



Year Four

Key Stage Two Elements of Art Vocabulary

<u>Colour</u>	<u>Line</u>	<u>Tone</u>	<u>Pattern and Texture</u>	<u>Shape and Form</u>
Warm	Broad	Sombre	Drop	Scale
Cold/cool	Narrow	Bleached	Uniform	Spherical
Luminous	Horizontal	Powerful	Geometric	Organic
Vivid	Vertical	Dark	Symmetric	Positive
Contrasting	Outline	Crisp	Motif	Negative
Murky	Geometric	Stark	Irregular	
Radiant	Angular	Blended	Dots	
Vibrant	Fluent		lines	
Intense	Confident			
Deep	Powerful			

Art Skills Vocabulary

Drawing:

tints, tones, shades, texture, perspective, horizon, composition, scale, foreground, middle ground, background, focal point, scale, expression, viewfinder

Painting:

Layering, backwash, watercolour, ratio, atmosphere, light effects, hue, neutral, complementary, contrasting, tertiary, translucent, analogous

Mixed Media

mono-print, layer, relief print, overlay, block printing, mono-printing, stencils, repeating patterns, surface, pressure, rub, impressed, lino, rotation, symmetrical,
Other skills: knitting, weaving, weft, warp, stitching, sewing, appliqué, rip, tear

Sculpture:

kneading, pressing, joining, combining, cutting, adapting, modelling, moulding, attaching, fixing, secure, flimsy, coil, pinch



St Barnabas CE Primary School

Preparing for a positive future, achieved through faith

Project	Disciplinary Knowledge Big Ideas in Art Develop and share ideas through the form of a thought provoking question.		Practical Knowledge Elements and style of Art Skill, approach		Theoretical knowledge Artists, craft makers designers Timeline/experiences/story	Cross curricular/ Cultural Capital links/Trips
<p>Autumn/Ongoing Warm and Cool Colours This project teaches children about colour theory by studying the colour wheel and colour mixing. It includes an exploration of warm and cool colours, Aboriginal art and how artists use colour in their artwork.</p> <p>This project can be taught at the start of the school year, with sessions being revisited throughout the year as necessary to reinforce an understanding of colour and colour mixing.</p> <p>Painting</p>	<p>How do we create warm and cool colours?</p> <p>What are Tertiary colours?</p>	<p>Complementary colours are pairs of colours that sit opposite each other on colour wheel complementary colours can create a vibrant look, Tertiary colours A tertiary colour is made by mixing equal amounts of a primary colour and a Secondary colour</p>	<p>Elements of Art Colour Shape and form Tone</p> <p>Vocab Analogous Tertiary</p>	<p>Art Skills Painting Colour mixing blend</p> <p>Technique Watercolour Experiment with colour, texture, line, shape & composition to create express purpose, mood and feelings when painting.</p>	<p>Artists Range of contemporary and modern artists Kadinsky, Van Gogh, Matisse, Monet, Whistler</p> <p>Analogous colours are groups of colours that are next to each other on the colour wheel. There are six tertiary colours. On the colour wheel, they sit between the primary and secondary colour they are mixed from</p> <p>Artists use colour in different ways to create different effects. This includes using colour to make features stand out or to create a particular mood or atmosphere.</p>	
<p>Autumn Statues, Statuettes and Figurines Drawing and sculpture This project teaches children about the 3-D representation of the human form, including statues, statuettes and figurines. They study examples from</p>	<p>What is a Statue, Statuette and Figurine?</p> <p>What is the purpose of art?</p>	<p>A statue is a carved or cast figure of a person or animal, especially one life-size or</p>	<p>Elements of Art Shape and form, texture Line and tone</p> <p>Vocab</p>	<p>Art Skills Sculpture, clay modelling Drawing and sketching</p> <p>Technique Drawing/Shading</p>	<p>Crafts people Statuettes and figurines of ancient Sumer</p> <p>Ancient Sumer was one of the earliest ancient civilisations,</p>	<p>Project lends its self to trip Liverpool, St. Georges Hall, Victoria monument.</p>



St Barnabas CE Primary School

Preparing for a positive future, achieved through faith

<p>ancient civilisations, and use their clay skills to create a Sumer-style figurine.</p>	<p>Why would you choose to make a Statue, Statuette and Figurine?</p>	<p>larger. A statuette or figurine is a smaller sized statue, especially one that is smaller than life-size</p>	<p>Cross hatch Stippling Statue Statuettes Figurines</p>	<p>Pen and ink techniques Design and make Forms in 3 dimensions, understanding how to finish and present their work to a good standard. They are more confident at modelling materials, they work safely and sensibly, persevering when the work is challenging.</p>	<p>existing long before ancient Rome and Greece.</p>	<p><u>Link to History</u></p>
<p><u>Spring Islamic Art</u> <u>Drawing, painting, sculpture</u> This project teaches children about the features of Islamic art. They make geometric patterns and motifs on paper, with fabric and in clay. They use their learning to create a high relief clay tile, decorated with geometric patterns.</p>	<p>What has influenced art throughout cultures and history?</p>	<p>The term Islamic art covers all the religious and secular artwork created in countries that used to be part of the Islamic Empire. Islamic art makes objects beautiful with pattern and shape.</p>	<p><u>Elements of Art</u> Shape and space, line tone Use of perspective <u>Vocab</u> calligraphy arabesque geometric</p>	<p><u>Art skills</u> Drawing sketching Sculpture <u>Technique</u> coiling, pinching, slab construction and sculpting. Carving, slip and scoring</p>	<p><u>Art and Heritage</u> It does not depict people. Features of Islamic art include calligraphy, arabesque and geometric patterns. Islamic art decorates many surfaces, including the walls and ceilings of mosques. A motif is a recurring shape in a design or pattern. Motifs can be figurative, vegetal, abstract or geometric. Islamic art features geometric motifs, which are made from regular shapes.</p>	<p><u>Link to RE otherworld faiths/Islam</u></p>
<p><u>Summer Warp and weft Weaving</u></p>	<p>What is the purpose of Art?</p>	<p>Artwork has been used at different times</p>	<p><u>Elements of art</u> Shape</p>	<p><u>Art Skills</u> Textiles weaving</p>	<p><u>Art and Heritage</u> The ancient Egyptians wove cloth on horizontal looms on the floor.</p>	



St Barnabas CE Primary School

Preparing for a positive future, achieved through faith

<p><u>Mixed media/textiles</u></p> <p>This project teaches children about the artform of weaving and how it has developed over time, including the materials and techniques required to create woven patterns and products.</p>		<p>and in different cultures to express ideas about storytelling, religion and intellectual satisfaction. Similarities and differences between artwork can include the subject matter, style and use of colour, texture, line and tone.</p>	<p>Texture and pattern</p> <p><u>Vocab</u></p> <p>Texture Thickness Yarn Warp Weft</p>	<p><u>Technique</u></p> <p>All weaving uses the same process where weft threads are woven in and out of tight warp threads.</p>	<p>Iron Age weavers used vertical looms and wove colourful, patterned fabric. Roman weavers wove fabric in the shape of the clothing they wore. Anglo-Saxons and Vikings wove colourful, patterned braid on small tablet looms. Looms improved in the Middle Ages and could make large pieces of fabric. Victorian looms were powered driven. Modern looms use new technology to make a wide range of natural and synthetic fabrics. and tone.</p>	
--	--	---	---	--	--	--



St Barnabas CE Primary School

Preparing for a positive future, achieved through faith

<u>Year 4 Art, Craft & Design Knowledge & Skills Progression</u>		<u>Main Progression targets that sequence year on year</u>	
<p>Practical Skills <i>Become proficient in drawing, painting, sculpture and other art, craft, and design techniques</i></p>	<u>Drawing</u>	<u>Skill & Control</u>	<p>Develop ability to accurately identify and render 2D & 3D geometric shapes when drawing from observation or second-hand sources, becoming aware of proportion, scale, and order. Make progress in controlling line & shading with graphite, chalks, and charcoal to describe shape, form and light and shade. Practice drawing quick, light lines (sketching) & more deliberate, measured lines. Learn different styles of drawing; Realistic (portrait, still life etc.) Abstract (fine art, emotions)</p>
		<u>Medium</u>	<p>Make drawings and experiment through mark making using pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape.</p>
		<u>Purpose</u>	<p>Visualise their thoughts, feelings & memories or to express experiences they have had. Describe, copy and imagine other places, cultures and peoples past and present. Draw things they can see and (from nature, their environment, still life or photos they have taken)</p>
	<u>Painting & Mixed Media</u>	<u>Skill & Control</u>	<p>Use paint with sensitivity & control, more accurately applying appropriate amounts of paint to the surface. Use different types of paint such as poster paint, powder, watercolour, or acrylic for example. Know when to use these paints & name some of their properties.</p>
		<u>Techniques</u>	<p>Experiment with colour, texture, line, shape & composition to create express purpose, mood and feelings when painting.</p>



St Barnabas CE Primary School

Preparing for a positive future, achieved through faith

		<p><u>Formal Elements</u></p> <p>Colour: Pupils learn how colour has light and dark values and how colour can be used to make colours lighter or darker, creating more vibrant paintings such as those produced by the Impressionists.</p> <p>Tone/Form: Pupils paint awareness of how tone can make paintings more realistic or more expressive, learning to manipulate light and shade for dramatic effect. Line/Shape: Use line with greater confidence to highlight form and shape. Pattern/Texture: Use pattern & texture for desired effects and decoration or more expressive, learning to manipulate light and shade for dramatic effect.</p>
	<u>Design</u>	Design and make art for different purposes, such as stage sets, fashion, cars, inventions, puppets, toys, books, games etc. and see clear links to how this works in the creative industries.
	<u>Craft</u>	Pupils gain experience in using textiles weaving as an artform.
	<u>Other Materials</u>	<p>Printing Pupils use printing (mono printing, block printing,) to create both individual images and repeat patterns. They use simple motif printing blocks to create and print complex patterns with mathematical and visual precision.</p> <p>3D sculpture Design and make Forms in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials, understanding how to finish and present their work to a good standard. They are more confident at modelling materials, they work safely and sensibly, persevering when the work is challenging.</p>
<p><u>Creativity</u> <i>Explore ideas, invent, imagine, problem solve</i></p>	<u>Sketchbooks</u>	Sketchbooks are used to practice and try out ideas & techniques. They make records of the world around them, their ideas, thoughts, feelings and discoveries.so their sketchbook becomes a very personal space.



St Barnabas CE Primary School

Preparing for a positive future, achieved through faith

	<p><u>Experiences, Imagination</u></p>	<p>They might make art from things they can see from observation; their environment, photographs etc. then translate them into new materials.</p>
<p><u>Theoretical knowledge</u> <i>Artists, craft makers designers Timeline/experiences/stories about Artists, Craft & Designers. Learn how artists use formal elements</i></p>	<p><u>Learn about artists, craftspeople, architects, & designers</u></p>	<p>Study significant works of art, craft, design and architecture and give more complex personal oral opinions about it. How has the artist produced this work? What was the background to the art? Who made, where were they from? Why was it made? Make copies of small areas of the artist's work to study their techniques, colour, tone, textures and patterns used etc. Study how other artists' make art, including the work of other peoples and cultures, past and present. Look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art (formal elements).</p>
<p><u>Big Questions</u> <i>Reflection leads to personal development</i> <i>Evaluate and Analyse own & others work</i> Curiosity of the world</p>	<p><u>Increasing understanding of purpose & intention for art</u></p>	<p>Orally describe their work and the work of others, describing the formal elements of colour, line,</p>
	<p><u>Awareness of choices & decisions</u></p>	<p>Uses evaluation to understand what they need to do to improve and that all artists do this. Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer advice, confidence and praise to others. Uses evaluation to understand what they need to improve and that all artists do this.</p>