how to create a collage based on observational drawings.</p>	<p>To know that using light and dark colours next to each other creates contrast.</p> <p>To know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.</p> <p>To know that different drawing tools can create different types of lines.</p> <p>To know some basic rules for shading when drawing, e.g. shade in one direction, blend tones smoothly and with no gaps.</p> <p>To know that shading helps make drawn objects look more three dimensional.</p> <p>To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object.</p>	<p>To know that 2d shapes can be joined together to create 3d structures.</p> <p>To know that there are different ways to make card shapes three dimensional, for example, folding and curving the card or joining the flat shapes together; combining shapes together to make a free-standing sculpture; trying out more than one way to create joins between shapes.</p>
Vocabulary	Abstract, block print, collaborate, collaboratively, collage, combine, composition, contrast, figurative, gradient, hatching, highlight, mixed media, monoprint, observational drawing, parallel, pattern, precision, proportion, shading, shadow, symmetry, three dimensional(3D), tone	Landscape, perspective, proportion, cityscape, 3D, shading, light, interpretation, vanishing lines, focal point, angles, viewpoint, horizontal, vertical, features, direction, sketching.	Abstract, carving, figurative, form, found objects, hollow, join, mesh, model, organic shape, pliers, quarry, sculpture, secure, surface, template, texture, three-dimensional (3D), tone, two-dimensional (2D), welding, modrock, scale
Excellence	Excellence: Inspired by the greatest of artists.	Excellence: Inspired by the greatest of artists.	Excellence: Inspired by the greatest of artists.
Enjoyment	Enjoyment: Each lesson will be engaging, creative and enjoyable.	Enjoyment: Each lesson will be engaging, creative and enjoyable.	Enjoyment: Each lesson will be engaging, creative and enjoyable.
Everyone	Everyone: Each lesson will be inclusive and accessible for all children, regardless of ability.	Everyone: Each lesson will be inclusive and accessible for all children, regardless of ability.	Everyone: Each lesson will be inclusive and accessible for all children, regardless of ability.
Everything			

	Everything: Every piece of work will be celebrated, every lesson.	Everything: Every piece of work will be celebrated, every lesson.	Everything: Every piece of work will be celebrated, every lesson.
Disciplinary Knowledge	<p>Generating ideas from a range of stimuli, using research and evaluation of techniques to develop ideas and planning more purposefully for an outcome.</p> <p>Using sketchbooks purposefully to improve understanding, developing ideas and planning for an outcome.</p> <p>Using growing knowledge of different drawing materials, combining media for effect.</p> <p>Demonstrating greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making.</p> <p>Developing greater skill and control when using paint to depict forms, e.g. beginning to use tone by mixing tints and shades of colours to create 3D effects.</p> <p>To use tints and shades to give a three-dimensional effect when painting.</p> <p>To explore how paint can create very different effects.</p> <p>To consider proportion and composition when planning a still-life painting.</p> <p>Evaluating their work more regularly and independently during the planning and making process.</p>	<p>Generating ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p> <p>Using sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</p> <p>Applying observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p> <p>Using subject vocabulary confidently to describe and compare creative works.</p> <p>Building a more complex vocabulary when discussing their own and others' art.</p> <p>Evaluating their work more regularly and independently during the planning and making process.</p>	<p>Working selectively, choosing and adapting collage materials to create contrast and considering overall composition.</p> <p>Exploring how different materials can be shaped and joined, using more complex techniques such as carving and modelling wire.</p> <p>Showing an understanding of appropriate finish and presenting work to a good standard.</p> <p>Responding to a stimulus and beginning to make choices about materials and techniques used to work in 3D.</p> <p>Using subject vocabulary confidently to describe and compare creative works.</p> <p>Using their own experiences of techniques and making processes to explain how art works may have been made.</p> <p>Evaluating their work more regularly and independently during the planning and making process.</p> <p>To use more complex techniques to shape materials.</p>