

| YEAR 4 2022/23 | | Art & Design |
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| Topic 1: Treasure Seekers (5) What are the features of Saxon Art? What skills have you developed in your sketching? How did you design your brooch? What clay skills have you developed? <u>Service and friendship</u> | | |
| KNOW | DO | UNDERSTAND |
| Can explain the features of Saxon Art. Know how to use sketching skills to design a brooch. Know how to use symmetry and reflection in design. Can develop clay skills to create a brooch/plaque. Key vocabulary: Saxon Art Features Design Sketch Tone Shape Form Space Symmetry Reflection Brooch/plaque | Children explore Saxon jewellery and the status it created/came from. Children use their sketching skills to design a Saxon brooch, and then create it from clay. NC Aims: - produce creative work, exploring their ideas and recording their experiences - become proficient in drawing, sculpture and other art, craft and design techniques (<i>clay</i>) - 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. NC Content: - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, and sculpture (<i>clay</i>) - about great artists, architects and designers in history | Children explore what happened at the end of the Roman occupation of Britain (which they learnt about in the previous year) and the arrival of the Anglo Saxons. What happened to the Roman towns that were there when they arrived? We'll use a Saxon poem and discuss whether or not this is good evidence. The children can also read the poem Beowulf. Children learn about migration and settlers, and investigate Sutton Hoo, considering the role of archaeologists and discoveries of evidence of Saxon art and culture. Children will build upon sketching skills developed in Year 2 observational drawings, and the clay skills they have recently developed at the end of Year 3 in their Roman Mosaic art week. |
| Topic 2: Junior Medics(4) What are the features of Op Art? How were you inspired? How did you create your own design? What colours have you chosen and why? <u>Perseverance and respect</u> | | |
| KNOW | DO | UNDERSTAND |
| Know the features of Op Art. Can use Op Art as inspiration to create own design. Know how to take inspiration from the work of Bridget Riley/Victor Vasareley. Know how to choose complimentary or contrasting colours for effect. Key vocabulary: Optical Illusion Art (Op Art) | Optical illusion art. Op art works are abstract, with many better known pieces created in black and white. Typically, they give the viewer the impression of movement, hidden images, flashing and vibrating patterns, or of swelling or warping. Op art was a major development of painting in the 1960s that used geometric forms to create optical effects. Children will use mathematical concepts of space and measurement to create their own Op Art, developing their colour (complimentary or tertiary colours) or applying a black and white finish. https://www.youtube.com/watch?v=9DW4wg2DdwU https://www.youtube.com/watch?v=-EEJSCloSs8 https://www.youtube.com/watch?v=B8K4HXdHREA | This unit teaches children about the links between teeth and digestion. It gives them an opportunity to explore different body parts, with a large Science focus, investigating food chains, and human digestion. This art content gives children the opportunity to explore optical illusion art, as popularised by Victor Vasareley and British artist Bridget Riley in the 1960s. Children have previously explored coloured in-depth in |

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| <p>Abstract Colour Movement Shape Form Line Swell/Warp Geometric Pattern Optical effects Complimentary colour Tertiary colour Contrasting colour</p> | <p>https://www.youtube.com/watch?v=rM2K5xvcSGQ</p> <p>NC Aims:</p> <ul style="list-style-type: none"> - produce creative work, exploring their ideas and recording their experiences - become proficient in drawing, painting 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. <p>NC Content:</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <ul style="list-style-type: none"> - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, collage and painting - about great artists, architects and designers in history | <p>Year 3, and will build upon these skills, and will apply their mathematical skills to create their optical illusion works.</p> |
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ART WEEK: Modern Abstract

Who is Beatriz Milhazes? What are features of her work?
How were you inspired? How did you create your own design?
What do the following words mean...?
How did you create your print?

[Perseverance and respect](#)

| KNOW | DO | UNDERSTAND |
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| <p>Can explain the work of Beatriz Milhazes.</p> <p>Can develop observational drawings technique.</p> <p>Know how to explain Abstract Art.</p> <p>Can explain the following terms: composition, colour, layer, repetition, rotation.</p> <p>Know how to create a mono-print.</p> <p>Can explain how their work has been inspired by Milhazes.</p> <p>Key vocabulary: Beatriz Milhazes Observational drawing Natural forms Layer Rotation Composition Repetition Abstract Mono-print Design Carve</p> | <p>SEE ADDITIONAL PLANNING</p> <p>Children are learning about contemporary Brazilian artist Beatriz Milhazes. Key words: composition, colour, layer, repetition, rotation. Children develop their observational drawings skills, creating images of natural forms. These are then developed into a layered and rotated image, creating an abstract piece of art using fine liner. These are then copied and developed further with Milhaze-inspired use of colour to create an abstract piece of art using collage and felt tips. Children then explore print making, choosing one section of their composition to focus on, and creating a mono-print, and carving into a poly-tile to then print onto fabric. This will lead to a whole-class wall-hanging when the children's prints are collated together to create a large abstract composition.</p> <p>NC Aims:</p> <ul style="list-style-type: none"> - produce creative work, exploring their ideas and recording their experiences - become proficient in drawing and other art, craft and design techniques (<i>collage</i>) - 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. <p>NC Content:</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> | |

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| | <ul style="list-style-type: none"> - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing and collage - about great artists, architects and designers in history | |
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Topic 3: Vicious Vikings (5)

What are features of Viking craftsmanship?
How have you incorporated this into your design?

Generosity and thankfulness

| KNOW | DO | UNDERSTAND |
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| <p>Can develop sketching technique.</p> <p>Can explain Viking craftsmanship and how they have taken inspiration from it.</p> <p>Know how shape/form/colour impact a design.</p> <p>Key vocabulary: Sketching technique Line Form Shape Shadow Craft Rune Pattern Repetition Design</p> | <p>Children use their understanding and knowledge of how delicate and sophisticated Viking craftsmanship/art could be, to develop their own drawing designs for embossed runes or patterns.</p> <p>They then develop their ideas to design and create a Viking shield.</p> <p>NC Aims:</p> <ul style="list-style-type: none"> - produce creative work, exploring their ideas and recording their experiences - become proficient in drawing, design and other art, craft and design techniques (<i>clay</i>) - 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. <p>NC Content:</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <ul style="list-style-type: none"> - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing and clay - about great artists, architects and designers in history | <p>Children are learning about the Viking invasion, with many battles, raids and settlements. Through their artwork, children will explore that, often thought of in contrast with the stereotype of ‘barbarians’, Viking art was sophisticated and delicate. Viking craftsmanship excelled in woodwork and metalwork, adorning brooches, weapons, helmets and ship timbers with abstracted animal forms and elaborate intertwined patterns.</p> <p>Children are building on their design and drawing skills developed in units in Year 2 and Year 3.</p> |

Topic 4: Electrical Engineers (4)

Who has inspired your work?
Talk me through the design process.
How is comic art different to other styles of drawing you have learnt?
What are the stylistic features of comic book art?

Justice and courage

| KNOW | DO | UNDERSTAND |
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| <p>Know how to create digital art</p> <p>Know how to create a visual storyboard</p> <p>Can explain how the stylistic features of comic book artists</p> <p>Know how to create comic characters inspired my comic-book art.</p> <p>Key vocabulary: Digital art Visual storyboard</p> | <p>Children create digital Comic Art, with the use of Computing to create comic strips – free App like Comic Life (free for a month).</p> <p>Children will need to develop a character and story-board their ideas – an important stage of the design process.</p> <p>NC Aims:</p> <ul style="list-style-type: none"> - produce creative work, exploring their ideas and recording their experiences - become proficient in art, craft and design techniques (<i>digital art</i>) - 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. | <p>This is an electricity unit, but does also include work where the children see the practical implications of electricity: circuits, switches, conductors and insulators, as well as real-life contexts and implications. Children will use this basis to develop a series of digital Comic Art; using the iPads/laptops to create a comic strip, perhaps a piece of fiction, linked to a character developed in English or Science? Or perhaps a character to explain the</p> |

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| <p>Design Stylistic features</p> | <p>NC Content: Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - to improve their mastery of art and design techniques (<i>digital art</i>)</p> | <p>concepts of their Science learning for non-fiction.</p> <p>Children have not previously used this computing programme, and so will be developing brand new digital art skills.</p> |
| <p>DT WEEK: Electrical Games</p> | | |
| <p>KNOW</p> | <p>DO</p> | <p>UNDERSTAND</p> |
| <p>Topic 5: Super-sonologists (4)</p> | | |
| <p>KNOW</p> | <p>DO</p> | <p>UNDERSTAND</p> |
| <p>LANGUAGE WEEK: Spanish</p> | | |
| <p>What are the features of Gaudi's work? What media does he use?</p> <p><u>Forgiveness</u></p> | | |
| <p>KNOW</p> | <p>DO</p> | <p>UNDERSTAND</p> |
| <p>Know about the life and work of Gaudi.</p> <p>Know how Gaudi creates his work and what the features are.</p> <p>Can explain what sculpture is. Know how Gaudi's sculpture is different to sculpture children have previously learnt about.</p> <p>Can create a sculpture inspired by Gaudi and explain their stylistic choices.</p> <p>Key vocabulary: Antoni Gaudi Public Art Sculpture 3D Design Apply</p> | <p>Children explore the artwork of Gaudi, and how it is seen in everyday life around the city of Barcelona, rather than hanging in an art gallery. They explore Park Güell, an outdoor space designed entirely by the artist. 3D/sculpture skills: children use paper maché/mod roc/mosaic to create Gaudi inspired 'broken' art. https://parkguell.barcelona/en?q=en https://www.barcelona-tourist-guide.com/en/gaudi/barcelona-gaudi.html https://www.bbc.co.uk/bitesize/clips/zgrka6f</p> <p>OR. Children could create animal Gaudi-inspired images. http://arteascuola.com/2015/03/animals-decorated-with-mosaics-inspired-by-gaudi/</p> <p>NC Aims: - produce creative work, exploring their ideas and recording their experiences - become proficient in drawing, sculpture, design 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.</p> <p>NC Content: Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> | <p>Children will be immersed in Spanish culture, language, music and food during this intensive week. Gaudi's art encompasses everyday life in Barcelona, and is not merely seen on a wall as a piece of art; it is engrained within Spanish culture and society.</p> |
| <p>Topic 6: Wild Water (5)</p> | | |
| <p>Who is David Hockney? What are the features of his work? How have you created the surface texture effect? Why have you chosen those colours?</p> <p><u>Forgiveness</u></p> | | |
| <p>KNOW</p> | <p>DO</p> | <p>UNDERSTAND</p> |

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| <p>Can explain the life and work of David Hockney.</p> <p>Know how to create different texture effects using different media (oil pastel/watercolour/ink).</p> <p>Know how to choose colours purposefully and their impact on the art work.</p> <p>Know how to apply paint with increasing control.</p> <p>Key vocabulary: David Hockney Texture Effect Media Layer Blend Horizontal/Vertical lines Dilute Carrier Resist</p> | <p>Children will explore David Hockney’s water painting such as “A Bigger Splash” and “Portrait of an Artist (Pool with Two Figures)”.</p> <p>Discuss with the students how people look like under water -flowing hair, lighter skin. What causes the shimmering surfaces on the water and what do they look like? The students draw one or more people in swimsuits and colour them with oil pastels. Use white oil pastel to draw a water pattern in the background, consisting of wavy horizontal, vertical and diagonal lines.</p> <p>Paint the picture with blue and/or green diluted coloured ink. The swimmers and the white lines will not resist the ink.</p> <p>NC Aims:</p> <ul style="list-style-type: none"> - produce creative work, exploring their ideas and recording their experiences - become proficient in 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. <p>NC Content:</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <ul style="list-style-type: none"> - to improve their mastery of art and design techniques, including painting. - about great artists, architects and designers in history | <p>This is a Science/Geography unit, where children are learning about the water cycle. They will explore British artist David Hockney’s famous water paintings.</p> <p>Children have previously explored coloured in-depth in Year 3, and will build upon these skills. Children have previously used oil pastels in sessions like Black History Day, Bonfire night art work, Diwali celebrations, but not for specifically planned content from the art curriculum, apart from in Year 1 when learning about Fauvism.</p> |
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Topic 7: Environmental Engineers (6)

What is public sculpture?
What do the following words mean...?
How and why do sculptors make maquettes?
Talk to me about your public sculpture design – how does it fit the brief? Why have you made x/y artistic decisions?

Truthfulness and trust

| KNOW | DO | UNDERSTAND |
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| <p>Can explain what public sculpture means.</p> <p>Can explain the 3D language of: shape, form, colour and pattern. Maquette.</p> <p>Know how and why sculptors create models/maquettes.</p> <p>Can design a public sculpture for a specific place, with a given set of criteria.</p> <p>Key vocabulary: Public sculpture 3D Shape Form Colour Pattern</p> | <p>Public sculpture/contemporary sculpture.</p> <p>Before this unit, ask children to collect plastic bottles, plastic bags, Ensure that you have garden canes, wire, old umbrellas, string- any recyclable materials- that are weatherproof.</p> <p>In this unit children explore sculpture in public buildings and spaces and how an environment can be transformed by art around it. They explore and use shape, form, colour and pattern to make a maquette or model of a sculpture for a site in the school or the local area. They compare the ideas, methods and approaches used in the work of different sculptors.</p> <p>Public sculpture/contemporary sculpture Anthony Gormley’s “Iron Man” (Birmingham); “Angel of the North”; “Another Place” (Crosby Beach) “Cloud Gate” Anish Kapoor (Chicago) Edwin Landseer’s Trafalgar Square lions</p> | <p>Children have just learnt about the water cycle, and are now developing this to understand about a local and wider implication of water supply, both historical and current. They explore the water in their locality, and how Birmingham/Sparkhill has changed through time.</p> <p>Children have previously explored creating sculpture in Year 2 and Year 1.</p> |

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| <p>Maquette Criteria Design</p> | <p>https://en.wikipedia.org/wiki/List_of_public_art_in_Birmingham Great list of public art in the West Midlands (Gutzon Borglum's Mount Rushmore is an interesting one to discuss as an aside) Children to design maquettes of sculpture for specific area (in Birmingham?).</p> <p>NC Aims: - produce creative work, exploring their ideas and recording their experiences - become proficient in 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.</p> <p>NC Content: Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - to improve their mastery of art and design techniques, including sculpture design. - about great artists, architects and designers in history</p> | |
| DT WEEK: Bridge Builders | | |
| KNOW | DO | UNDERSTAND |
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