



## Year 4

### COMPONENT SKILL

To explore and develop art and design ideas.

(Exploring & Developing)

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| To question, make observations and to offer feedback about their art and design work.                        | To ask questions and make increasingly thoughtful observations about starting points and think of / choose ideas to use in their work.                           |
|                                                                                                              | To provide positive, detailed feedback to ideas and starting points.                                                                                             |
|                                                                                                              |                                                                                                                                                                  |
| To use sketchbooks to record ideas, and to review, revisit.                                                  | To carefully select and record from first hand observation, experience and imagination through use of sketchbooks, and explore ideas for different purposes.     |
|                                                                                                              |                                                                                                                                                                  |
| To use different methods to improve artwork and to develop ideas.                                            | To adapt their work and refine their ideas according to their views and describe how they might develop it further.<br>Confidently annotate work in sketchbooks. |
|                                                                                                              |                                                                                                                                                                  |
| To use key vocabulary that demonstrates their knowledge and understanding of exploring and developing ideas. | See vocabulary list below.                                                                                                                                       |

### COMPONENT SKILL

To use drawing techniques to express their ideas and experiences.

(Drawing)

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| To be confident in using a variety of tools, media and surfaces.                      | To continue using different media to achieve variations in line, texture, tone, colour, shape and pattern with increasing accuracy. |
|                                                                                       | To continue to plan, refine and change their drawings as required.                                                                  |
|                                                                                       | To continue to use sketchbooks to collect and record observations, and to develop their own ideas.                                  |
|                                                                                       |                                                                                                                                     |
| To use a variety of techniques to create effects.                                     | To show an awareness of space when drawing.                                                                                         |
|                                                                                       | To develop shading to show light and shadow effects.                                                                                |
|                                                                                       | To use hatching to show tone and texture.                                                                                           |
|                                                                                       |                                                                                                                                     |
| To use key vocabulary that demonstrates their knowledge and understanding of drawing. | See vocabulary list below.                                                                                                          |

### COMPONENT SKILL

| To use painting techniques to express their ideas and experiences.<br>(Painting)                                                             |                                                                                                                                                                                     |
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| To name the primary and secondary colours and to mix colours effectively using correct language such as, tint, shade, primary and secondary. | To mix colours with increasing accuracy, knowing which primary colours make secondary and to confidently use the correct language, e.g. tint, tone, shade, primary and secondary.   |
|                                                                                                                                              | To show increasing independence and creativity with the painting process.                                                                                                           |
|                                                                                                                                              | To mix warm and cool colours.                                                                                                                                                       |
| To be confident in using different brushes, a range of paints and other painting tools.                                                      | To confidently use different types of brushes for specific purposes.                                                                                                                |
|                                                                                                                                              | To experiment with creating mood, feeling and movement through colour.                                                                                                              |
|                                                                                                                                              | To choose paints and tools appropriately.                                                                                                                                           |
| To use a variety of techniques to create shapes, textures, patterns and lines.                                                               | To use a variety of technique including scratching and splashing.                                                                                                                   |
|                                                                                                                                              | To experiment with different effects and textures, including, blocking in colour, washes and thickened paint.                                                                       |
| To use key vocabulary that demonstrates their knowledge and understanding of painting.                                                       | See vocabulary list below.                                                                                                                                                          |
| COMPONENT SKILL<br>To use sculpting techniques to express their ideas and experiences.<br>(Sculpting)                                        |                                                                                                                                                                                     |
| To be confident in using a variety of tools and materials for sculpting.                                                                     | To use a variety of materials (including clay, paper straws and wood) and tools for sculpting with growing confidence and accuracy.                                                 |
|                                                                                                                                              | To plan and develop ideas in sketchbooks and make choices about media.                                                                                                              |
|                                                                                                                                              | To have a more confident understanding of different adhesives and methods of construction.                                                                                          |
| To use a variety of techniques and shapes to create effects.                                                                                 | To shape, form, model and construct malleable and rigid materials with growing accuracy and confidence, including clay and wire, and practise joining techniques – Roman coil pots. |
|                                                                                                                                              | To discuss own work and compare it to other sculptor's work, for example, aesthetics used, size of the sculpture, etc. using more technical language.                               |
|                                                                                                                                              | To add materials to sculptures to create detail and to add expression through texture.                                                                                              |
|                                                                                                                                              | To talk about their work, understanding whether it has been sculpted, modelled or constructed.                                                                                      |
| To use key vocabulary that demonstrates their knowledge and understanding of sculpting.                                                      | See vocabulary list below.                                                                                                                                                          |
| COMPONENT SKILL<br>To use collage and textile techniques to express their ideas and experiences.<br>(Collage & Textiles)                     |                                                                                                                                                                                     |

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| <b>To select and use a range of materials to create effect.</b>                                                                                                                                              | To make collages and textile work using a range of materials to create effect and select appropriate materials for their work / projects, giving reasons why they have chosen them.                                                                                 |
|                                                                                                                                                                                                              | To refine and alter ideas and explain choices using art vocabulary.                                                                                                                                                                                                 |
|                                                                                                                                                                                                              | To collect visual information from a variety of sources and describe with vocabulary, based on the visual and tactile elements.                                                                                                                                     |
|                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                     |
| <b>To develop skills in stitching, cutting and joining.</b>                                                                                                                                                  | To develop accuracy in stitching, cutting and joining.                                                                                                                                                                                                              |
|                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                     |
| <b>To be confident using a variety of techniques and media to create texture, effect and colour.</b>                                                                                                         | To use a variety of techniques with increasing independence and accuracy, building on what was done in R, Y1, Y2 and Y3, including printing, tie dye and stitching / embroidery (backstitch, running stitch and cross stitch) to create different textural effects. |
|                                                                                                                                                                                                              | To colour fabric.                                                                                                                                                                                                                                                   |
|                                                                                                                                                                                                              | To use overlapping, layering, tessellation and montage.                                                                                                                                                                                                             |
|                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                     |
| <b>To use key vocabulary that demonstrates their knowledge and understanding of collage and textile.</b>                                                                                                     | See vocabulary list below.                                                                                                                                                                                                                                          |
| <b>COMPONENT SKILL</b><br><b>To use printing techniques to express their ideas and experiences.</b><br><b>(Printing)</b>                                                                                     |                                                                                                                                                                                                                                                                     |
| <b>To select and use a range of materials to create effect.</b>                                                                                                                                              | To print using a variety of materials, objects and techniques including layering colours, and doing this with greater independence and accuracy.                                                                                                                    |
|                                                                                                                                                                                                              | To select the kinds of material to print with in order to get the effect they want.                                                                                                                                                                                 |
|                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                     |
| <b>To use a range of techniques to explore colour, shape, texture and pattern.</b>                                                                                                                           | To continue to experiment with making printing blocks using relief or impressed techniques, for example, from wire shaped and glued to a block, and explore what effect making their own blocks has on shape and texture.                                           |
|                                                                                                                                                                                                              | To experiment with resist printing including marbling and cold-water paste.                                                                                                                                                                                         |
|                                                                                                                                                                                                              | To research, create and refine a print using a variety of techniques.                                                                                                                                                                                               |
|                                                                                                                                                                                                              | To make repeated patterns with precision.                                                                                                                                                                                                                           |
|                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                     |
| <b>To use key vocabulary that demonstrates their knowledge and understanding of printing.</b>                                                                                                                | See vocabulary list below.                                                                                                                                                                                                                                          |
| <b>COMPONENT SKILL</b><br><b>To study and learn from the works of famous artists, craftspeople and designers, from different cultures and backgrounds.</b><br><b>(Artists, Craftspeople &amp; Designers)</b> |                                                                                                                                                                                                                                                                     |

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| <b>To use inspiration from well-known artists to replicate a piece of work.</b>                                                                                                   | To experiment with the styles used by other artists.                                                                                                                                                                                                                                      |
| <b>To describe and express opinions about work of famous artists.</b>                                                                                                             | To explain some of the features of art from historical periods.                                                                                                                                                                                                                           |
|                                                                                                                                                                                   | To know how different artists developed their specific techniques.                                                                                                                                                                                                                        |
| <b>To reflect upon their artwork inspired by a famous artist.</b>                                                                                                                 | To reflect upon their own work that has been inspired by a famous notable artist and the development of their art skills.                                                                                                                                                                 |
| <b>To use key vocabulary that demonstrates their knowledge and understanding of the work of other artists.</b>                                                                    | See vocabulary list below.                                                                                                                                                                                                                                                                |
| <b>COMPONENT SKILL</b><br><b>To evaluate and develop their work and that of others using the language of art, craft and design.</b><br><b>(Evaluating)</b>                        |                                                                                                                                                                                                                                                                                           |
| <b>To select and record from first hand observation, experience and imagination.</b>                                                                                              | To talk about their work, both as they make it and when it is finished. What is the content or subject? What message or story is the artist trying to communicate? Is the story or message clear?                                                                                         |
|                                                                                                                                                                                   | To look at a painting and describe how the colours make them feel and explain why they make them feel a particular way – reference colour properties including colour families. Explain how colour has been used in their artwork and link this to the work of artists they have studied. |
|                                                                                                                                                                                   | To identify all elements of art within a piece of artwork (colour, line, shape, pattern, space, form, texture and tone) and comment on the appearance of these elements using key language. Also, explore the purpose of these elements with reasonable suggestions.                      |
| <b>To ask and answer questions about the starting points for their work and select ideas to use in their own work.</b>                                                            | To generate insightful questions about the content, context and mood of the artwork they are producing and select ideas of how their artwork will be produced based on knowledge of artistic practices that they have previously utilised.                                                |
| <b>To review what they and others have done, to compare ideas and to say how they feel about them.</b>                                                                            | To describe how they made a piece of art and highlighting a part of the work that was particularly successful; and suggesting ways they could modify or improve their work.                                                                                                               |
|                                                                                                                                                                                   | To compare ideas, methods and approaches in their own and others' work and say clearly what they think and feel about them. Annotate work in sketchbooks.                                                                                                                                 |
|                                                                                                                                                                                   | To use appropriate Y4 vocabulary associated with different media and processes.                                                                                                                                                                                                           |
| <b>To explore a range of artists, craftspeople and designers from different periods in time, cultures and backgrounds; the artwork they created and the purpose of their art.</b> | To explore the artwork, roles and purposes of artists, craftspeople and designers working in different times and cultures.                                                                                                                                                                |

| Vocabulary                                                                              |                                                                                                               |                                                                                                                              |                                                                                                                                                  |                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Exploring & Developing                                                                  | Drawing                                                                                                       | Painting                                                                                                                     | Sculpting                                                                                                                                        | Collage & Textiles                                                                                                                                                              |
| line<br>texture<br>pattern<br>form<br>record<br>question<br>detail<br>observe<br>refine | portrait<br>light<br>dark<br>tone<br>shadow<br>line<br>pattern<br>texture<br>form<br>shape<br>tone<br>outline | colour<br>foreground<br>middle ground<br>background<br>abstract<br>emotion<br>warm<br>blend<br>mix<br>line<br>tone<br>fresco | rectangular<br>concrete<br>terrace<br>architect<br>2D shape<br>brim<br>peak<br>buckle<br>edging<br>trimmings<br>shape<br>form<br>shadow<br>light | texture<br>shape<br>form<br>pattern<br>mosaic<br>line<br>colour<br>thread<br>needle<br>textiles<br>decoration<br>stuffing<br>overlapping<br>layering<br>montage<br>tessellation |
| Printing                                                                                | Artists, Craftspeople & Designers                                                                             |                                                                                                                              |                                                                                                                                                  |                                                                                                                                                                                 |
| line<br>pattern<br>texture<br>colour<br>shape<br>block printing<br>paint rollers        | Banksy;<br>William Turner;<br>Andy Warhol<br>(Focus Artist);<br>Yinka Shonibare<br>(Focus Artist)             |                                                                                                                              |                                                                                                                                                  |                                                                                                                                                                                 |