












## Y4 Art – Mexborough St John the Baptist C of E Primary School

Showing a rationale for sequencing content: how progress happens. Year 4 Geography planning placed in context of long-term knowledge and skill growth.

<p><b>Rationale:</b></p> <p>At the end of Y3 children will have a secure knowledge of the work of a range of artists and will be able to express an opinion about their style. They will know that some artists focus on a particular subject or place. Y4 will learn that some artists are part of a larger movement and that their work shares a common style, theme or ideology. Through the work of Joan Miro, Y4 will be able to identify some features of surrealism and express a personal opinion of this art movement. In drawing, children build on previous learning by making conscious choices about tools and materials, researching, planning and adjusting project ideas. As Y3 have studied pencil portraits, Y4 will apply this learning to painting projects, considering what message the artist is trying to convey about their subject through their representation.</p> <p>Building on earlier learning, Y4 children show confidence and knowledge when making 3D models, making informed choices about selected techniques. They can discuss their work using art vocabulary and collect information to help them develop their work.</p>	
<p><b>Y4: Drawing</b></p>	
<p><b>Key Knowledge, building on previously taught skills:</b></p> <ul style="list-style-type: none"> <li>• Make informed choices in drawing inc. paper and media.</li> <li>• Alter and refine drawings and describe changes using art vocabulary</li> <li>• Use research to inspire drawings from memory and imagination.</li> <li>• Explore relationships between line and tone, pattern and shape, line and texture, scale</li> <li>• Identify and draw the effect of light (shadows) on a surface/objects/people.</li> </ul>	<p><b>Key Discussion Points:</b></p> <ul style="list-style-type: none"> <li>• What textures have you made?</li> <li>• Explain the tonal quality of this image.</li> <li>• What would happen if.....?</li> <li>• What qualities of the artwork do you appreciate? What do you like/dislike? Why?</li> <li>• Using the key vocabulary can you describe the artwork?</li> <li>• What is happening to the shadows?</li> <li>• How does my pencil control effect my mark making?</li> </ul>
<p><b>Key Vocabulary:</b> Line/shape/proportion, Direction, Analysing Images, Composing, Experimenting, Exploring, Linear, Marks, Contour, Colour combination, Flowing line, Tonal quality, Pencil control</p>	
<p><b>Y4: Painting</b></p>	
<p><b>Key Knowledge, building on previously taught skills:</b></p> <ul style="list-style-type: none"> <li>• Independently create all the colours they need.</li> <li>• Create mood in their paintings.</li> <li>• Successfully use shading, tone and brushstrokes to create mood and feeling.</li> </ul>	<p><b>Key Discussion Points:</b></p> <ul style="list-style-type: none"> <li>• What colour would you mix to make...?</li> <li>• How has the artist used paint/colour to express a feeling/emotion?</li> <li>• How would you alter the tone /tint of the colour shade?</li> <li>• Explain what you are going to use, inspired by... and why it will be effective</li> </ul>
<p><b>Key Vocabulary:</b> colour families, palette, stroke, light/dark, pattern, texture, shape, colour, form, space, density, mood, wash,</p>	
<p><b>Y4: 3D Form</b></p>	
<p><b>Key Knowledge, building on previously taught skills:</b></p> <ul style="list-style-type: none"> <li>• Explore ideas and collect visual and other information to develop their work</li> <li>• Show confidence, skill and knowledge making sculptures and models; being able to make informed choices about chosen techniques</li> <li>• Join clay adequately and work reasonably independently to create coil pots</li> </ul>	<p><b>Key Discussion Points:</b></p> <ul style="list-style-type: none"> <li>• Where can you find information to inform your work?</li> <li>• Which techniques will make this project successful?</li> <li>• Which different techniques can you use to add detail to your model?</li> </ul>
<p><b>Key Vocabulary:</b> Form, shape, structure, size, material, construct, build, plan, join, attach, tactile, touch, feel, scale, technique</p>	

Topic	Art Focus		Exemplified Work		
Spain	Drawing	<p data-bbox="633 137 909 201"><b>Joan Miro (1893-1983)</b> Spanish Artist</p> <div data-bbox="461 220 1077 767">  </div>	 	 	 
The Tudors	Painting	<p data-bbox="533 855 1010 919"><b>Hans Holbein the Younger (1497-1543)</b> German Artist</p> <div data-bbox="461 943 1025 1334">  </div>	 		

Ancient Egyptians

3D Form



Coil Pot Canopic Jars

