

Art Progression Map – Year 4

| Term | Autumn 1 | Spring 1 | Summer 2 |
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| Topic | Sculpture | Formal Elements of Art | Every Picture Tells a Story |
| Learning Objective (from DC Pro) | <p>I can experiment with the styles used by other artists</p> <p>I can explain some of the features of art from historical periods.</p> <p>I can develop my understanding of texture and pattern through printing.</p> <p>I can show facial expressions and body language in sketches and paintings.(M - I can successfully convey the relationship between people in my sketches and paintings)</p> <p>I can compare the work of different artists.</p> <p>I can identify the techniques used by different artists and make notes in my sketchbook</p> <p>I can use my sketchbook to express my feelings about various subjects and adapt and improve my original ideas e.g. idea for sculpture shapes</p> <p>I can keep notes about the purpose of my work in my sketchbook.</p> <p>I can create an accurate print design following criteria.</p> | <p>I can use marks and lines to show texture in my art.</p> <p>I can show reflections in my paintings and drawings e.g. seascapes</p> <p>I can use my sketchbook to express my feelings about various subjects and adapt and improve my original ideas e.g. idea for sculpture shapes</p> <p>I can keep notes about the purpose of my work in my sketchbook.</p> <p>I can use more specific colour vocabulary: tint, tone, shade, hue.</p> | <p>I can experiment with the styles used by other artists</p> <p>I can explain some of the features of art from historical periods.</p> <p>I can sculpt mouldable materials. e.g. playdough</p> <p>I can compare the work of different artists.</p> <p>I can identify the techniques used by different artists and make notes in my sketchbook</p> <p>I can keep notes about the purpose of my work in my sketchbook.</p> |

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| Skills | <p>Generating Ideas</p> <p>Sketchbooks</p> <ul style="list-style-type: none"> • Using sketchbooks for planning and refining ideas • Recording ideas for materials and composition • Developing skill and technique using various media in sketchbooks <p>Creating Original Artwork</p> <ul style="list-style-type: none"> • Expressing thoughts and feelings through tactile creation of own work <p>Making</p> <p>Materials</p> <ul style="list-style-type: none"> • Making art from recycled materials • Printing using different materials <p>Craft</p> <ul style="list-style-type: none"> • Showing creativity in their choice of materials and composition • Creating sculptures <p>Evaluation</p> <ul style="list-style-type: none"> • Using their own and other’s opinions of their work to identify how to improve • Building a more complex vocabulary when discussing art (formal elements) | <p>Generating Ideas</p> <p>Sketchbooks</p> <ul style="list-style-type: none"> • Using sketchbooks for planning and refining ideas • Recording ideas for materials and composition • Developing skill and technique using various media in sketchbooks <p>Creating Original Artwork</p> <ul style="list-style-type: none"> • Expressing thoughts and feelings through tactile creation of own work <p>Making</p> <p>Drawing</p> <ul style="list-style-type: none"> • Creating geometric and mathematical drawings <p>Evaluation</p> <ul style="list-style-type: none"> • Using their own and other’s opinions of their work to identify how to improve • Building a more complex vocabulary when discussing art (formal elements) | <p>Generating Ideas</p> <p>Sketchbooks</p> <ul style="list-style-type: none"> • Using sketchbooks for planning and refining ideas • Recording ideas for materials and composition • Developing skill and technique using various media in sketchbooks <p>Inspiration from others</p> <ul style="list-style-type: none"> • Using literary sources to convey ideas through art <p>Creating Original Artwork</p> <ul style="list-style-type: none"> • Representing ideas from multiple viewpoints and perspectives <p>Making</p> <p>Evaluation</p> <ul style="list-style-type: none"> • Using their own and other’s opinions of their work to identify how to improve • Building a more complex vocabulary when discussing art (formal elements) |
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| <p>Key Learning/ Technical Knowledge (Sticky knowledge)</p> | <p>Formal Elements</p> <p>Form and space</p> <ul style="list-style-type: none"> • Further extending their ability to describe and model form and space in 3D using a range of materials. <p>Knowledge of Artists</p> <p>Creating collages in the style of Giuseppe Arcimboldo</p> <p>Examining Edvard Munch's <i>The Scream</i>, looking specifically at mood and expression</p> <p>Exploring the work of Sokari Douglas Camp and creating word sculpture</p> <p>Exploring the work of EI Anatsui and creating sculpture in the same style - using recycled materials</p> | <p>Formal Elements</p> <p>Colour</p> <ul style="list-style-type: none"> • Manipulating colour and pattern to create prints <p>Line</p> <ul style="list-style-type: none"> • Using knowledge of lines of symmetry to help draw accurate shapes <p>Pattern</p> <ul style="list-style-type: none"> • Creating original outcomes through the use of colour and pattern, using geometric, repeating and symmetrical patterns <p>Shape</p> <ul style="list-style-type: none"> • Expressing geometric compositions using mathematical shapes <p>Texture</p> <ul style="list-style-type: none"> • Using a range of materials to express more complex textures | <p>Formal Elements</p> <p>Colour</p> <ul style="list-style-type: none"> • Analysing and describing the use of colour within artists' work • Describing how great artists mixed and applied paint <p>Form and space</p> <ul style="list-style-type: none"> • Analysing and describing the use of form within artists' work <p>Line</p> <ul style="list-style-type: none"> • Analysing and describing the use of line within artists' work <p>Pattern</p> <ul style="list-style-type: none"> • Analysing and describing the use of pattern within artists' work <p>Shape</p> <ul style="list-style-type: none"> • Analysing and describing the use of shape within artists' work <p>Tone</p> <ul style="list-style-type: none"> • Analysing and describing the use of tone within artists' work <p>Knowledge of Artists</p> <p>Analysing the formal elements of David Hockney's painting <i>My Parents</i> before reenacting the scene depicted</p> <p>Exploring the formal elements of Paula Rego's <i>The Dance</i></p> <p>Analysing Edward Hopper's <i>A Table for Ladies</i>, pupils create a role-play of the piece from a different perspective</p> <p>Exploring Pieter Brueghel's painting, <i>Children's Games</i> before recreating it as a photo collage, with a modern twist</p> <p>Analysing abstract art through the work of Fiona Rae</p> |
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| Vocabulary | <p>Composition, geometric pattern, optical effect, sketch, wax resist, upcycle, recycle, contrast (art), primary colours, secondary colours, sculpture</p> <p>El Anatsui, Giuseppe Archimboldo, Sam Francis, Sokari Douglas Camp</p> | <p>2D shapes, abstract, charcoal, pattern, reflection, symmetrical, texture, compass, printing</p> | <p>Abstract, narrative, pop art, preparatory drawing, re-enact</p> <p>David Hockney, Pieter Brueghel, Fiona Rae, Edward Hopper, Paula Rego</p> |
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- Still life drawing with tone
- Developing technical mastery of painting skills
- Use a range of different strokes and shades
- Learning how to present and display works of art
- Manipulating composition and materials to achieve a desired effect
- Using a variety of tones to achieve different effects
- Understanding of tone to create a 3D effect

Exploring composition for still life drawing through the work of **Giorgio Morandi**

Learning about the life and work of **Paul Cézanne** and how he influenced the shift to modern art, pupils learn to replicate his painting style

I can sculpt clay and other mouldable materials. e.g. clay potion bottles and wire to create sculptures showing movement.

Using **Barbara Hepworth's** work as inspiration for soap sculptures

Luz Perez Ojeda's lenticular prints as inspirations for creating optical illusion portraits

I can create a background using a wash and show evidence of perspective. Willow Pattern