

Year: 4	Term: Autumn 2	Timescale: 5 weeks
Subject	Art and Design	
Unit	Power Prints	
Objectives Linked to NC	<ul style="list-style-type: none"> • Produce creative work, exploring their ideas and recording their experiences • Become proficient in drawing, painting, sculpture and other art, craft and design techniques • Evaluate and analyse creative works using the language of art, craft and design • Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms 	
Art and Design Area of Making	Drawing	
Key Learning	<ul style="list-style-type: none"> • Create several pencil tones when shading and create a simple 3D effect. • Explore the effect of holding a pencil in different ways and applying different pressures. Use charcoal and rubber to show areas of light and dark in their drawings. • Demonstrate an awareness of the relative size of the objects they draw. • Use scissors with care and purpose to cut out images. • Try out multiple arrangements of cut images to decide on their composition. • Use different tools to create marks and patterns when scratching into a painted surface. • Show some awareness of how to create contrast by including areas with more and less marks. • Create an interesting finished drawing based on their original composition, including detail such as contrast and pattern. • Work co-operatively to create a joint artwork, experimenting with their methods. 	
Prior Learning	<ul style="list-style-type: none"> • Know the difference between organic and geometric shapes. • Use simple shapes to form the basis of a detailed drawing. • Use shading to demonstrate a sense of light and dark in their work. • Shade with a reasonable degree of accuracy and skill. Blend tones smoothly and follow the four shading rules. • Collect a varied range of textures using frottage. • Use tools competently, being willing to experiment. Generate ideas mostly independently and make decisions to compose an interesting frottage image. • Make considered cuts and tears to create their ideas. • Understand how to apply tone, with some guidance about where to use it. • Draw a framed selection of an image onto a large scale with some guidance. • Try a range of drawing materials, beginning to demonstrate expressive marks by trying tools in an interesting way 	
Future Learning	<ul style="list-style-type: none"> • Understand and explain what retro futurism is. • Participate in discussions and offer ideas. Evaluate images using simple responses, sometimes using formal elements to extend ideas. • Provide plausible suggestions for how a piece was created. Comfortably use different stimuli to draw from. • Use past knowledge and experience to explore a range of drawing processes. 	

Thackley Primary School

	<ul style="list-style-type: none"> • Select and place textures to create a collagraph plate, applying an understanding of the material, which may be supported by testing. • Create a selection of drawings and visual notes that demonstrate their ideas using sketchbooks. • Generate a clear composition idea for a final piece that shows how it will be drawn. • Apply confident skills to make an effective collagraph print. • Independently select tools and drawing techniques, with some guidance. • Demonstrate growing independence, discussing ways to improve work.
Key Vocabulary	Contract, observational drawing, gradient, symmetry, precision, mixed media, wax resist, collaborative, figurative, mono-print, block print
Prior Vocabulary	Geometric, organic, object, arrangement, light, dark, shading, tone, form, scale, rubbing, surface
Future Vocabulary	Retro-futurism, imagery propaganda, printing plate, collagraph
Activities	<ul style="list-style-type: none"> • To draw using tone to create a 3D effect • To explore proportion and tone when drawing • To plan a composition for a mixed-media drawing • To use shading techniques to create pattern and contrast • To work collaboratively to develop drawings into print
Artist Focus	Experiment and analyse the effectiveness of developing drawings into print.
Links to Other Subjects	<ul style="list-style-type: none"> •

Year: 4	Term: Spring 2	Timescale: 5 weeks
Subject	Art and Design	
Unit	Egyptian Scrolls (2023-2024 only)	
Objectives Linked to NC	<ul style="list-style-type: none"> • Produce creative work, exploring their ideas and recording their experiences • Become proficient in drawing, painting, sculpture and other art, craft and design techniques • Evaluate and analyse creative works using the language of art, craft and design • Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms 	
Art and Design Area of Making	Craft	
Key Learning	<ul style="list-style-type: none"> • Recognise and discuss the importance of Ancient Egyptian art. • Consider the suitability of a surface for drawing. • Record colours, patterns and shapes through observational drawing. • Choose and use tools and materials confidently. Begin to experiment with drawing techniques. • Create a selection of sketches that show idea exploration. • Produce a final design with a clear purpose. • Follow instructions with minimal support. • Discuss and evaluate the process and outcome of their work. • Produce a complete painted or drawn piece from a design idea. • Use colours and materials appropriately, showing an understanding of effective composition. • Have a clear idea of the subject of their zine, including a range of images and information. 	
Prior Learning	<ul style="list-style-type: none"> • Give an opinion about whether an activity counts as 'art'. • Listen attentively to a visitor describing their creative interests. • Draw and talk about a remembered experience of making something creative. • Independently choose and measure lengths of wool and join wool sections together. • Adjust their wrapping technique if something doesn't work well. • Show that they are selecting colours thoughtfully. • Be open to trying out a new skill. Show that they are choosing materials based on colour, thickness and flexibility. • Show resilience and keep going when things don't go right the first time. • Join in with looking for key features of Cecilia Vicuña's work (knots, plaits, weaving etc). • Weave with paper, achieving a mostly accurate pattern of alternating strips. • Describe their own weaving and compare it to Vicuña's artwork. • Attach things securely to their box loom. • Remember the process needed for weaving and attach some elements in this way. • Discuss the choices they make and what they like about their finished work. 	
Future Learning	<ul style="list-style-type: none"> • Sketch a house from first-hand or second-hand observation. • Use basic shapes to place key features and form the composition, measuring to work out proportions. • Notice small details to incorporate into the drawing by observing. 	

Thackley Primary School

	<ul style="list-style-type: none"> • Select a section of their drawing that creates an interesting composition, with a variety of patterns, lines and texture. • Follow steps to create a print with clear lines, with some smudging. • Purposefully evaluate their work, demonstrating what went well and what could be improved. • Create a building design based on a theme or set purpose. • Draw a plan view or front elevation of their building, annotating the key features. Discuss Hundertwasser's work and recognise his style. • Create a factual presentation about Hundertwasser in a visually pleasing way. • Show understanding of what a monument is for by designing a monument that symbolises a person or event. Describe their monument and explain their choices. • Give constructive feedback to others about their monument designs.
Key Vocabulary	Papyrus, scroll, technique, process, zine, fold, audience, inform
Prior Vocabulary	Knot, plait, warp, weft, loom, weaving, thread, threading
Future Vocabulary	Architecture, perspective, birds eye view, monument, elevation, viewfinder, design brief
Activities	<ul style="list-style-type: none"> • To investigate the style, pattern and characteristics of Ancient Egyptian art • To apply design skills inspired by the style of ancient civilisation • To apply understanding of ancient techniques to construct a new material • To apply drawing and painting skills in the style of ancient civilisation • To apply an understanding of Egyptian art to develop a contemporary response
Artist Focus	Look at and analyse Egyptian art and the materials and techniques used
Links to Other Subjects	<ul style="list-style-type: none"> • History – Ancient Egyptian

Thackley Primary School

Year: 4	Term: Spring 2	Timescale: 5 weeks
Subject	Art and Design	
Unit	Light and dark (2024 onwards)	
Objectives Linked to NC	<ul style="list-style-type: none"> • Produce creative work, exploring their ideas and recording their experiences • Become proficient in drawing, painting, sculpture and other art, craft and design techniques • Evaluate and analyse creative works using the language of art, craft and design • Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms 	
Art and Design Area of Making	Painting	
Key Learning	<ul style="list-style-type: none"> • Share their ideas about a painting. • Describe the difference between a tint and a shade. • Mix tints and shades by adding black or white paint. • Discuss their real-life experiences of how colours can appear different. • Use tints and shades to paint an object in 3D. • Try different arrangements of objects for a composition, explaining their decisions. Produce a clear sketch that reflects the arrangement of their objects. • Create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions. • Paint with care and control to make a still life with recognisable objects. • Outline a portrait drawing with words, varying the size, shape and placement of words to create interest. • Try a variety of materials and compositions for the backgrounds of their drawings. Communicate to their partner what kind of photo portrait they want. • Show that they are making decisions about the position of a drawing on their background, trying multiple ideas. • Create a successful print. • Use some Art vocabulary to talk about and compare portraits. • Identify key facts using a website as a reference. • Explain their opinion of an artwork. Experiment with materials and techniques when adapting their photo portraits. • Create a self-portrait that aims to represent something about them. • Show they have considered the effect created by their choice of materials and composition in their final piece. 	
Prior Learning	<ul style="list-style-type: none"> • Recognise the processes involved in creating prehistoric art. • Explain approximately how many years ago prehistoric art was produced. Use simple shapes to build initial sketches. • Create a large scale copy of a small sketch. • Use charcoal to recreate the style of cave artists. • Demonstrate good understanding of colour mixing with natural pigments. • Discuss the differences between prehistoric and modern paint. • Make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures. • Successfully make positive and negative handprints in a range of colours. 	

Thackley Primary School

	<ul style="list-style-type: none"> • Apply their knowledge of colour mixing to make natural colours.
Future Learning	<ul style="list-style-type: none"> • Outline a portrait drawing with words, varying the size, shape and placement of words to create interest. • Try a variety of materials and compositions for the backgrounds of their drawings. Communicate to their partner what kind of photo portrait they want. • Show that they are making decisions about the position of a drawing on their background, trying multiple ideas. • Create a successful print. • Use some Art vocabulary to talk about and compare portraits. • Identify key facts using a website as a reference. Explain their opinion of an artwork. • Experiment with materials and techniques when adapting their photo portraits. • Create a self-portrait that aims to represent something about them. • Show they have considered the effect created by their choice of materials and composition in their final piece.
Key Vocabulary	Continuous line drawing, carbon paper, transfer, atmosphere, artist Study, medium, translate, interpret, inference, respond, abstract, compose, thought provoking
Prior Vocabulary	Composition, pigment, prehistoric, proportion, smudging, tone
Future Vocabulary	continuous line drawing, carbon paper, transfer, atmosphere
Activities	<ul style="list-style-type: none"> • To investigate different ways of applying paint and to mix tints and shades • To use tints and shades to give a three-dimensional effect when painting • To explore how paint can create a very different effect • To consider proportion and composition when planning a still-life painting • To apply knowledge of colour mixing and painting techniques to create a finished piece
Artist Focus	Clara Peeters
Links to Other Subjects	

Year: 4	Term: Summer 2	Timescale: 5 weeks
Subject	Art and Design	
Unit	Mega Materials	
Objectives Linked to NC	<ul style="list-style-type: none"> • Produce creative work, exploring their ideas and recording their experiences • Become proficient in drawing, painting, sculpture and other art, craft and design techniques • Evaluate and analyse creative works using the language of art, craft and design • Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms 	
Art and Design Area of Making	Sculpture	
Key Learning	<ul style="list-style-type: none"> • Try drawing in an unfamiliar way and take risks in their work. • Use familiar shapes to create simple 3D drawings and describe the shapes they use. • Draw a simple design with consideration for how its shape could be cut from soap. • Transfer a drawn idea successfully to a soap carving. • Make informed choices about their use of tools. • Successfully bend wire to follow a simple template, adding details for stability and aesthetics. • Create a shadow sculpture using block lettering in the style of Sokari Douglas Camp. • Show they are considering alternative ways to display their sculpture when photographing it. • Explore different ways to join materials to create a 3D outcome, making considered choices about the placement of materials. 	
Prior Learning	<ul style="list-style-type: none"> • Flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay. • Make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique. • Roll a smooth tile surface. • Join clay shapes and make marks in the tile surface to create a pattern. • Draw a house design and plan how to create the key features in clay. • Create a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes. 	
Future Learning	<ul style="list-style-type: none"> • Discuss the work of artists that appreciate different artistic styles. • Create a sculpture to express themselves in a literal or symbolic way. • Reflect verbally or in writing about creative decisions. • Suggest ways to represent memories through imagery, shapes and colours. • Draw a composition of shapes developed from initial ideas to form a plan for a sculpture. • Competently use scissors to cut shapes accurately. • Talk about artists' work and explain what they might use in their own work. • Produce a clear sketchbook idea for a sculpture, including written notes and drawings to show their methods and materials needed. • Successfully translate plans to a 3D sculpture. Work mostly independently, experimenting and trying new things. 	

Thackley Primary School

	<ul style="list-style-type: none"> • Identify and make improvements to their work. • Produce a completed sculpture demonstrating experimentation, originality and technical competence. • Competently reflect on successes and personal development.
Key Vocabulary	Visualisation, model, hollow, figurative, typography, positive space, negative space
Prior Vocabulary	Pinch pot, ceramic, glaze, score, surface, slip, join, relief, detail, impression
Future Vocabulary	Expression, identify, attribute, manipulation, juxtaposition,
Activities	<ul style="list-style-type: none"> • To develop ideas for 3D work through drawing and visualisation in 2D • To use more complex techniques to shape materials • To explore how shapes can be formed and joined in wire • To consider the effect of how sculpture is displayed • To choose and join a variety of materials to make sculpture
Artist Focus	Barbara Hepworth and Sokari Douglas-Camp
Links to Other Subjects	<ul style="list-style-type: none"> • Maths – understanding 2D and 3D shapes