

KNOWLEDGE OVERVIEW GRID				
	Subject: Art & Design	Year Group: 4		
	Autumn	Spring	Summer	
	Topic Sculpture	Topic Drawing	Topic Painting	
	Artist Edvard Munch	Artist Georgia O’Keeffe	Artist Henri Matisse	
NC Objectives Covered (Taken directly from the National Curriculum)	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: - 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.			

Specific Skills (taken from the BPS skills progression document) Red= substantive knowledge Blue= disciplinary knowledge)	SCULPTURE • Know how to sculpt malleable and mouldable materials with more accuracy. • Select and arrange 3D materials to convey feelings, expression and movement when creating a sculpture. • Explore paper techniques such as origami to create 3D models. • Use slip and score technique to join clay.	DRAWING • Make marks and lines with a wide range of drawing implements for form and shape with more accuracy, including charcoal, crayon, chalk pastels and different grades of pencil. • Sketch a collection of observational and imagined drawings and ideas using line, tone, texture pattern, shading, hatching and cross-hatching. • Explore blending with pastels and know that using fingers helps blend colours. • Select which grade of pencil would be best to use on the chosen area to create line, tone and texture. • Explore how light and shadow are captured in the correct areas with light source knowledge. • Make small observational studies using viewfinders to focus on selected parts.	PAINTING • Apply different effects and textures, including blocking in colour, washes, thickened paint and creating textural effects. • Mix and use tints, tones, hues and shades • Use colour to reflect a mood • Observe colours on hands and faces - mix a range of flesh colours. • Show facial expressions and body language in paintings. • Mix and blend colours using a soft and smooth gradient. Colours are blended with little visual appearance of intervals • Mix and match colours to objects in natural or artificial forms. PRINTING • Print onto fabric using at least two colours (separately – e.g. alternate colours - or overlapping) • Explore environmental and made patterns. • Create printing blocks using relief or impressed methods in more detail. • Research, create and refine a print using a variety of techniques. • Master printing techniques and make an appropriate and effective choice in the use of visual elements to reflect the purpose of the work. • Create abstract patterns to reflect personal experiences and expression for a purpose • Add layers of colours as appropriate and then embellish. • Design a print and pattern linked to the works studied. • Create an accurate print design following the given criteria.
Expectations of progression in drawing, sculpture and painting To see overview of expectations and progression: Progression documents.docx	To see overview of expectations and progression: Progression documents.docx	To see overview of expectations and progression:Progression documents.docx To see overview of expectations and progression: Progression documents.docx	To see overview of expectations and progression: Progression documents.docx

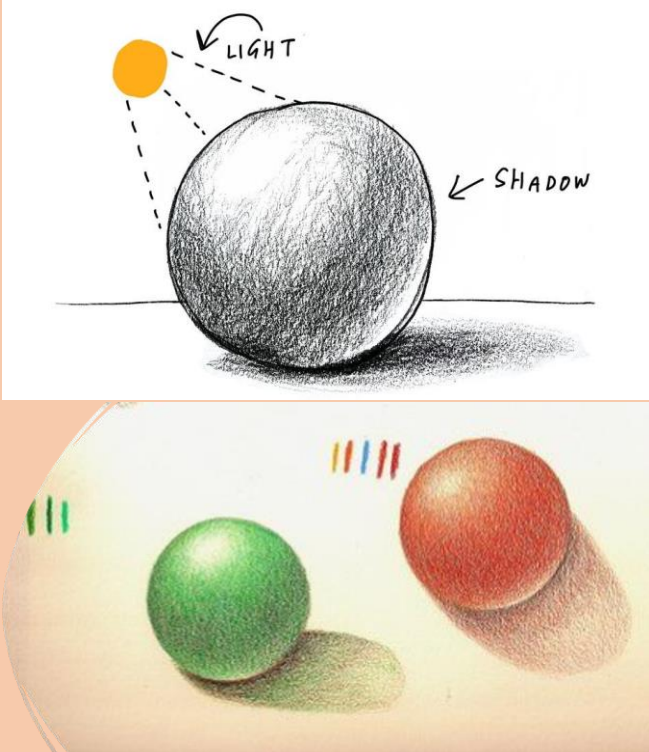
Previous Knowledge -What have children learnt previously that will support this next step? For all yeargroups, see: Progression of skills and knowledge Art.docx	SCULPTURE • Shape, form, model and construct malleable and rigid materials. • Join clay adequately. • Use a coiled method to create a clay sculpture. • Paper sculptures.	DRAWING -Use a wide range of drawing implements, including chalk pastels and inks. • Create tone and texture and different forms and shapes, patterns and colours. • Know how to show facial expressions in art. • Use different grades of pencils to shade, show tone and textures. -Explore and experiment with graded pencils to show tone and texture and annotate findings in sketchbooks. • Develop charcoal skills by using the edge to create tone, pressing hard to make dense marks and using your finger to smudge. • Use drawing materials that are appropriate for different weathers –such as a stormy sea or a calm sky. • Draw from first-hand observation and secondary sources, e.g., pictures and artists’ copies. • Explore hatching and cross-hatching to show tone and texture. • Identify areas of shadow and light and blend tones accurately to create soft gradients. • Draw on a range of different scales. • Use chalk pastels, charcoal, and chalk to create effect, depth, etc.	PAINTING • Experiment with different effects and textures, including blocking in colour, washes (in poster paint), etc. • Create textural effects using thickened paint, dotting, scratching and splashing. • Master painting techniques through the creation of shapes, texture and lines, using thick and thin brushes. • Know how to create a background using a wash (with poster paint) https://www.arttoart.net/acrylic-painting-wash-techniques#:~:text=Acrylic%20wash%20painting%20is%20a,like%20effects%20on%20a%20surface. • Know how to use a range of brushes to create different effects. • Know that detail and colour can be built using paint, but it must dry first. • Know that a variety of colours can be created from using a limited palette. • Explore creating hues using watercolour paints. • Create a colour wheel that displays tertiary colours. • Explore complementary colour combinations. • Create a final piece that uses complementary colours. PRINTING -Create printing blocks using a relief or impressed method. • Lift an impression or print from a textured or incised surface using a stamp or block and water-based printing ink and prepared surfaces.
Misconceptions -What are the common misconceptions in knowledge for this unit?			

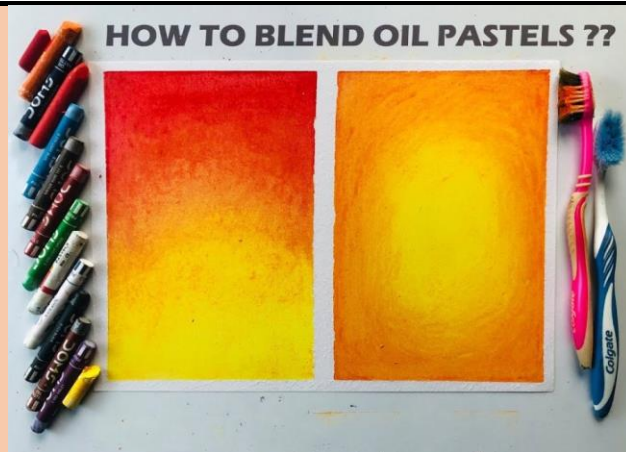
Learning Sequenc e Planning for the arts.docx Copy and paste the specific skills and knowled ge you’re going to cover in each stage.	Stage 1: Link it	<u>Link to prior knowledge:</u> What do they know about sculpture from Year 3? What previous work have they done on portraits? <u>Links to personal experience or another subject:</u> Ancient Greece – what have you learnt about this in history? <u>Introduce new unit:</u> Greek theatre masks (clay)	<u>Link to prior knowledge:</u> Children’s knowledge of pencil drawing What is botany? What do they know about plants? <u>Links to personal experience or another subject:</u> Links to science/plants - Year 3 knowledge. <u>Introduce new unit:</u> Botanical drawings	<u>Link to prior knowledge:</u> Children’s knowledge of painting techniques previously used and printing (previous personal experience). <u>Links to personal experience or another subject:</u> Printing – repeated patterns <u>Introduce new unit:</u> Printing
	Stage 2: Research Artist	<u>Familiarise the children with that artist’s technique and style:</u> Introduce Edvard Munch and where he sits on art history timeline. <u>Understand the artist’s life:</u> Expressionist artists focusing on emotions Most famous painting – The Scream <u>Have examples of the artist’s work in their books and have some form of evaluation of that artist’s work surrounding this:</u> Look at his most famous artwork and create artist research page.	<u>Familiarise the children with that artist’s technique and style:</u> Introduce Georgia O’Keefe and where she sits on art history timeline. <u>Understand the artist’s life:</u> She played a key role in the development of modern art in America focusing on flowers and landscapes. She focused on the use of linework, colour and composition which ties in with botanical drawing. <u>Have examples of the artist’s work in their books and have some form of evaluation of that artist’s work surrounding this:</u> Look at her most famous artwork and create artist research page.	<u>Familiarise the children with that artist’s technique and style:</u> Introduced Matisse and where he sits on the art history timeline. <u>Understand the artist’s life:</u> Who is he? What is he famous for? (Fauvism) Video about how he developed his style. <u>Have examples of the artist’s work in their books and have some form of evaluation of that artist’s work surrounding this:</u> Look at his most famous artwork and create artist research page.

	Stage 3: Research the genre	<u>Look at other art from this period of art history:</u> Focus on expressionism specifically emotions Link to emotions portrayed in Greek theatre masks Focus artists: Paul Klee, Wassily Kandinsky <u>Annotate pieces of artwork from this genre:</u> Look at key pieces of art from other artists and evaluate them against what we have learnt about Munch and expressionism. Annotate examples of Greek theatre masks. <u>Discussion about what they like or dislike about the genre:</u> Annotate pictures of the artwork from key artists and attempt own versions of favourite pieces.	<u>Look at other art from this period of art history:</u> Focus on modernism and observational art/ botanical art Focus artists: Margaret Flockton, Pierre-Joseph Redoute, Margaret Mee, Rory McEwen, Georg Dionysius Ehret, Pandora Sellars <u>Annotate pieces of artwork from this genre:</u> Look at key pieces of art from other artists and evaluate them against what we have learnt about O’Keefe and modernism/botanical art. <u>Discussion about what they like or dislike about the genre:</u> Annotate pictures of the artwork from key artists and attempt own versions of favourite pieces.	<u>Look at other art from this period of art history:</u> Focus on fauvism genre Focus artists: Andre Derain, Georges Braque, Raoul Dufy, Maurice de Vlaminck, Kees van Dongen <u>Annotate pieces of artwork from this genre:</u> Look at key pieces of art from other artists and evaluate them against what we have learnt about Matisse and Fauvism so far. <u>Discussion about what they like or dislike about the genre:</u> Annotate pictures of the artwork from key artists and attempt own versions of favourite pieces.
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	Stage 4: Develop specific technique	<u>Reminder/retrieval of artist's technique:</u> <u>Modelling of technique:</u> • Explore <u>Children have a go themselves:</u> Techniques to cover: - Practise slip and score technique for joining clay (and use this terminology). - Use paper to create a draft or explore facial expressions and movement within art. - Practise applying expression, movement and feeling to sculpting by moulding clay with accuracy.	<u>Reminder/retrieval of artist's technique:</u> <u>Modelling of technique:</u> Explore how light and shadow are captured in the correct areas with light source knowledge. • Explore blending with pastels and know that using fingers helps blend colours. <u>Children have a go themselves:</u> Techniques to cover: - Explore form and shape of objects using different drawing materials: charcoal, crayon, chalk, pastels, pencils, colouring pencils. - Compare marks and lines created by different materials – discuss different grades of pencils. - Practise hatching and cross-hatching. - Practise shading and blending with soft pastels. - Practise shading and blending with oil pastels to create different tones and shades. - Create textures with oil pastels. - Practise blending with coloured pencils. - Discuss light source and how to create lighter and darker areas using shading to represent this. - Make viewfinders to draw observational drawings from secondary source images using coloured pencils.	<u>Reminder/retrieval of artist's technique:</u> <u>Modelling of technique:</u> <u>Children have a go themselves:</u> Techniques to cover: <u>Colour mixing:</u> (overall aim to explore how colour can reflect different moods) • Mix and use tints, tones, hues and shades • Observe colours on hands and faces - mix a range of flesh colours. • Mix and blend colours using a soft and smooth gradient. Colours are blended with little visual appearance of intervals. • Mix and match colours to objects in natural or artificial forms. • Apply different effects and textures, including blocking in colour, washes, thickened paint and creating textural effects to copy Hockney's work. • Practise observing and sketching facial expressions and body language in Hockney's paintings and prints. <u>Printing:</u> - Create foam printing blocks by indenting them with various tools. - Explore mixing colours of block printing ink using roller. - Print onto different papers and materials, including fabric. - Practise printing using two colours (separately – e.g. alternate colours - or overlapping) - encourage abstract ideas, experimentation and personal expression. - Embellish prints by drawing over them, sewing into them etc. Allow children's ideas.
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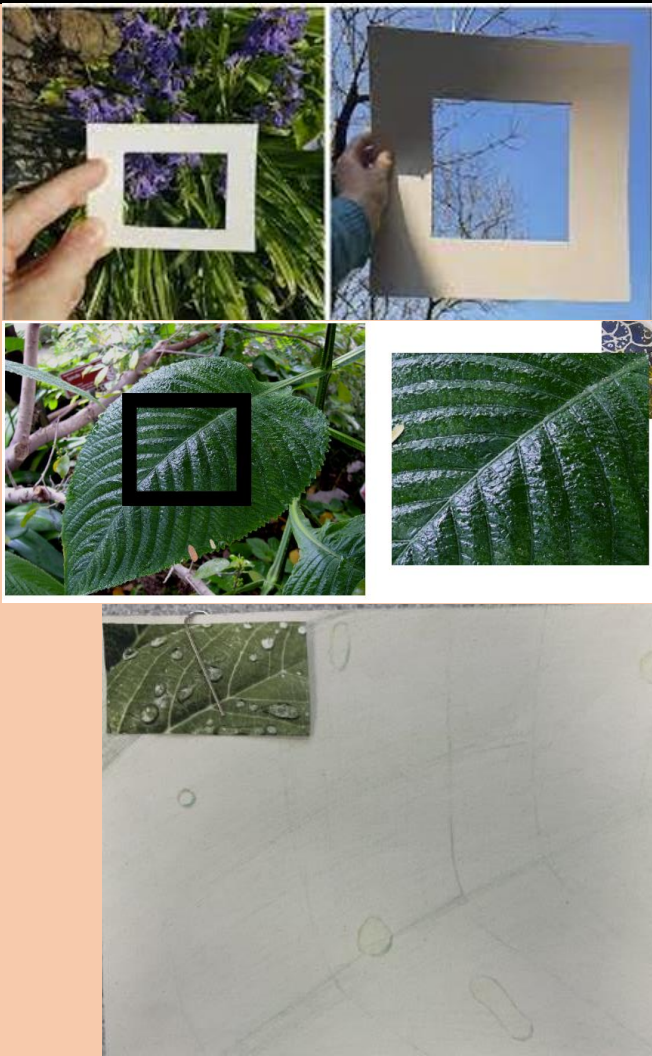
	Stage 5 and 6: Create a draft or plan Create a final piece	Drafting: • Trial – composition, check colour, size • Teacher modelling Final piece: • Need to see a copy in sketchbooks • Teacher may need to model embellishing details. • Select and arrange 3D materials to convey feelings, expression and movement when creating a sculpture.	Drafting: • Trial – composition, check colour, size • Teacher modelling Final piece: • Need to see a copy in sketchbooks • Teacher may need to model embellishing details. • Select which grade of pencil would be best to use on the chosen area to create line, tone and texture. • Know that oil pastels can be built on top of each other to create different colours and give the appearance of texture. • To refine techniques when using oil pastels and blend colours to create different tones and shades. • Add 6B to the pencil range	Drafting: • Trial – composition, check colour, size • Teacher modelling Final piece: • Need to see a copy in sketchbooks • Teacher may need to model embellishing details. • Research, create and refine a print using a variety of techniques. • Create an accurate print design following the given criteria.
	Stage 7: Evaluate	How did Munch inspire your final piece? What technique was effective in your final piece? What elements of Modernist art did you include in your final piece? What would you improve if you were to do it again? Evaluation sheets - Year 4	How did O’Keeffe inspire your final piece? What technique did you enjoy exploring? What technique was effective in your final piece? What elements of Modernist art did you include in your final piece? What would you improve if you were to do it again? Evaluation sheets - Year 4	How did Matisse inspire your final piece? What technique did you enjoy exploring? What technique was effective in your final piece? What elements of Contemporary art did you include in your final piece? What would you improve if you were to do it again? Evaluation sheets - Year 4
Curriculum End Points -What will children know and be able to do by the end of the unit? -What will the children produce to demonstrate this knowledge?		• Understands that paper can be used in a range of different ways to create a sculpture. • Can explain the process of how to create a sculpture.	• Use shading to add interesting effects to drawings, using different grades of pencils. • Know how to draw from first-hand experience. • Know how to select graded pencils for purpose.	• Understands how hues are created using paint. • Understands what tints, tones and shades are. • Can combine colours to create tints, tones and shades. • Can mix and match colours to objects in natural or artificial forms.

Knowledge Sentences Developing a Curriculum for Art & Design Whole School p.8-31	- I know how to use simple origami techniques with paper to experiment with ideas. - I know how to create different textures using clay and construct aesthetically pleasing artwork.	- I know how to make marks and lines with a wide range of drawing implements to represent form and shape with more accuracy. - I know how to sketch a collection of first-hand observational and imagined drawings and ideas using line, tone, texture pattern, shading, hatching and cross-hatching. - I know which grade of pencil would be best to use to create line, tone and texture. - I know where the light source is in a secondary source image. - I know how to blend and create texture with oil pastels.	- I know how to mix colours to match flesh colours. - I know how to blend paint with little visual appearance of intervals between different colours. - I know that blocking in colour is the first step to creating a painting. - I know how to create a tint by adding white to a hue. - I know how to create a shade by adding black to a hue. - I know how to create a tone in by adding grey to a hue.
Key Vocabulary Developing a Curriculum for Art & Design Whole School p.8-31	Origami Sculpture Construct Experiment Sketchbooks Texture Aesthetically pleasing Slip (as related to clay) - applying liquid clay to the scored surface to bond pieces of clay together Slab (as related to clay) - making constructions using flat slabs of clay cut to specific shapes and sizes, which are then joined together. Score (as related to clay) - scratching the surface of the clay to create texture	Hatching / Cross-hatching- techniques used by draftsmen, engravers, and other artists who use mediums that do not allow blending. Textures- one of the seven art elements that refer to a piece's visual "feel". Reflection- is when light bounces off an object. Shades- the darkening or colouring of an illustration or diagram with parallel lines or a block of colour. First-hand observation- is when you look at your surroundings and draw what you see. Secondary source images - material produced by others, e.g. artefacts, photographs, film, video or web-based material. Light source	Tint- where an artist adds white to a colour to create a lighter version of the colour. Tone- when an artist adds grey to a colour. Also refers to the relative lightness or darkness of a colour. Shade- where an artist adds black to a colour to darken it down. Hue- the origin of the colours we can see with no white or black added. Blocking in - Blocking in is an art technique that involves using simple shapes of color to sketch out a painting. Gradient - a smooth and gradual transition from one hue to the next. Embellish – enhancing a piece of artwork by adding details.
	Sketchbooks Artist research:  Using paper to create 3D models:	 Oil pastels:	 Layers of colour using block printing (polystyrene boards):



Viewfinders:



				
	Enrichment Activities (trips, residential s, speakers, SMSC)			
	Physical Resources	Clay, clay tools, water pots, clay boards, paper	charcoal, colouring crayons, chalk/soft pastels and different grades of pencil.	Poster paint, printing ink, rollers, plastic sheets for rolling ink onto, foam for creating printing blocks, biro for indenting foam.