



# Singleton Church of England Primary School

## Progression of Skills and Knowledge

### Art - Y4



YEAR 4 ART	Year 4 – Unit 1 Light and dark - Painting and Mixed media 	Year 4– Unit 2 Power Prints – drawing 	Year 4 – Unit 3 Mega Materials - Sculpture & 3D 
<b>Knowledge of Artists</b>	Know the following artists <ul style="list-style-type: none"> <li>• Paul Cezanne</li> <li>• Clara Peeters</li> <li>• Audrey Flack</li> </ul> <ul style="list-style-type: none"> <li>• Use subject vocabulary confidently to describe and compare creative works.</li> <li>• Use their own experiences of techniques and making processes to explain how art works may have been made.</li> </ul>	Know the following artists <ul style="list-style-type: none"> <li>• Ed Ruscha</li> <li>• Georges Seurat</li> <li>• Alberto Giacometti</li> <li>• Fernando Botero'</li> <li>• Henri Matisse</li> <li>• Henry Moore (1979)</li> </ul> <ul style="list-style-type: none"> <li>• Use subject vocabulary confidently to describe and compare creative works.</li> <li>• Use their own experiences of techniques and making processes to explain how art works may have been made</li> </ul>	Know the following artists <ul style="list-style-type: none"> <li>• Magdalene Odundo</li> <li>• Barbara Hepworth</li> <li>• Jaume Plensa.</li> <li>• Sokari Douglas Camp</li> <li>• El Anatsui</li> </ul> <ul style="list-style-type: none"> <li>• Use subject vocabulary confidently to describe and compare creative works.</li> <li>• Use their own experiences of techniques and making processes to explain how art works may have been made</li> <li>• Art can communicate powerful statements about right and wrong. Mega materials (Sokari Douglas Camp)</li> </ul>
<b>KEY VOCABULARY</b>	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	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, texture,	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
<b>SUBSTANTIVE KNOWLEDGE</b>	Colour <ul style="list-style-type: none"> <li>• To know that adding black to a colour creates a shade.</li> <li>• To know that adding white to a colour creates a tint.</li> </ul>	Line <ul style="list-style-type: none"> <li>• To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.</li> </ul> Pattern <ul style="list-style-type: none"> <li>• To know that patterns can be irregular, and change in ways you wouldn't expect.</li> <li>• To know that the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns</li> </ul> Texture <ul style="list-style-type: none"> <li>• To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface.</li> </ul> Tone <ul style="list-style-type: none"> <li>• 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.</li> </ul>	Form <ul style="list-style-type: none"> <li>• To know that using lighter and darker tints and shades of a colour can create a 3D effect.</li> <li>• Know that simple 3D forms can be made by creating layers, by folding and rolling materials.</li> </ul> Shape <ul style="list-style-type: none"> <li>• To know how to use basic shapes to form more complex shapes and patterns.</li> </ul>
<b>MAKING CONNECTIONS</b> <b>Key knowledge / key questions</b>	<b>This links to Year 1/ 2 -unit Painting and mixed media –</b> Discuss artists from previous unit then: - What can we remember? — Key questions <ul style="list-style-type: none"> <li>• What happens when we mix primary colours together? (They make other colours)               <ul style="list-style-type: none"> <li>○ What are the colours made by primary colours called? (Secondary colours)</li> <li>○ What are the secondary colours? (Orange, purple and green)</li> <li>○ What primary colours mixed together make:                   <ul style="list-style-type: none"> <li>▪ green (yellow and blue)</li> <li>▪ orange (red and yellow)</li> <li>▪ purple? (blue and red)</li> </ul> </li> </ul> </li> </ul> <b>Year 3 – Prehistoric painting</b> <ul style="list-style-type: none"> <li>• What can we remember? — Key questions               <ul style="list-style-type: none"> <li>○ What is proportion? - how big something looks compared to the rest of it</li> <li>○ What is smudging? – blending a soft drawing on a material surface</li> <li>○ What is natural paint? how did we make them? – Natural pigments</li> <li>○ Who can remember key facts about the colour wheel? – complementary colours opposite</li> </ul> </li> </ul>	<b>This links to Year 1 / 2 / 3 – Unit – drawing units</b> Discuss artists from previous unit <ul style="list-style-type: none"> <li>• Bridget Riley</li> <li>• Zaria Forman</li> <li>• Wassily Kandinsky</li> <li>• Renata Bernal</li> <li>• Ilya Bolotowsky.</li> </ul> What can we remember Y1/ 2 Key questions – <ul style="list-style-type: none"> <li>• What media did we use to draw with – lets look back in our sketch books</li> <li>• Which of the media are similar? In what ways are they similar?</li> <li>• Which one's smudge? Which one's blend?</li> <li>• Which ones make your hands messy?</li> <li>• What is tone? – light and dark</li> <li>• How can we add tone to a drawing? – Shading</li> </ul> <b>Year 3</b> <ul style="list-style-type: none"> <li>• What type of patterns can we have? – Man made / natural</li> <li>• Who can give examples?</li> <li>• What is texture? - It can be real – what it feels like or can be made to appear textured in a drawing using shading</li> <li>• Who can give me example of techniques used for shading, hatching, cross hatching, scribbling and stippling</li> </ul>	<b>This links to Year 2 unit – Paper Play 3D Sculpture</b> Discuss artists from previous unit then: - What can we remember Y2 Key questions – paper play moulding / shaping /joining <ul style="list-style-type: none"> <li>• How is 3D artwork different to a painting or drawing?</li> <li>• Can anyone demonstrate making a shape by folding the paper?</li> <li>• Can anyone demonstrate making a shape by rolling the paper?</li> <li>• What is the difference between 2D and 3D</li> </ul> <b>Year 3</b> <ul style="list-style-type: none"> <li>• What are organic / geometric 3D forms?</li> <li>• Who can tell me about negative shapes? - know that negative shapes show the space around and between objects.</li> <li>• What is abstract Art?</li> </ul>

<p><b>Key Skills</b></p>	<p><b>Generating ideas:</b></p> <ul style="list-style-type: none"> <li>• Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</li> <li>• Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</li> </ul> <p><b>Making skills</b></p> <ul style="list-style-type: none"> <li>• Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</li> <li>• Use growing knowledge of different materials, combining media for effect.</li> <li>• Use more complex techniques to shape and join materials, such as carving and modelling wire.</li> <li>• Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</li> </ul> <p><b>Knowledge of Artists:</b></p> <ul style="list-style-type: none"> <li>• Use subject vocabulary confidently to describe and compare creative works.</li> <li>• Understand how artists use art to convey messages through the choices they make.</li> <li>• Work as a professional designer does, by collating ideas to generate a theme.</li> </ul> <p><b>Evaluating and Analysing:</b></p> <ul style="list-style-type: none"> <li>• Use more complex vocabulary when discussing their own and others' art.</li> <li>• Discuss art considering how it can affect the lives of the viewers or users of the piece.</li> <li>• Evaluate their work more regularly and independently during the planning and making process.</li> </ul> <p><b>Formal Elements: Colour</b></p> <ul style="list-style-type: none"> <li>• Analyse and describe colour and painting techniques in artists work.</li> <li>• Manipulate colour for print.</li> </ul>	<p><b>Generating ideas:</b></p> <ul style="list-style-type: none"> <li>• Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</li> <li>• Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</li> </ul> <p><b>Making skills</b></p> <ul style="list-style-type: none"> <li>• Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</li> <li>• Use growing knowledge of different materials, combining media for effect.</li> <li>• Use more complex techniques to shape and join materials, such as carving and modelling wire.</li> <li>• Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</li> </ul> <p><b>Knowledge of Artists:</b></p> <ul style="list-style-type: none"> <li>• Use subject vocabulary confidently to describe and compare creative works.</li> <li>• Understand how artists use art to convey messages through the choices they make.</li> <li>• Work as a professional designer does, by collating ideas to generate a theme.</li> </ul> <p><b>Evaluating and Analysing:</b></p> <ul style="list-style-type: none"> <li>• Use more complex vocabulary when discussing their own and others' art.</li> <li>• Discuss art considering how it can affect the lives of the viewers or users of the piece.</li> <li>• Evaluate their work more regularly and independently during the planning and making process.</li> </ul> <p><b>Formal Elements: Line</b></p> <ul style="list-style-type: none"> <li>• Learn and apply symmetry to draw accurate shapes.</li> <li>• Analyse and describe how artists use line in their work.</li> </ul> <p><b>Formal Elements: Pattern</b></p> <ul style="list-style-type: none"> <li>• Create original designs for patterns using geometric repeating shapes.</li> <li>• Analyse and describe how other artists use pattern.</li> </ul> <p><b>Formal Elements: Texture</b></p> <ul style="list-style-type: none"> <li>• Analyse and describe texture within artists' work.</li> </ul> <p><b>Formal Elements: Tones</b></p> <ul style="list-style-type: none"> <li>• Use a variety of tones to create different effects.</li> <li>• Understand tone in more depth to create 3D effects.</li> <li>• Analyse and describe use of tone in artists' work.</li> </ul>	<p><b>Generating ideas:</b></p> <ul style="list-style-type: none"> <li>• Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</li> <li>• Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</li> </ul> <p><b>Making skills</b></p> <ul style="list-style-type: none"> <li>• Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</li> <li>• Use growing knowledge of different materials, combining media for effect.</li> <li>• Use more complex techniques to shape and join materials, such as carving and modelling wire.</li> <li>• Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</li> </ul> <p><b>Knowledge of Artists:</b></p> <ul style="list-style-type: none"> <li>• Use subject vocabulary confidently to describe and compare creative works.</li> <li>• Understand how artists use art to convey messages through the choices they make.</li> <li>• Work as a professional designer does, by collating ideas to generate a theme.</li> </ul> <p><b>Evaluating and Analysing:</b></p> <ul style="list-style-type: none"> <li>• Use more complex vocabulary when discussing their own and others' art.</li> <li>• Discuss art considering how it can affect the lives of the viewers or users of the piece.</li> <li>• Evaluate their work more regularly and independently during the planning and making process.</li> </ul> <p><b>Formal Elements: Form</b></p> <ul style="list-style-type: none"> <li>• Develop their ability to describe and model form in 3D using a range of materials.</li> <li>• Analyse and describe how artists use and apply form in their work.</li> </ul> <p><b>Formal Elements: Shape</b></p> <ul style="list-style-type: none"> <li>• Create geometric compositions using mathematical shapes.</li> <li>• Analyse and describe the use of shape in artist's work.</li> </ul>
<p><b>Key Assessment Opportunity</b></p>	<p><b>Key Assessment Opportunity</b></p> <p><b>Lesson 4 – Application- children plan still life painting</b></p> <ul style="list-style-type: none"> <li>• I can explain what composition means</li> <li>• I can choose and arrange objects to create my own still-life composition</li> <li>• I can select important detail to include in mu composition sketch</li> </ul> <p><b>Lesson 5 – composition of still life using own techniques</b></p> <ul style="list-style-type: none"> <li>• Apply skills to create still life painting</li> <li>• I can organise the equipment I will need to paint using my chosen technique</li> </ul>	<p><b>Key Assessment Opportunity</b></p> <p><b>Assessment Task in Lesson 4 and Lesson 5 - Application of skills / knowledge</b></p> <p><b>Lesson 4</b></p> <ul style="list-style-type: none"> <li>• I can draw tone by 'hatching' parallel pencil lines</li> <li>• I can choose an interesting part of my composition to recreate</li> <li>• I can use a range of scratched marks to add contrast and patterns</li> </ul> <p><b>Lesson 5 - Collaborative drawing task into prints</b></p> <ul style="list-style-type: none"> <li>• I can work co-operatively with my group.</li> <li>• I can experiment with printing techniques.</li> <li>• I can include contrast and pattern in a print.</li> </ul>	<p><b>Key Assessment Opportunity</b></p> <p><b>Assessment Task</b></p> <ul style="list-style-type: none"> <li>• Lesson 4 – Application- explore work of sculptor. Use themselves as active part of own sculpture</li> <li>• Lesson 5 – Composition of recycled piece- children take inspiration from the work of sculptor El Anatsui. Explore ways to join materials and create own 3D piece</li> </ul> <p><b>Application of skills</b></p> <p><b>Lesson 4</b></p> <ul style="list-style-type: none"> <li>• I can make decisions about how to display my sculpture.</li> <li>• I can compose photographs that present my shadow sculpture as a finished piece.</li> </ul> <p><b>Lesson 5</b></p> <p>Apply skills to create still life painting</p> <ul style="list-style-type: none"> <li>• I can try different ways of joining materials to make something three dimensional.</li> <li>• I can explore combinations of colour and texture.</li> <li>• I can decide how to display my sculpture.</li> </ul>