



Y4 art overview 2019-20 Textile design; Graphic design & Still life; Sculpture

Art Activity	Desired Skills	Approaches to Developing Skills	Desired Knowledge and Understanding	Approaches Developing Knowledge and Understanding	Curricula Materials	Assessed through (T1 T2 T3)		
						Responding Exploring	Creating Notating	Evaluating
Responding	<ul style="list-style-type: none"> <li>Discuss observed art pieces</li> <li>Follow guidance from tutor (techniques, top-tips)</li> <li>Experiment with own compositions</li> </ul>	<ul style="list-style-type: none"> <li>Class/group tuition with technical guidance</li> </ul>	<ul style="list-style-type: none"> <li>Understanding history/origins of artists, designers, craft-makers, architects</li> <li>Understanding history of art forms and purpose</li> <li>Understanding how art reflects a community/ culture</li> <li>Understand it keeps their traditions alive</li> <li>Understand how art in cultures is used (dance, spiritual, worship, rites of passage, wellbeing)</li> </ul>	<ul style="list-style-type: none"> <li>Class teacher led presentations with children note-taking</li> <li>Group research on history/ origins etc and masterpieces from masters in their fields</li> </ul>	<b>TERM1:</b> <ul style="list-style-type: none"> <li><a href="#">Textile design (link to DT module)</a> video clips</li> <li>Research websites for projects ( history of and styles of fabric money wallet/purse project)</li> <li>Masterpieces of textile wallet/purse designs for observation (link to Anglo Saxon topic?)</li> <li>Materials and stimuli for compositions (thread, fabric, drawing materials)</li> <li>Sketch books</li> <li><a href="#">RE DT /ART DAY WHOLE SCHOOL: Prayer Spaces: Wire sculpturing</a></li> </ul>	Most children will be able to... (working at)	Some children will not yet be able to...(working towards)	Some children are confidently able to... (exceeding)
Exploring	<ul style="list-style-type: none"> <li>Know about great artists, craft makers, designers</li> <li>Explore sketch books of professional artists. Make comparisons between genres</li> <li>Understand historical and cultural development of art</li> </ul>	<ul style="list-style-type: none"> <li>Class/group tuition with reference to historical information, images</li> </ul>						
Designing	<ul style="list-style-type: none"> <li>Keep sketch book (creative journal, visual diary)</li> <li>Record observations</li> <li>Plan/ explore/ experiment with designs</li> <li>Note-take in sketch book</li> </ul>	<ul style="list-style-type: none"> <li>Class/group sketching activities</li> </ul>						
Creating	<ul style="list-style-type: none"> <li>Compose own composition following planned design</li> <li>Compose after an artist's style</li> <li>Compose in more than medium (paint, textile, design, sculpture, collage, print)</li> </ul>	<ul style="list-style-type: none"> <li>Class, then group opportunities for field studies and internal compositions from still-life/ stimuli</li> </ul>						
Critically Observing/ Evaluating	<ul style="list-style-type: none"> <li>Observe a variety of artworks, identifying particular elements</li> <li>Observe someone else's chosen art piece</li> <li>Observe and critique other compositions</li> <li>Critically evaluate own compositions</li> </ul>	<ul style="list-style-type: none"> <li>Observational opportunities to be part of each lesson</li> </ul>						
SMSC	<ul style="list-style-type: none"> <li>Research in pairs or individually according to given briefs wider knowledge of Y4 art curriculum</li> <li>Enjoyment and relaxation art can offer</li> </ul>	<ul style="list-style-type: none"> <li>Research using given websites and researching finding own information</li> </ul>						
				<ul style="list-style-type: none"> <li>Workshops in groups / as a class</li> <li>Presentations to class/assemblies</li> <li>Class, then group/ individual opportunities to create compositions</li> </ul>	<b>TERM2:</b> <ul style="list-style-type: none"> <li><a href="#">Graphic design (printing) &amp; Still-life painting</a> video clips</li> <li>Materials for composition (ink, printing)</li> <li>Research websites for project (Greek pot designs; still life painting): (V&amp;A; British Library)</li> <li>Sketch books</li> <li><a href="#">RE ART DAY WHOLE SCHOOL: Prayer of Thanks: Plants of our Garden</a></li> </ul>			
				<ul style="list-style-type: none"> <li>Chosen piece to present to class for observing with reasons why it has been chosen and a background to piece selected</li> </ul>	<b>TERM3:</b> <ul style="list-style-type: none"> <li><a href="#">Sculpture</a> (model village construction Urban-Rural topic). Video clips/ images of masterpiece designs</li> <li>Materials for composition (clay, paint for 3d construction)</li> <li>Research websites for model village construction projects. <a href="#">Model cities</a> from clay.</li> <li>Sketch books</li> <li><a href="#">RE ART DAY WHOLE SCHOOL: Worship: Music instrument</a></li> </ul>			