

Year 4 - Progression of Knowledge and Skills Art

Term	Knowledge	Skills
<p style="text-align: center;">Autumn 1</p> <p style="text-align: center;">Topic: Painting and Mixed Media – Light and Dark</p>	<p>Formal elements:</p> <ul style="list-style-type: none"> • Colour: Adding black to a colour creates a shade. • Colour: Adding white to a colour creates a tint. • Form: Using lighter and darker tints and shades of a colour can create a 3D effect. • Tone: Using lighter and darker tints and shades of a colour can create a 3D effect. • Tone: Tone can be used to create contrast in an artwork. <p>Making skills:</p> <ul style="list-style-type: none"> • How to mix a tint and a shade by adding black or white. • How to use tints and shades of a colour to create a 3D effect when painting. • How to apply paint using different techniques e.g. stippling, dabbing, washing. • How to choose suitable painting tools. • How to arrange objects to create a still-life composition. • How to plan a painting by drawing first. • How to organise painting equipment independently, making choices about tools and materials. 	<p>Using sketchbooks:</p> <ul style="list-style-type: none"> • Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process. <p>Making skills:</p> <ul style="list-style-type: none"> • 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. • Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Use subject vocabulary confidently to describe and compare creative works. • Understand how artists use art to convey messages through the choices they make.

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<p>Autumn 1</p> <p>Topic: Painting and Mixed Media – Light and Dark</p>	<p>Evaluating and analysing:</p> <ul style="list-style-type: none"> Artists make choices about what, how and where they create art. Artworks can fit more than one genre. Art is influenced by the time and place it was made, and this affects how people interpret it. Artists may hide messages or meaning in their work. 	<p>Evaluating and analysing:</p> <ul style="list-style-type: none"> Use more complex vocabulary when discussing their own and others' art. Discuss art, considering how it can affect the lives of the viewers or users of the piece. Evaluate their work more regularly and independently during the planning and making process.
<p>Autumn 2</p> <p>Topic:</p>		
<p>Spring 1</p> <p>Topic: Drawing – exploring tone, texture and proportion</p>	<ul style="list-style-type: none"> Formal elements: Form: Using lighter and darker tints and shades of a colour can create a 3D effect. Line: Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing. Texture: How to use texture more purposely to achieve a specific effect or to replicate different surfaces. Tone: That using lighter and darker tints and shades of a colour can create a 3D effect. Tone: Tone can be used to create contrast in an artwork. 	<p>Generating ideas:</p> <ul style="list-style-type: none"> 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>Using sketchbooks:</p> <ul style="list-style-type: none"> Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome

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<p style="text-align: center;">Spring 1 Topic: Drawing – exploring tone, texture and proportion</p>	<p>Making skills:</p> <ul style="list-style-type: none"> • Use lines and marks to represent texture, pattern and light in a creative and expressive way, e.g. using bold, quick lines to depict rough texture or swirling marks to represent swaying grass. • Represent geometric 3D shapes more accurately and begin to include organic forms. • Use a more diverse range of marks to convey a subject’s form. • Combine lines and marks to create light and dark areas of a drawing. • The impact of light on form (e.g. where it hits 3D objects and where shadows form). Start to depict an object’s form with tonal shading, highlighting the presence and absence of light. • Create a gradation effect, smoothly transitioning from light tones, to mid tones, to dark tones. • Sketch to plan the placement of their composition elements for visual effect. 	<p>Making skills:</p> <ul style="list-style-type: none"> • Demonstrating greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D forms. • Using growing knowledge of different materials, combining media for effect. • Applying observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. • Draw more accurately in relative size/proportion. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Using subject vocabulary confidently to describe and compare creative works. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Using more complex vocabulary when discussing their own and others’ art. • Evaluating their work more regularly and independently during the planning and making process.

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Term	Knowledge	Skills
Spring 2 Topic:		
<p style="text-align: center;">Summer 1 Topic: Sculpture and 3D – Mega Materials</p>	<p>Formal elements:</p> <ul style="list-style-type: none"> • Form: Simple 3D forms can be made by creating layers, by folding and rolling materials. <p>Making skills:</p> <ul style="list-style-type: none"> • How different tools can be used to create different sculptural effects and add details and are suited for different purposes, eg. spoon, paper clips for soap, pliers for wire. • How to use their arm to draw 3D objects on a large scale. • How to sculpt soap from a drawn design. • How to smooth the surface of soap using water when carving • How to join wire to make shapes by twisting and looping pieces together. • How to create a neat line in the wire by cutting and twisting the end onto the main piece. • How to use a range of materials to make 3D artwork, e.g. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork. • How to try out different ways to display a 3D piece and choose the most effective. 	<p>Generating ideas:</p> <ul style="list-style-type: none"> • 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>Using sketchbooks:</p> <ul style="list-style-type: none"> • Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process. <p>Making skills:</p> <ul style="list-style-type: none"> • 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. • Use more complex techniques to shape and join materials, such as carving and modelling wire.

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Term	Knowledge	Skills
Spring 2 Topic:		
Summer 1 Topic: Sculpture and 3D – Mega Materials	<p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Art can communicate powerful statements about right and wrong. • Artists can choose particular materials to communicate a message. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Artists make choices about what, how and where they create art. • Art can be all different sizes. • Art can be displayed inside or outside. • Art is interpreted differently depending on how it is displayed. • Artists make work to explore right and wrong and to communicate their own beliefs. • Art is influenced by the time and place it was made, and this affects how people interpret it. • Artists may hide messages or meaning in their work. 	<p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Use subject vocabulary confidently to describe and compare creative works. • Understand how artists use art to convey messages through the choices they make. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Use more complex vocabulary when discussing their own and others' art. • Discuss art, considering how it can affect the lives of the viewers or users of the piece.
Summer 2 Topic:		