

Year One Art Overview

Key Concepts NC PoS Reference	Vocabulary	Knowledge (specific facts or truth components. A knowledge statement will often contain substantive, declarative or explicit knowledge.)	Skills (the use and application of composite knowledge. A skill statement will often contain implicit, procedural and disciplinary knowledge.)
<p>Year 1 Childhood – History Focus</p> <p>Key Concepts: Human form</p> <p>1 Programme of study, 1 skills and 1 knowledge statement</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p>		<p>core knowledgeA human face includes features, such as eyes, nose, mouth, forehead, eyebrows and cheeks.</p>	<p>Y1 skill 1 Represent the human face, using drawing, painting or sculpture, from observation, imagination or memory with some attention to facial features.</p>
<p>Year 1 Mix it – Art focus</p> <p>Key Concepts:</p> <p>Compare and contrast Evaluation Paint Printing</p> <p>3 Programmes of study, 4 skills and 9 knowledge statements</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Learn about the work of a range of artists, craft makers and designers, describing the</p>	<p>Mix it</p> <p>Evaluation Dislike Evaluate Like Practice Success</p> <p>Compare and Contrast Colour Different Same</p> <p>Paint Blue Colour mixing Colour Wheel Green Hue Orange Primary Colour Purple Red Secondary Colour Yellow</p>	<p>core knowledgeThe primary colours are red, yellow and blue.</p> <p>specific knowledgePrimary colours can not be mixed from any other colours.</p> <p>specific knowledgeThe secondary colours are green, purple and orange. These colours can be made by mixing primary colours.</p> <p>specific knowledgeThe colour wheel is a diagram that organises colours and shows their relationships.</p> <p>core knowledgeA print is a shape or image that has been made by transferring paint, fabric paint, ink or other media from one surface to another.</p> <p>specific knowledgeColours can be mixed indirectly through printmaking. For example, printing over a red print block with a yellow print block will make an orange print.</p>	<p>Y1 skill 4 Identify and use paints in the primary colours.</p> <p>Y1 skill 1 Make simple prints and patterns using a range of liquids including ink and paint.</p>

Year One Art Overview

<p>differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Evaluate and analyse creative works using the language of art, craft and design.</p>	<p><u>Printing</u> Paint Palette Print Printmaking Roller</p> <p>Y1 Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Y1 Evaluate and analyse creative works using the language of art, craft and design.</p>	<p>core knowledge Similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line.</p> <p>specific knowledge Wassily Kandinsky and Piet Mondrian are two famous artists, known for using a vivid palette of primary and secondary colours in their work.</p> <p>core knowledge Aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings the artwork creates.</p>	<p>Y1 skill 1 Identify similarities and differences between two or more pieces of art.</p> <p>Y1 skill 1 Say what they like about their own or others' work using simple artistic vocabulary.</p>
<p>Year 1 Funny Faces and Fabulous Features – Art focus</p> <p>Key Concepts: Creation Evaluation Human form Paper and fabric People, artwork & movements</p> <p>4 Programmes of study, 5 skills and 9 knowledge statements</p> <p>Use a range of materials creatively to design and make products. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between</p>	<p><u>Human Form</u> Collage Expression Feature Portrait Self-Portrait</p> <p><u>Creation</u> Collage</p> <p><u>Evaluation</u> Feedback</p> <p><u>Generation of ideas</u> Communicate Explore</p> <p><u>Compare and Contrast</u> Colour Compare Composition Detail Different Expression Similar</p> <p><u>Paper and Fabric</u> Collage Fabric Layer Paper</p>	<p>core knowledge Ideas can be created through observation (looking closely), imagination (creating pictures in the mind) and memory (remembering experiences from the past).</p> <p>core knowledge Collage is an art technique where different materials are layered and stuck down to create artwork</p>	<p>Y1 skill 1 Design and make art to express ideas.</p> <p>Y1 skill 1 Use textural materials, including paper and fabric, to create a simple collage.</p>

Year One Art Overview

<p>different practices and disciplines, and making links to their own work. Evaluate and analyse creative works using the language of art, craft and design.</p>	<p><u>Significant People, Artwork and Movement</u> <i>Blue Marilyn</i> by Andy Warhol <i>My Grandparents, My Parents and Me</i> by Frida Kahlo <i>Portrait of Dora Maar</i> by Pablo Picasso <i>Portrait of Gerda</i> by Ernst Ludwig Kirchner <i>Self-Portrait as a Tehuana</i> by Frida Kahlo</p>		
		<p>core knowledge A human face includes features, such as eyes, nose, mouth, forehead, eyebrows and cheeks.</p> <p>specific knowledge A portrait is a drawing, photograph or painting of a face.</p> <p>specific knowledge A self-portrait is a portrait that an artist produces of themselves.</p>	<p>Y1 skill 3 Represent the human face, using drawing, painting or sculpture, from observation, imagination or memory with some attention to facial features.</p>
		<p>core knowledge Words relating to colour, shape, materials and subject matter can be used to explore works by significant artists.</p> <p>specific knowledge Examples of colourful portrait paintings include <i>Portrait of Dora Maar</i> by Pablo Picasso, <i>Blue Marilyn</i> by Andy Warhol, <i>Self-Portrait as a Tehuana</i> and <i>My Grandparents, My Parents and Me</i> by Frida Kahlo and <i>Portrait of Gerda</i> by Ernst Ludwig Kirchner</p>	<p>Y1 skill 1 Describe and explore the work of a significant artist.</p>
		<p>core knowledge Aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings the artwork creates.</p> <p>specific knowledge An art exhibition is the space in which artwork is viewed by an audience.</p>	<p>Y1 skill 1 Say what they like about their own or others' work using simple artistic vocabulary.</p>
<p>Year 1 Bright Lights, Big City – Geography focus Rain and Sunrays</p> <p>Key Concepts: Landscapes Natural art</p> <p>2 Programmes of study, 2 skills and 2 knowledge statements</p> <p>Use a range of materials creatively to design and make products.</p>	<p>Rain and Sunrays</p> <p><u>Creation</u> Design Explore Express Texture</p> <p><u>Evaluation</u> Discuss Dislike Evaluate Like</p> <p><u>Generation of Ideas</u> Communicate Describe</p>	<p>core knowledge Transient art is moveable, non-permanent and usually made of a variety of objects and materials. Natural materials, such as grass, pebbles, sand, leaves, pine cones, seeds and flowers, can be used to make transient art.</p>	<p>Y1 skill 1 Make transient art and pattern work using a range or combination of man-made and natural materials.</p>

Year One Art Overview

<p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p>	<p>Explore Share</p> <p><u>Paper and Fabric</u> Bumpy Furry Fuzzy Grainy Gritty Grooved Ridged Rough Smooth Soft Spiky Woven Wrinkly</p> <p><u>Paint</u> Blue Primary Colours Red Yellow</p> <p><u>Pencil, ink, charcoal and pen</u> Bumpy Curved Dark Dotty Hard pencil Jagged Light Line Pen Pointed Round Shape Soft pencil Spiral Straight Thick Thin Wavy Zigzag</p> <p><u>Printing</u> Collagraph Collagraph Block Colourway Ink Line</p>		
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Year One Art Overview

	<p>Print Printmaking Roller Shape Textural Materials Texture</p> <p>Natural Art Loose part Motif Transient</p>		
		<p>core knowledge Drawings or paintings of locations can be inspired by observation (looking closely), imagination (creating pictures in the mind) and memory (remembering places from the past).</p>	<p>Y1 skill 1 Draw or paint a place from memory, imagination or observation.</p>
<p>Year 1 Seasonal Changes – Science focus Key Concepts: Landscapes</p> <p>4 Programmes of study, 6 skills and 10 knowledge statements</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Use a range of materials creatively to design and make products. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>		<p>core knowledge Drawings or paintings of locations can be inspired by observation (looking closely), imagination (creating pictures in the mind) and memory (remembering places from the past).</p>	<p>Y1 skill 1 Draw or paint a place from memory, imagination or observation.</p>
		<p>core knowledge Malleable materials include rigid and soft materials, such as clay, plasticine and salt dough.</p>	<p>Y1 skill 1 Make transient art and pattern work using a range or combination of man-made and natural materials.</p>
		<p>core knowledge Transient art is moveable, non-permanent and usually made of a variety of objects and materials. Natural materials, such as grass, pebbles, sand, leaves, pine cones, seeds and flowers, can be used to make transient art.</p>	<p>Y1 skill 1 Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing.</p>
		<p>core knowledge A print is a shape or image that has been made by transferring paint, fabric paint, ink or other media from one surface to another.</p>	<p>Y1 skill 1 Make simple prints and patterns using a range of liquids including ink and paint.</p>
<p>Year 1 Street View – Art focus Key Concepts:</p>	<p>Evaluation Discuss Dislike Like Opinion</p>	<p>core knowledge Malleable materials include rigid and soft materials, such as clay, plasticine and salt dough.</p> <p>specific knowledge Form can be created by layering materials, such as cardboard, or by adding wire to make parts of paintings stand out from the</p>	<p>Y1 skill 1 Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing.</p>

Year One Art Overview

<p>Compare and contrast Evaluation Generation of ideas Landscapes Malleable materials Paint People, artwork & movements</p> <p>6 Programmes of study, 7 skills and 12 knowledge statements Use a range of materials creatively to design and make products. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Produce creative work, exploring their ideas and recording their experiences. Evaluate and analyse creative works using the language of art, craft and design.</p>	<p><u>Generation of Ideas</u> Communicate Compose Discuss Explore Imaginative Unique</p> <p><u>Compare and Contrast</u> Colour Composition Different Dislike Like Line Mood Observe Shape Similar</p> <p><u>Significant people, Artwork and Movement</u> Back in Brooklyn, City Day-City Night by James Rizzi Happy Town by James Rizzi 3-D Sculpture</p> <p><u>Malleable Materials</u> 3D Form Layer</p> <p><u>Paint</u> Blue Colour wheel Green Mix Orange Primary colour Purple Red Secondary Yellow</p> <p><u>Landscapes</u> Building</p>	<p>surface.</p>	
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Year One Art Overview

	<p>Cityscape Feature Street Urban Urban landscape</p>		
		<p>core knowledge Drawings or paintings of locations can be inspired by observation (looking closely), imagination (creating pictures in the mind) and memory (remembering places from the past).</p>	<p>Y1 skill 1 Draw or paint a place from memory, imagination or observation.</p>
		<p>core knowledge The primary colours are red, yellow and blue.</p> <p>specific knowledge Secondary colours are made by mixing primary colours. The secondary colours are purple green and orange.</p>	<p>Y1 skill 1 Identify and use paints in the primary colours.</p>
		<p>core knowledge Similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line.</p>	<p>Y1 skill 1 Identify similarities and differences between two or more pieces of art.</p>
		<p>core knowledge Words relating to colour, shape, materials and subject matter can be used to explore works by significant artists.</p> <p>specific knowledge James Rizzi was an American artist and illustrator who lived in New York City. His urban landscapes are bright, colourful and imaginative.</p> <p>specific knowledge James Rizzi used a combination of drawing, painting, printing and 3-D techniques to create his work</p>	<p>Y1 skill 2 Describe and explore the work of a significant artist.</p>
		<p>core knowledge Discussion and initial sketches can be used to communicate ideas and are part of the artistic process.</p> <p>specific knowledge A mural is any piece of artwork painted or applied directly on a wall, ceiling or other permanent surfaces.</p>	<p>Y1 skill 1 Communicate their ideas simply before creating artwork.</p>
		<p>core knowledge Aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings the artwork creates.</p>	<p>Y1 skill 1 Say what they like about their own or others' work using simple artistic vocabulary.</p>

Year Four Art Overview

Key Concepts NC PoS Reference	Vocabulary	Knowledge (specific facts or truth components. A knowledge statement will often contain substantive, declarative or explicit knowledge.)	Skills (the use and application of composite knowledge. A skill statement will often contain implicit, procedural and disciplinary knowledge.)
<p>Year 4 Contrast and Compare – art focus</p> <p>Key Concepts: Compare and contrast Creation Evaluation Generation of ideas</p> <p>4 Programmes of study, 5 skills and 11 knowledge statements</p> <p>Create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>Learn about great artists, architects and designers in history.</p> <p>Evaluate and analyse creative works using the language of art, craft and design.</p>	<p>Creation base colour colour composition fine detail pattern shape space template visual element</p> <p>Evaluation discussion evaluate feedback improve written review</p> <p>Generation of ideas colour mixing layering palette sketchbook translucency watercolour paint</p> <p>Compare and contrast colour colour family colour theory comparison different effect evaluate mood similar</p> <p>Paint analogous colour colour family colour theory colour wheel complementary colour cool colour feeling hue</p>	<p>core knowledge Artists use sketching to develop an idea over time.</p> <p>specific knowledge Watercolour paint is a translucent paint, which can be made bolder and stronger by layering.</p> <p>specific knowledge Watercolours can be mixed on the paper (wet on wet) or in a palette (wet on dry).</p>	<p>Y4 skill 2 Create a series of sketches over time to develop ideas on a theme or mastery of a technique.</p>

Year Four Art Overview

	<p>mood primary colour secondary colour tertiary colour warm colour</p>		
		<p>core knowledge Materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create a range of effects</p> <p>core knowledge Warm colours include orange, yellow and red. They remind the viewer of heat, fire and sunlight. They can make people feel happy and they look like they are in the foreground of a picture. Cool colours include blue, green and magenta. Cool colours remind the viewer of water, ice, snow and the sky. They can make people feel calm or lonely and they recede into the background of a picture.</p> <p>specific knowledge Analogous colours are groups of colours that are next to each other on the colour wheel.</p> <p>specific knowledge Complementary colours are pairs of colours which, when placed next to each other, create the strongest contrast. They are orange and blue, yellow and purple and red and green. They sit opposite each other on the colour wheel.</p> <p>specific knowledge Artists use colour in different ways to create different effects. This includes using colour to make features stand out or to create a particular mood or atmosphere</p>	<p>Y4 skill 1 Develop techniques through experimentation to create different types of art.</p> <p>Y4 skill 3 Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting.</p>
		<p>core knowledge Artwork has been used at different times and in different cultures to express ideas about storytelling, religion and intellectual satisfaction. Similarities and differences between artwork can include the subject matter, style and use of colour, texture, line and tone.</p> <p>specific knowledge Artists use colour in different ways to create different effects. This includes using colour to make features stand out or to create a particular mood or atmosphere.</p>	<p>Y4 skill 1 Compare and contrast artwork from different times and cultures.</p>

Year Four Art Overview

		<p>core knowledge Constructive feedback highlights strengths and weaknesses and provides information and instructions aimed at improving one or two aspects of the artwork, which will improve the overall piece.</p>	<p>Y4 skill 1 Give constructive feedback to others about ways to improve a piece of artwork.</p>
<p>Year 4 Warp and Weft – art focus</p> <p>Key concepts: Compare and contrast Creation Evaluation</p> <p>3 Programmes of study, 3 skills and 8 knowledge statements</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)</p> <p>Learn about great artists, architects and designers in history.</p> <p>Evaluate and analyse creative works using the language of art, craft and design.</p>	<p>Creation</p> <p>design material shape symmetry thread warp weave weaving Weft</p> <p>Evaluation</p> <p>evaluate feedback improve</p> <p>Generation of ideas</p> <p>design sketch</p>	<p>core knowledge Materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create a range of effects.</p> <p>specific knowledge Warp threads are wrapped tightly around a loom and secured. Weft threads are woven in and out of the warp threads. Each row of weft threads is pressed down tightly to make the weave tight.</p> <p>specific knowledge Shapes can be woven into fabric using a template under the warps of a loom.</p> <p>specific knowledge A range of natural and man-made materials can be used to make a woven wall hanging, which combines different colours, shapes, patterns, yarns and decorative techniques.</p>	<p>Y4 skill 3 Develop techniques through experimentation to create different types of art.</p>
		<p>core knowledge Artwork has been used at different times and in different cultures to express ideas about storytelling, religion and intellectual satisfaction. Similarities and differences between artwork can include the subject matter, style and use of colour, texture, line and tone.</p> <p>specific knowledge All weaving uses the same process where weft threads are woven in and out of tight warp threads.</p> <p>specific knowledge The ancient Egyptians wove cloth on horizontal looms on the floor. Iron Age weavers used vertical looms and wove colourful, patterned fabric. Roman weavers wove fabric in the shape of the clothing they wore. Anglo-Saxons and Vikings wove colourful, patterned braid on small tablet looms. Looms improved in the Middle Ages and could make large pieces of fabric. Victorian looms were powered driven. Modern looms use new technology to make a wide range of natural and synthetic fabrics.</p>	<p>Y4 skill 2 Compare and contrast artwork from different times and cultures.</p>

Year Four Art Overview

		<p>core knowledge Constructive feedback highlights strengths and weaknesses and provides information and instructions aimed at improving one or two aspects of the artwork, which will improve the overall piece.</p>	<p>Y4 skill 1 Give constructive feedback to others about ways to improve a piece of artwork.</p>
<p>Year 4 Vista – Art focus</p> <p>Key Concepts: Compare and contrast Evaluation Landscapes Paint Pencil, ink, charcoal & pen</p> <p>3 Programmes of study, 5 skills and 11 knowledge statements</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>Learn about great artists, architects and designers in history.</p> <p>Evaluate and analyse creative works using the language of art, craft and design.</p>	<p>Creation composition landscape line proportion shape Sketch</p> <p>Evaluation compare describe evaluate improve</p> <p>Generation of ideas colour combine shade sketch tone</p> <p>Compare and contrast compare composition technique viewpoint</p> <p>Paint colour cool ink pigment warm wash watercolour</p>	<p>core knowledge Warm colours include orange, yellow and red. They remind the viewer of heat, fire and sunlight. They can make people feel happy and they look like they are in the foreground of a picture. Cool colours include blue, green and magenta. Cool colours remind the viewer of water, ice, snow and the sky. They can make people feel calm or lonely and they recede into the background of a picture.</p> <p>specific knowledge Red, orange and yellow are warm colours because they remind people of heat, fire, blood and the Sun.</p> <p>specific knowledge Purple, blue and green are cool colours because they remind people of water, shade and cold weather.</p> <p>core knowledge Art can display interesting or unusual perspectives and viewpoints.</p> <p>specific knowledge A landscape is a piece of art that shows scenery, such as mountains, valleys, trees, rivers, forests or buildings.</p> <p>specific knowledge A viewfinder is what an artist might look through to compose an image.</p>	<p>Y4 skill 2 Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting.</p> <p>Y4 skill 1 Use the properties of pen, ink and charcoal to create a range of effects in drawing.</p> <p>Y4 skill 3 Choose an interesting or unusual perspective or viewpoint for a landscape.</p>

Year Four Art Overview

	<p>Pencil, ink, charcoal and pen cross-hatch hatch line shade stipple tone</p> <p>Significant people art work and movements <i>A Meadow in the Mountains: Le Mas de Saint-Paul</i> by Vincent van Gogh <i>Mountains at Collioure</i> by Andre Derain <i>Road before the Mountains, Sainte-Victoire</i> by Paul Cezanne <i>Tahitian Mountains</i> by Paul Gaugin <i>View of Toledo</i> by El Greco <i>Wanderer above the Sea of Fog</i> by Caspar David Friedrich landscape</p> <p>Landscapes atmospheric perspective landscape scenery</p>		
		<p>core knowledge Artwork has been used at different times and in different cultures to express ideas about storytelling, religion and intellectual satisfaction. Similarities and differences between artwork can include the subject matter, style and use of colour, texture, line and tone.</p> <p>specific knowledge Examples of landscape paintings include <i>View of Toledo</i>, by El Greco; <i>Wanderer above the Sea of Fog</i>, by Caspar David Friedrich; <i>Road before the Mountains, Sainte-Victoire</i>, by Paul Cezanne; <i>A Meadow in the Mountains: Le Mas de Saint-Paul</i>, by Vincent van Gogh; <i>Tahitian Mountains</i>, by Paul Gaugin; and <i>Mountains at Collioure</i>, by Andre Derain.</p>	<p>Y4 skill 1 Compare and contrast artwork from different times and cultures.</p>
		<p>core knowledge Constructive feedback highlights strengths and weaknesses and provides information and instructions aimed at improving one or two aspects of the artwork, which will improve the overall piece.</p>	<p>Y4 skill 1 Give constructive feedback to others about ways to improve a piece of artwork.</p>

Year Four Art Overview

<p>Year 4 Functional and Fancy Fabrics – DT focus</p> <p>Key Concepts: Natural art Paper and fabric</p> <p>1 Programme of study, 3 skills and 5 knowledge statements</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>		<p>core knowledgeStitches include running stitch, cross stitch and blanket stitch. specific knowledgeEmbroidery stitches, such as scatter stitches, satin stitch and back stitch, embellish fabric.</p>	<p>Y4 skill 1 Use a range of stitches to add detail and texture to fabric or mixed-media collages.</p>
<p>Year 4 Animal – Art focus</p> <p>Key Concepts: Compare and contrast Creation Evaluation Malleable materials Natural art Pencil, ink, charcoal & pen Printing</p> <p>3 Programmes of study, 8 skills and 12 knowledge statements</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of</p>	<p>Creation clay join roll score slip</p> <p>Evaluation challenge change compare constructive feedback discussion effective improve reflect success</p> <p>Compare and contrast colour compare</p>	<p>core knowledgeMaterials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create a range of effects.</p> <p>specific knowledgeClay skills include rolling, slapping, coiling, scoring and joining with slip and pins.</p>	<p>Y4 skill 1 Develop techniques through experimentation to create different types of art.</p>
		<p>core knowledgeDifferent printmaking techniques include monoprinting, engraving, etching, screen printing and lithography.</p>	<p>Y4 skill 1 Combine a variety of printmaking techniques and materials to create a print on a theme.</p>
		<p>core knowledgeNatural patterns from weather, water or animals skins are often used as a subject matter.</p> <p>specific knowledgeWilliam Morris' motifs consisted mainly of leaves, flowers, fruits and birds.</p>	<p>Y4 skill 1 Represent the detailed patterns found in natural phenomena, such as water, weather or animal skins.</p>

Year Four Art Overview

materials (for example, pencil, charcoal, paint, clay).

Learn about great artists, architects and designers in history.

Evaluate and analyse creative works using the language of art, craft and design.

contrast
different
form
purpose
shape
similar
theme
visual elements

Pencil, ink, charcoal and pen

anatomy
circle
detail
finish
hard pencil
line
outline
realistic
shading
shape
simplistic
sketchbook
soft pencil
triangle

Landscapes

Mailable materials

3-D form
clay
pinch
roll
score
sculpt
sculpture
smooth

Natural art

colour
feather
fur
pattern
scale
shape
shell
texture

Year Four Art Overview

	<p>visual element visual quality</p>		
		<p>core knowledge Techniques used to create a 3-D form from clay include coiling, pinching, slab construction and sculpting. Carving, slip and scoring can be used to attach extra pieces of clay. Mark making can be used to add detail to 3-D forms.</p> <p>specific knowledge Panchmura is a region of West Bengal, famous for its terracotta horse sculptures</p>	<p>Y4 skill 1 Use clay to create a detailed or experimental 3-D form.</p>
		<p>core knowledge Pen and ink create dark lines that strongly contrast with white paper. Pen and ink techniques include hatching (drawing straight lines in the same direction to fill in an area), cross-hatching (layering lines of hatching in different directions), random lines (drawing lines of a variety of shapes and lengths) and stippling (using small dots). Light tones are created when lines or dots are drawn further apart and dark tones are created when lines or dots are drawn closer together.</p>	<p>Y4 skill 1 Use the properties of pen, ink and charcoal to create a range of effects in drawing.</p>
		<p>core knowledge Different printmaking techniques include monoprinting, engraving, etching, screen printing and lithography.</p>	<p>Y4 skill 1 Combine a variety of printmaking techniques and materials to create a print on a theme.</p>
		<p>core knowledge Natural patterns from weather, water or animals skins are often used as a subject matter.</p> <p>specific knowledge Animals can be covered in fur, feathers, scales and shells. Animal coverings are interesting to artists because of their shapes, patterns, colours and textures.</p>	<p>Y4 skill 1 Represent the detailed patterns found in natural phenomena, such as water, weather or animal skins.</p>

Year Four Art Overview

		<p>core knowledge Artwork has been used at different times and in different cultures to express ideas about storytelling, religion and intellectual satisfaction. Similarities and differences between artwork can include the subject matter, style and use of colour, texture, line and tone.</p> <p>specific knowledge Animals have featured in artwork since prehistoric times and across different cultures. They continue to be a significant subject matter for contemporary artists.</p>	<p>Y4 skill 1 Compare and contrast artwork from different times and cultures.</p>
		<p>core knowledge Historical works of art are significant because they give the viewer clues about the past through the symbolism, colours and materials used.</p>	<p>Y4 skill 1 Explain the significance of art, architecture or design from history and create work inspired by it.</p>
<p>Year 4 Statues, Statuettes and Figurines – Art focus</p> <p>Key Concepts:</p> <p>Compare and contrast Evaluation Human form Malleable materials Pencil, ink, charcoal & pen People, artwork & movements</p> <p>3 Programmes of study, 6 skills and 10 knowledge statements</p> <p>Improve their</p>	<p>Creation anatomically correct character figure drawing form human form pose posture sculpture shape size tone</p> <p>Evaluation constructive feedback improvement strength success weakness</p> <p>Generation of ideas Compare and contrast artistic feature compare contrast material</p>	<p>core knowledge Constructive feedback highlights strengths and weaknesses and provides information and instructions aimed at improving one or two aspects of the artwork, which will improve the overall piece.</p> <p>core knowledge Art can be developed that depicts the human form to create a narrative.</p> <p>specific knowledge Statues, statuettes and figurines were a significant part of life in ancient Sumer. Inlaid eyes and clasped hands characterised figures. Male heads are frequently shown bald but sometimes with beards, while female figures had varied hairstyles or headdresses. Facial characteristics were similar.</p> <p>core knowledge Techniques used to create a 3-D form from clay include coiling, pinching, slab construction and sculpting. Carving, slip and scoring can be used to attach extra pieces of clay. Mark making can be used to add detail to 3-D forms.</p> <p>core knowledge Pen and ink create dark lines that strongly contrast with white paper. Pen and ink techniques include hatching (drawing straight lines in the same direction to fill in an area), cross-hatching (layering lines of hatching in different directions), random lines (drawing lines of a variety of shapes and lengths) and stippling (using small dots). Light tones are created when lines or dots are drawn further apart and dark tones are created when lines or dots are drawn closer together.</p> <p>specific knowledge A figure drawing is a drawing of the human form in any posture using any drawing media. The degree of representation may range from highly detailed to quick line sketches.</p>	<p>4 skill 1 Give constructive feedback to others about ways to improve a piece of artwork.</p> <p>Y4 skill 1 Explore and develop three-dimensional art that uses the human form, using ideas from contemporary or historical starting points.</p> <p>Y4 skill 1 Use clay to create a detailed or experimental 3-D form.</p> <p>Y4 skill 1 Use the properties of pen, ink and charcoal to create a range of effects in drawing.</p>

Year Four Art Overview

mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).

Learn about great artists, architects and designers in history.

Evaluate and analyse creative works using the language of art, craft and design.

property
purpose
sculpture
size

Pencil, ink, charcoal and pen

charcoal
ink
pen
pencil
sketch

Significant people art work and movements

Indus Valley
ancient Egypt
ancient Sumer
ancient civilisation
art
ceremonial
craftspeople
figurine
low-relief
religion
sculpture
statue

Mailable materials

3-D form
carving
clay
cross-hatch
join
score
sculpting
sculpture
shape
slabbing
slip
smoothing
texture
twist
wire
wire frame

Human form

Year Four Art Overview

	<p>3-D feature figurine human form statue statuette</p>		
		<p>core knowledge Artwork has been used at different times and in different cultures to express ideas about storytelling, religion and intellectual satisfaction. Similarities and differences between artwork can include the subject matter, style and use of colour, texture, line and tone.</p> <p>specific knowledge A statue is a carved or cast figure of a person or animal, especially one life-size or larger. A statuette or figurine is a smaller sized statue, especially one that is smaller than life-size.</p> <p>core knowledge Historical works of art are significant because they give the viewer clues about the past through the symbolism, colours and materials used.</p> <p>specific knowledge Statues, statuettes, and figurines were an important part of ancient culture. Subject matter ranged from scenes from everyday life, religious deities and significant individuals, such as kings and queens.</p>	<p>Y4 skill 1 Compare and contrast artwork from different times and cultures.</p> <p>Y4 skill 1 Explain the significance of art, architecture or design from history and create work inspired by it.</p>
		<p>core knowledge Constructive feedback highlights strengths and weaknesses and provides information and instructions aimed at improving one or two aspects of the artwork, which will improve the overall piece.</p>	<p>Y4 skill 1 Give constructive feedback to others about ways to improve a piece of artwork.</p>
<p>Year 4</p> <p>Islamic Art – Art focus</p> <p>Key Concepts: Creation Evaluation Malleable materials People, artwork & movements</p> <p>3 Programmes of study, 4 skills and 9 knowledge statements</p> <p>Improve their mastery of art and design techniques,</p>	<p>Creation</p> <p>abstract motif design figurative motif geometric motif geometric pattern grid system motif pattern star tessellate vegetal motif</p> <p>Evaluation</p> <p>compare evaluate improve reflect</p>	<p>core knowledge Materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create a range of effects.</p> <p>specific knowledge A motif is a recurring shape in a design or pattern. Motifs can be figurative, vegetal, abstract or geometric. Islamic art features geometric motifs, which are made from regular shapes.</p> <p>specific knowledge A geometric pattern is formed from repeated geometric shapes. Artists can create geometric patterns on a grid made from shapes, including circles, equilateral triangles and squares.</p> <p>specific knowledge Stars are a common shape in Islamic art. Geometric stars usually have 6, 8, 10, 12 or 16 points. Stars symbolise the light and perfection of Allah.</p> <p>core knowledge Historical works of art are significant because they give the</p>	<p>Y4 skill 3 Develop techniques through experimentation to create different types of art.</p> <p>Y4 skill 2 Use clay to create a detailed or experimental 3-D form.</p>

Year Four Art Overview

<p>including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>Learn about great artists, architects and designers in history.</p> <p>Evaluate and analyse creative works using the language of art, craft and design.</p>	<p>Generation of ideas</p> <p>experiment technique</p> <p>Significant people art work and movements</p> <p>Islamic art Muslim arabesque calligraphy geometric pattern religious secular</p> <p>Mailable materials</p> <p>alto-relief bas-relief carve high relief low relief relief score sculpt sculpture slab</p>	<p>viewer clues about the past through the symbolism, colours and materials used.</p> <p>specific knowledge The term Islamic art covers all the religious and secular artwork created in countries that used to be part of the Islamic Empire. Islamic art makes objects beautiful with pattern and shape. It does not depict people. Features of Islamic art include calligraphy, arabesque and geometric patterns. Islamic art decorates many surfaces, including the walls and ceilings of mosques.</p> <p>core knowledge Techniques used to create a 3-D form from clay include coiling, pinching, slab construction and sculpting. Carving, slip and scoring can be used to attach extra pieces of clay. Mark making can be used to add detail to 3-D forms.</p> <p>specific knowledge A relief sculpture is any work where the image or pattern is raised from a surface. When the image or pattern is only slightly raised, it is called a low relief or bas-relief, but when it is 3-D yet still attached to a background, it is called high relief or alto-relief.</p>	
			<p>Y4 skill 1 Explain the significance of art, architecture or design from history and create work inspired by it.</p>
		<p>core knowledge Constructive feedback highlights strengths and weaknesses and provides information and instructions aimed at improving one or two aspects of the artwork, which will improve the overall piece.</p>	<p>Y4 skill 1 Give constructive feedback to others about ways to improve a piece of artwork.</p>