

Art Curriculum - Year 4

Statement of Intent:

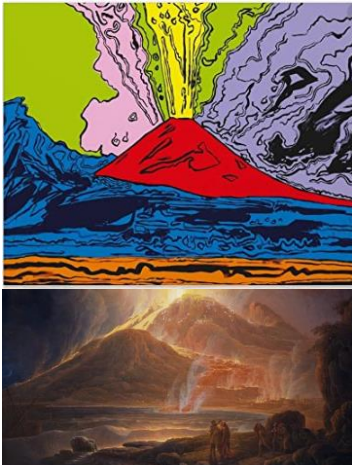
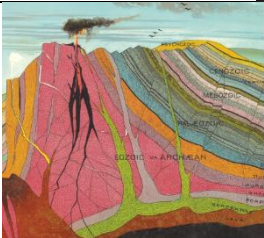
The intent identifies what our pupils need from our art curriculum:


Our pupils need:


- high quality and ambitious teaching where we build children's knowledge ,skills and concepts sequentially so learning opportunities reflect the needs of all pupils.
- to see that art should engage, inspire and challenge, that it is a form of positive communication that leads to a sense of belonging and well-being and anyone can do it.
- to develop their self-confidence and to see art as a form of self-expression.
- to learn about how art reflects and shapes our history, contributing to the culture, creativity and wealth of our nation.
- to be able to talk critically and concisely, developing a rigorous understanding of art and design.
- to be able to express themselves creatively, using their skills to experiment, invent and create their own works of art and craft.
- to be exposed to a wide variety of artistic experience and styles (beyond those they encounter every day at home) on which to form their personal opinions and thoughts.

Opportunities and Experiences in Art for pupils at Cirencester Primary School

- All pupils will have the opportunity to take part in regular and sustained class art lessons which develop visual awareness and artistic understanding
- All pupils will have the opportunity to join art clubs or to visit art galleries or exhibitions.
- All pupils will experience a range of artistic styles and will have the opportunity to express their preferences.
- All pupils will have the opportunity to learn and develop a wide range of artistic skills.
- Children will experience high quality teaching to enable them to respond with discernment and to develop their own preferences.
- All pupils will have the opportunity to create artistic work which is displayed for an audience.

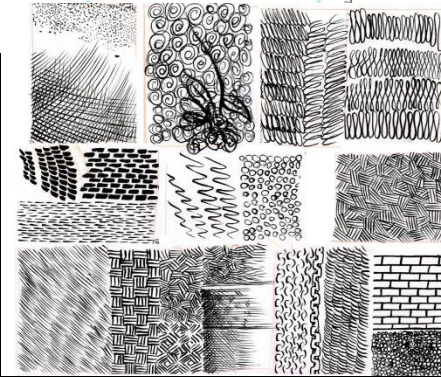
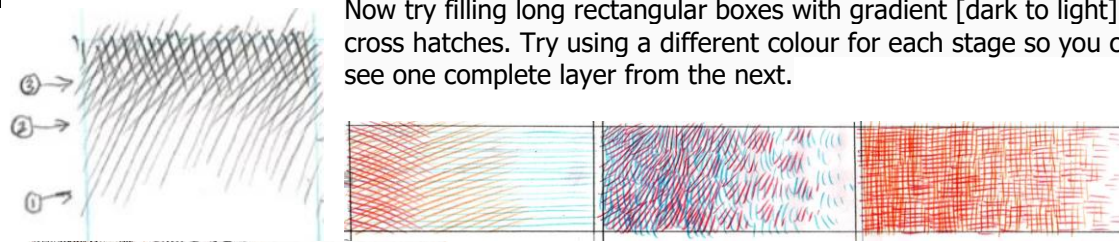
Year 4 Term 1	Big Question: What is it like to live near a volcano? PAINTING			
Unit: painting	Prior Learning: In year 1 children have explored warm and cool colours and how they can be used to good effect in artwork. In year 2 they have taken inspiration from nature and explored using primary and secondary sources for drawing. In year 3 they have explored adding perspective to drawings and have looked at the links between scientific drawings and sketches.			
	Objectives (from NC2014) <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. 			
	Question	Lesson Ideas/Resources	WTS	EXS
1	<p>How do different artists represent the same event?</p> <p>Do different artists capture the same feelings about an event?</p> <p>SKETCHBOOKS</p>	<p>Look at contrasting Andy Warhol</p> <p>Jacob More Mount Vesuvius in</p> <p>Place colour copies sketchbooks. Using match from the</p> <div data-bbox="842 544 1193 1010">  </div> <p>Artworks of Mount Vesuvius. Vesuvius</p> <p>Eruption. https://www.nationalgalleries.org/art-and-artists/5205/mount-vesuvius-eruption of volcano art into the children's watercolour ask the children to colour paintings.</p>		
2	<p>How can I use my scientific knowledge to inform a painting?</p> <p>SKETCHBOOKS</p>	<div data-bbox="589 1010 851 1249">  </div> <p>Place a copy of a cross section in sketchbooks.</p> <p>Draw a cross section of a volcano, plan what colours you could use to represent the different temperatures within (recap year one project on warm and cool colours).</p>		

3 - 4	<p>How can atmosphere be created in painting?</p> <p>PAINTING</p>  <p>Use melted wax on paper. Drip the wax along your drawn lines and to add pressure lines. Have fun spreading wax from the eruption point – leave gaps between the wax to add hot coloured paint (look back at the Warhol Vesuvius for inspiration).</p> <p>Once the wax is dry paint using a combination of inks and watercolours. The inks will add strong colour and the watercolours will add subtle tonal differences to the colours.</p> <p>The wax will crack but this effect will add to the overall tension and feeling of pressure in the painting.</p>		
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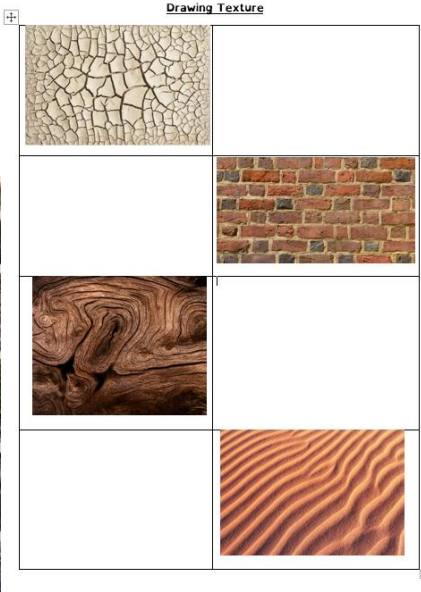


Year 4 Term 2	Big Question: What different people lived in Ancient Greece?			
Unit: Drawing	<p>Prior Learning: In year 1 children have explored mark making with lines and shapes. In year 2 they have used drawing techniques to develop a range of mark making skills. In year 3 they have learnt to add texture to drawings and begun to think about ways to make drawings 3D.</p> <p>Objectives (from NC2014)</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. 			
	Question	Lesson Ideas/Resources	WTS	EXS
	<p>1</p> <p>How can I create texture?</p> <p>SKETCHBOOK</p>	<p>Hatching. Hatches are lines made to shade, add texture and create form, generally trying to achieve tonal (light to dark) range with line. Fill in a row of boxes, or circles if you like, with hatch lines as you see here.</p> 		

Then start Cross Hatching. Try different angles or draw the longest lines first, then change angle by about 15 degrees and draw half their length for the second row. Then reverse the angle 45 degrees or so and draw only half to two thirds as long. Feather the end of your strokes for a nicer effect.

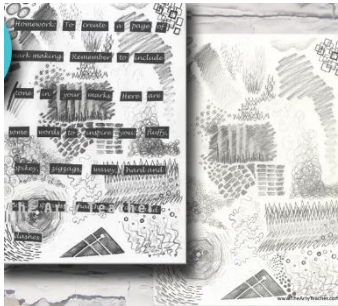
Now try filling long rectangular boxes with gradient [dark to light] cross hatches. Try using a different colour for each stage so you can see one complete layer from the next.

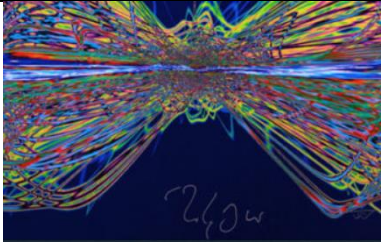
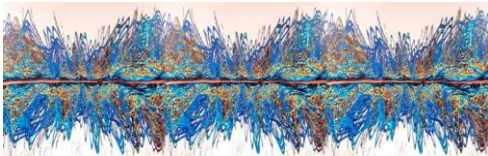
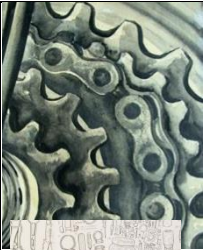




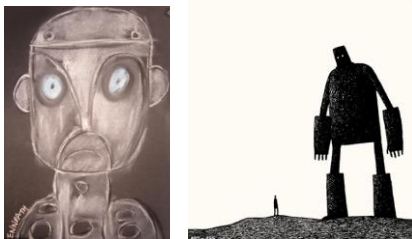
Hatching is a great way to add texture to drawings. Now mix your hatching skills with other marks you like using. Create a section of a sketchbook page where you put different marks together.

<p>2</p>	<p>How can I create texture?</p> <p>SKETCHBOOK</p>	<p>Look back at the work from experimenting with different different textures. Have a look textures then using a texture have e go at recording them. repeating patterns.</p> <div data-bbox="555 292 958 738">  </div> <div data-bbox="958 116 1377 710"> <p>Drawing Texture</p>  </div>	<p>last lessons. Today try marks to try to capture at samples of different experimentation sheet Look for shapes and</p>	
<p>3</p>	<p>How do artists use mark making?</p> <p>SKETCHBOOK</p>	<p>Show the children artist's work that incorporates mark-making techniques. By deconstructing drawings made by artists, children can begin to build their own vocabulary of marks, and start to make our own creative decisions about when to use a certain mark in a particular context. Provide children with a selection of photocopies of artwork. Children select their favourite and practice making similar marks around it.</p> <div data-bbox="544 863 981 1197">  </div> <p><i>Two maraboes (Twee maraboes) (c.1914) by Samuel Jessurun de Mesquita. Original from The Rijksmuseum.</i></p> <div data-bbox="555 1361 1187 1393"> <p><i>Portrait of Joseph Roulin (1888) by Vincent Van Gogh</i></p> </div> <div data-bbox="1361 1053 1702 1458">  </div>		


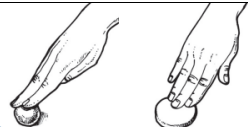



4	<p>What is thoughtful mark making?</p> <p>SKETCHBOOKS</p> <p>What is diverse mark making?</p>	<ul style="list-style-type: none">• Carefully at the subject matter (which should be a single object placed near to each child) fossils and shells are great for this exercise.• suggest a style of mark making on (e.g cross hatching or dots). Children to begin to draw their object, using only the type of mark.• Repeat with different marks until the children have made a single drawing comprising many different types of marks.• Give the last minute as "free choice". Children then have the opportunity to use whichever marks they felt they needed to, to finish their drawing. <div data-bbox="555 454 990 783"></div> <p data-bbox="728 794 819 807">Mark making types</p> <div data-bbox="1079 539 1279 818"></div> <div data-bbox="555 818 828 1029"></div> <p data-bbox="663 1034 725 1043">Diverse mark making</p> <div data-bbox="828 818 1128 1046"></div>		
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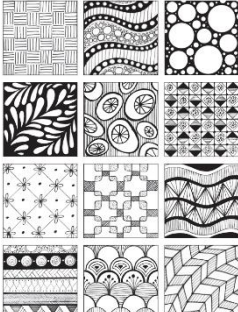

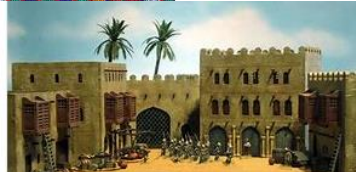



Year 4 Term 3	Big Question: What does silence feel like? Drawing			
Unit: drawing	Prior Learning: In year 1 children have explored mark making with lines and shapes. In year 2 they have used drawing techniques to develop a range of mark making skills. In year 3 they have learnt to add texture to drawings and begun to think about ways to make drawings 3D.			
	Objectives (from NC2014) <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history 			
	Question	Lesson Ideas/Resources	WTS	EXS
1.	How can I develop my mark making skills? SKETCHBOOK	<p>Mark making</p> <p>Show the children a mark making sheet where the different styles have not been 'contained' in boxes but allowed to flow around the page and nudge each other.</p>  <p>Ask the children to make the following marks on the page –</p> <ul style="list-style-type: none"> Horizontal lines Hatching Cross Hatching Zig Zag Spirals Vertical lines Scribbling <p>Stippling</p> <p>Circles</p> <p>Wavy lines</p> <p>Dashes</p> <p>Give the children 30 seconds to complete each mark making area.</p> <p>The children can use a variety of pencils (from H to 6B). They could also use pens or charcoal.</p>		

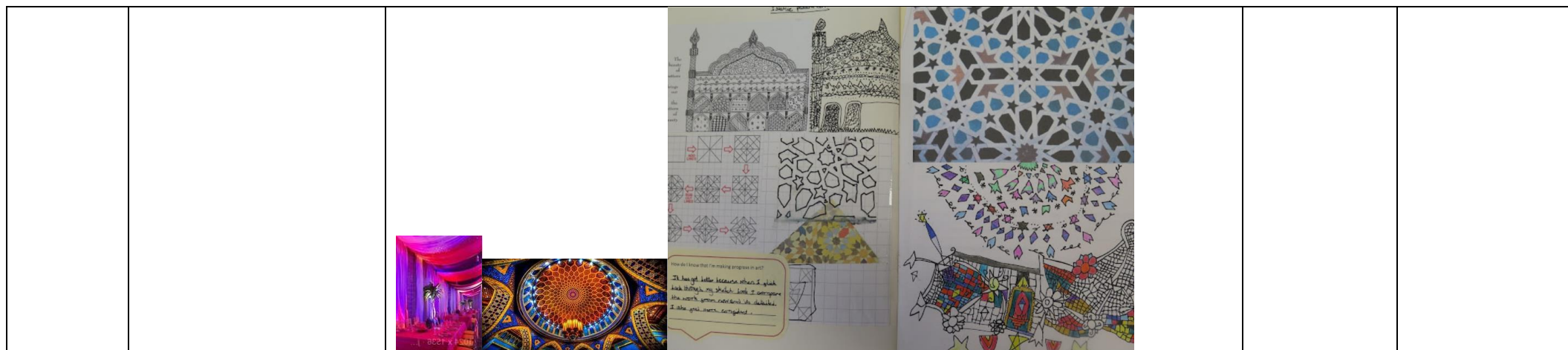
2.	<p>How can I make soundwaves into a work of art?</p> <p>Mixed Media</p>	 <p>Observational drawings – soundwaves.</p> <p>Using oil pastels and black/dark sugar paper create patterns based on soundwaves.</p>  <p>Look at soundwaves art – famous musicians' music printed on canvas as artworks. https://soundwavesartfoundation.com/</p>		
Optional extra units on illustration L3-5				
3.	<p>Optional extra:</p> <p><i>How can I make functional parts into a work of art?</i></p>	 <p>Observational drawings – loose parts -cogs, washers, nails. Challenge the children to use their mark making skills when drawing the loose parts.</p> <p>When we look at something with the intent of drawing it, we tend to look more carefully than usual. We see, <i>truly see</i>, the shapes, the patterns, the perspective, the colours, the shadows, the contours, and how all of the details interact. Enjoy really looking at simple objects. Finding the beauty in their shape and surface texture.</p> 		
4.	<p><i>What is the difference between drawing and illustration?</i></p>	<p>Look at the illustrator Chris Mould and his work for the new edition on Iron Man. Explore how the pictures tell the story.</p> <p>Illustration is drawing stories with pictures that are rich in narrative and expression.</p> <p>https://www.youtube.com/watch?v=SvsSABZTjnc</p> <p>https://www.holroydecartey.com/chris-mould.html</p>		

		 <p>Place some examples of Chris Mold's illustrations in your sketchbook. Have a go at drawing in the same style around them. What words would you use to describe this style? Scratchy</p>		
	Can we become illustrators?	 <p>After initial work in sketchbooks looking in detail at illustrations of Iron Man move onto a larger piece. Just keep the materials simple: charcoal, blue chalk, compressed charcoal pencil, and rubbers. Work on black paper. Create a representation of the iron man. Try to use the dark colours to show his strength/ size and aloneness. Remember you will need to 'fix' the artwork with hairspray otherwise it will smudge.</p>		

Year 4 Term 4 Unit: Clay	Big Question: How do tourists affect Italy's great sites?			
	Prior Learning: In year 1 the children created a fairy tale door using a flat clay slab. In year 3 children have made a pinch pot and used etching techniques to decorate it.			
	Objectives (from NC2014) <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. 			
	Question	Lesson Ideas/Resources	WTS	EXS




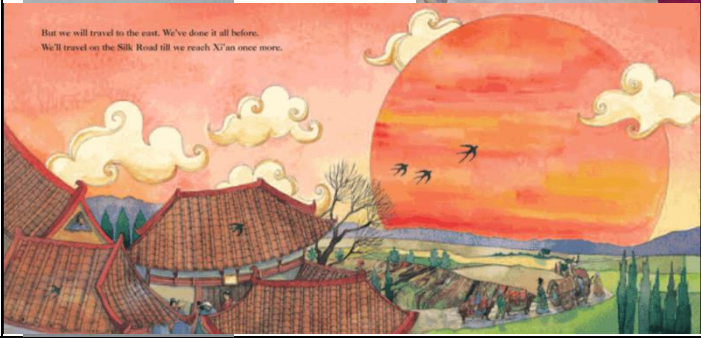
1	<p>What do traditional Italian terracotta oil vessels look like?</p> <p>SKETCHBOOK</p>	 <p>Collect images of traditional Italian Olive oil vessels – stick them into the centre page of sketchbooks. Make sketches of the images around.</p>		
2	<p>What is a coil pot?</p> <p>CLAY</p>	<div><ul style="list-style-type: none">• Start by getting a piece of clay as big as a ping pong ball.• Roll it with your hands into a ball shape.• Put it on a flat surface and gently flatten it down using the palm of your hand, until it is about 1 cm thick.</div> <div><ul style="list-style-type: none">• Make sure you can easily lift it off the surface, as you don't want to get your pot stuck.• Get a new piece of clay and roll it into a sausage shape long enough to go around the edge of the pot base.• Place it on top of your pot base and wind it around.• Using your fingers smooth the coil onto the base so you can't see the join – on the inside and outside.</div> <div><ul style="list-style-type: none">• A little bit of water can help if it is dry.• Roll out another sausage shape and do the same again until you are happy with the size of your pot.• Repeat the process• Make sure that all the coils are smoothed together and there are no gaps.</div> <div><ul style="list-style-type: none">• When your pot is smooth you can decorate it. Carefully draw into the clay a simple geometric pattern.</div>		

Year 4 Term 5	Big Question: What would I experience along the silk roads?			
Unit: Sketchbook	Prior Learning: In year 1 the children have looked at repeated circular patterns in art and basic colour theory. In year 2 children have looked at repeated patterns in the arts and crafts movement			
	Objectives (from NC2014) <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. 			
	Question	Lesson Ideas/Resources		WTS
1.	How can patterns be used in art? SKETCHBOOK	Create a pattern sheet for shapes – do they remind most effective? When to keep the shapes a drawing freehand. You  your sketch book. Look at the different you of anything? Which do you think is artists use pattern in their work they might uniform size. This is hard when you are have to draw slowly and carefully.		EXS
2	How can we create atmosphere in artwork? SKETCHBOOK	Many artistic as a result, people different countries.  have    influences travelled along the Silk Road; could to see beautiful artisanship from This exposure to new and exciting ideas influenced the work artists and artisans. Imagine you are budding artists and just seen these beautiful middle eastern designs and colours for the first time. Record in your sketchbook the colours, shapes and patterns that you see. 		



Year 4 Term 6 Unit: Mixed media.				
Big Question: What would I experience along the silk roads?				
Prior Learning: In year 1 the children have looked at repeated circular patterns in art and basic colour theory. In year 2 children have used mixed media to create mosaic.				
Objectives (from NC2014) <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. 				
Question		Lesson Ideas/Resources		WTS
				EXS
1	How have the Silk Roads influenced artists?	Art inspired by the silk roads. Egyptian artist Mohammed Abla's https://www.tabariartspace.com/exhibitions/17-the-silk-road-mohamad-abla/overview/ https://www.harpersbazaararabia.com/culture/art/artists/egyptian-mohammad-abla-explores-the-silk-road		

		 <p>Abia's work explores different methods of mark making. For <i>The Silk Road</i> series, Mohammed Abia uses the Turkish <i>Ebru</i> technique (paper marbling), which created by floating paper in a tray filled with water and oil paint. The paint transfers to the surface of the paper to create colourful marble-like patterns. Abia cuts shapes from the dyed papers, arranging them into animals, heroes, princesses and other folktale figures and imagined scenes from the ancient Silk Road network.</p> <p>https://www.tabariartspace.com/artists/49-mohamed-abia/works/</p> <p>Explore the artist's work. Create a sketchbook page based on your favourite piece. Try using papers to collage some of your own compositions.</p>		
2.	What is marbling?	 <p>Half fill a tray with water and let it settle. Drop in colours, start with three colours, 5/6 drops of each. The oil based marbling ink will sit on the top of the water.</p> <p>Agitate colours mixing gently with a thin stick.</p>		

			Drop paper on to water, Count to ten Remove and let it dry. If your inks gets muddy drop a sheet of newspaper in to clean and start new.		
2.	How can I create a collage inspired by the Silk Roads?	 paper.	  <p>But we will travel to the east. We've done it all before. We'll travel on the Silk Road till we reach Xi'an once more.</p>	Think about a scene from a Silk Road Tale –use pieces of the marbled paper to create an image from the story. Landscapes are really effective with marbled	