




Year 4: Art and Design



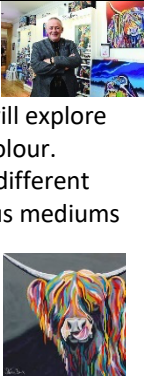
Block 1 – Painting and Mixed Media

Artist focus – Alma Thomas

Overview of unit	Substantive Knowledge	Disciplinary Knowledge
<p>Children develop their skills in colour mixing, focusing on using tints and shades to create a 3D effect. Experimenting with composition and applying painting techniques to a personal still life piece.</p> 	<ul style="list-style-type: none"> • Understand terminology of still life, portraits and landscape. • To know that adding black to a colour creates a shade. • To know that adding white to a colour creates a tint. • To know that using a 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. • To know about the life of Alma Thomas and how she used colour. 	<ul style="list-style-type: none"> • Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. • Explore the way paint can be used in different ways to create a variety of effects e.g. blocking in colour, washes and thickening paint. • Begin to use tone to create 3D effects. • Mixes paints with an understanding of primary, secondary and monochromatic colours. • Produce work 'in the style' of an artist (not copying directly). • Use a brush with control to produce marks appropriate to the work.


Block 2 – Drawing

Artist focus – Steven Brown

Overview of unit	Substantive Knowledge	Disciplinary Knowledge
<p>Through studying Steven Brown and his drawing and painting of animals, children will explore using tone, line, pattern and colour. Children will experiment with different drawing techniques and various mediums to create their own animal in the style of Steven Brown's McCoo art.</p> 	<ul style="list-style-type: none"> • To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing. • To know that different drawing tools can create different types of line. • To know about Steven Brown and the way he uses line to create effects. 	<ul style="list-style-type: none"> • To investigate and experiment with formal elements (line, tone, shape, texture, pattern, colour and form). • Apply the technical skills they are learning to improve the quality of their work. • Develop use of scale, proportion and perspective. • Produce increasingly accurate drawings of animals.

Block 3 – Craft and Design

Artist focus – Harriet Powers

Overview of unit	Substantive Knowledge	Disciplinary Knowledge
<p>In this unit of work, children will explore textiles and in particular focus on quilting. Through studying Harriet Powers, children will explore how to create a quilt and develop their sewing skills to design and make a quilt that tells a story.</p> 	<ul style="list-style-type: none"> • To know about the life of Harriet Powers and she used quilting to tell stories. • To use the correct vocabulary when stitching. • To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface. 	<ul style="list-style-type: none"> • To learn the different types of stitch (running stitch, basting stitch, back stitch and ladder stitch). • Design and make art for different purposes and begin to consider how this works in creative industries. • Show awareness and name a range of different fabrics. • Apply decoration using needle and thread. • Record textile explorations and experimentations as well as try out ideas. • Adapt work as and when necessary and explain why.