



What are the aims and intentions of this curriculum?

That by the end of KS2, pupils will:

- develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design
- create sketch books to record their observations and use them to review and revisit ideas
- improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- know about great artists, architects and designers in history.

Formal elements: Knowledge

Colour	To know that adding black to a colour creates a shade To know that adding white to a colour creates a tint	Line	To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing
		Tone	To know that using lighter and darker tints and shades of a colour can create a 3D effect To know that tone can be used to create contrast in an artwork
Form	To know that using lighter and darker tints and shades of a colour can create a 3D effect Know that simple 3D forms be made by creating layers, by folding and rolling materials	Pattern	To know that symmetry can be used to create repeating patterns To know that patterns can be irregular, and change in ways you wouldn't expect
Shape	To know how to use basic shapes to form more complex shapes and patterns	Texture	To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface



Art Curriculum: Year 4

Unit	Topic	Knowledge and Skills	Vocabulary
1	<p>Drawing: Power prints</p> <p>Artists: Fernando Botero, Alberto Giacometti, Henri Matisse, Henry Moore, Ed Ruscha, Georges Seurat</p>	<p>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> <p>Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome</p> <p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style</p> <p>Use growing knowledge of different drawing materials, combining media for effect</p> <p>Demonstrate greater control over drawing tools to show awareness of proportion and perspective, continuing to develop use of tone and more intricate mark making</p> <p>Use subject vocabulary confidently to describe and compare creative works</p> <p>Use their own experiences of techniques and making processes to explain how art works may have been made</p> <p>Build a more complex vocabulary when discussing their own and others' art</p> <p>Evaluate their work more regularly and independently during the planning and making process</p>	<p>abstract, block print, collaborate, collaboratively, collage, combine, composition, contrast, cross-hatching, figurative, gradient, hatching, highlight, mixed media, monoprint, observational drawing, parallel, pattern, precision, printmaking, proportion, shading, shadow, symmetry, three dimensional (3D), tone, viewfinder, wax-resist</p>
2	<p>Painting and mixed media: Light and dark</p> <p>Artists: Audrey Flack, Clara Peeters</p>	<p>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> <p>Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome</p> <p>Explore the way paint can be used in different ways to create a variety of effects, e.g. creating a range of marks and textures in paint</p> <p>Develop greater skill and control when using paint to depict forms, e.g. beginning to use tone to create 3D effects</p> <p>Work selectively, choosing and adapting collage materials to create contrast and considering overall composition</p> <p>Use subject vocabulary confidently to describe and compare creative works</p> <p>Use their own experiences of techniques and making processes to explain how art works may have been made</p> <p>Build a more complex vocabulary when discussing their own and others' art</p>	<p>abstract, composition, contrasting, dabbing paint, detailed, figurative, formal, grid, landscape, mark-making, muted, paint wash, patterned, pointillism, portrait, shade, shadow, stippling paint, technique, texture, three dimensional (3D), tint, vivid</p>



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3	<p>Sculpture and 3D: Mega materials</p> <p>Artists: El Anatsui, Sokari Douglas-Camp, Barbara Hepworth, Magdelene Odundo, Jaume Plensa, Antony Gormley (Local Artist – Angel of the North) / Bob Olley (Local Artist – Stan Laurel)</p>	<p>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> <p>Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome</p> <p>Explore how different materials can be shaped and joined, using more complex techniques such as carving and modelling wire</p> <p>Show an understanding of appropriate finish and present work to a good standard</p> <p>Respond to a stimulus and begin to make choices about materials used to work in 3D</p> <p>Use subject vocabulary confidently to describe and compare creative works</p> <p>Use their own experiences of techniques and making processes to explain how art works may have been made</p> <p>Build a more complex vocabulary when discussing their own and others’ art</p> <p>Evaluate their work more regularly and independently during the planning and making process</p>	<p>abstract, carving, ceramics, figurative, form, found objects, hollow, join, mesh, model, organic shape, pliers, quarry, sculpture, secure, surface, template, texture, three-dimensional (3D), tone, two-dimensional (2D), typography, visualisation, weaving, welding</p>
4	<p>Craft and design: Fabric of nature</p>	<p>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> <p>Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome</p> <p>Learn new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome</p> <p>Design and make art for different purposes and begin to consider how this works in creative industries</p> <p>Use subject vocabulary confidently to describe and compare creative works</p> <p>Use their own experiences of techniques and making processes to explain how art works may have been made</p> <p>Build a more complex vocabulary when discussing their own and others’ art</p>	<p>batik, colour palette, craft, craftsperson, design, develop, designer, imagery, industry, inspiration, mood board, organic, pattern, repeat, repeating, rainforest, symmetrical, texture, theme</p>



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