

<b>YEAR 4 Art CURRICULUM</b>		
<u>Half term 1 and 2</u>	<u>Half term 3 and 4</u>	<u>Half term 5</u>
<p><b><u>Formal Elements</u></b></p> <p><b>Generating Ideas (Conceptual Knowledge)</b> Use literary sources to inspire art. Express thoughts and feelings through the tactile creation of art. Manipulate materials to achieve desired effects. Represent ideas from multiple perspectives.</p> <p><b>Progression of Skills – Making Skills (Procedural Knowledge)</b> Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing. Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work. Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern. Create geometric compositions using mathematical shapes. Analyse and describe the use of shape in artist’s work.</p> <p><b>Progression of Skills – Knowledge (Factual Knowledge)</b></p>	<p><b><u>Art and Design Skills</u></b></p> <p><b>Generating Ideas (Conceptual Knowledge)</b> Use a variety of tones to create different effects. Understand tone in more depth to create 3D effects. Analyse and describe use of tone in artists’ work. Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique. Use literary sources to inspire art. Express thoughts and feelings through the tactile creation of art. Manipulate materials to achieve desired effects. Represent ideas from multiple perspectives.</p> <p><b>Progression of Skills – Making Skills (Procedural Knowledge)</b> Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing. Develop skill and control when painting. Paint with expression. Analyse painting by artists. Make art from recycled materials, create sculptures, print and create using a range of</p>	<p><b><u>Every picture tells a story</u></b></p> <p><b>Generating Ideas (Conceptual Knowledge)</b> Use a variety of tones to create different effects. Understand tone in more depth to create 3D effects. Analyse and describe use of tone in artists’ work. Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique. Use literary sources to inspire art. Express thoughts and feelings through the tactile creation of art. Manipulate materials to achieve desired effects. Represent ideas from multiple perspectives.</p> <p><b>Progression of Skills – Making Skills (Procedural Knowledge)</b> Develop skill and control when painting. Paint with expression. Analyse painting by artists. Analyse and describe colour and painting techniques in artists work. Manipulate colour for print. Develop their ability to describe and model form in 3D using a range of materials.</p>

<p>Artists, craftspeople, designers – Luz Perez Ojeda</p> <p><b>Vocabulary</b></p> <p>2d shapes, abstract, charcoal, pattern, reflection, symmetrical, texture</p>	<p>materials. Learn how to display and present work.</p> <p>Analyse and describe colour and painting techniques in artists work. Manipulate colour for print.</p> <p>Develop their ability to describe and model form in 3D using a range of materials.</p> <p>Analyse and describe how artists use and apply form in their work.</p> <p>Learn and apply symmetry to draw accurate shapes.</p> <p>Analyse and describe how artists use line in their work.</p> <p>Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern.</p> <p><b>Progression of Skills – Knowledge (Factual Knowledge)</b></p> <p>Artists, craftspeople, designers – Giorgio Morandi</p> <p><b>Vocabulary</b></p> <p>Lenticular lens, optical illusions, score, sequential order, thematic</p>	<p>Analyse and describe how artists use and apply form in their work.</p> <p>Learn and apply symmetry to draw accurate shapes.</p> <p>Analyse and describe how artists use line in their work.</p> <p>Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern.</p> <p>Create geometric compositions using mathematical shapes.</p> <p>Analyse and describe the use of shape in artist’s work.</p> <p>Use a range of materials to express complex textures.</p> <p><b>Progression of Skills – Knowledge (Factual Knowledge)</b></p> <p>Artists, craftspeople, designers – David Hockney, Paula Rego, Edward Hopper, Pieter Brueghel, Fiona Rae</p> <p><b>Vocabulary</b></p> <p>Abstract, narrative, pop art, preparatory drawing, re-enact</p>
<p><b><u>Half Term 6</u></b></p>		
<p style="text-align: center;"><b><u>Sculpture</u></b></p> <p><b>Generating Ideas (Conceptual Knowledge)</b></p> <p>Use literary sources to inspire art. Express thoughts and feelings through the tactile creation of art. Manipulate materials to</p>		

achieve desired effects. Represent ideas from multiple perspectives.

**Progression of Skills – Making Skills (Procedural Knowledge)**

Develop their ability to describe and model form in 3D using a range of materials.

Analyse and describe how artists use and apply form in their work.

**Progression of Skills – Knowledge (Factual Knowledge)**

Artists, craftspeople, designers –  
Giuseppe Archimboldo, Sokari Douglas Camp, El Anatsui

**Vocabulary**

Composition, contrast, crochet, geometric pattern, maracas, optical effect, percussion instruments, pitch, quaver, recycle, sketch, upcycle, was resist