



## Y4 art overview 2021-22

Art Activity	Building Skills and Disciplinary Knowledge	Approaches to Developing Skills and Disciplinary Knowledge	Building Substantive Knowledge and Understanding	Approaches to Developing Substantive Knowledge and Understanding	Curricula Materials	Assessed through (T1 T2 T3)		
						Responding	Creating	Evaluating
Responding	<ul style="list-style-type: none"> <li>To develop an ability to discuss observed art pieces</li> <li>To learn to follow guidance from a tutor (techniques, top-tips)</li> <li>To learn to 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 the history and origins of artists, designers, craft-makers, architects</li> </ul>	<ul style="list-style-type: none"> <li>Through class teacher led presentations with children note-taking</li> <li>Group research on history and /or origins and of masterpieces from masters in their fields</li> </ul>	<b>TERM1:</b>  <b>Textile design: exploring British textile design and textile design from cultures in our world</b>	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>To develop an ability to research appropriately great artists, craft makers, designers</li> <li>To develop an ability to explore sketch books of professional artists</li> <li>To learn how to make comparisons between different genres</li> <li>To develop a skill of investigating the historical and cultural development of art through provided opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Class/group tuition with reference to historical information, images</li> </ul>	<ul style="list-style-type: none"> <li>To know about different techniques that a variety of artists used to create their art pieces and understand why they chose or explored these techniques</li> </ul>					
Designing	<ul style="list-style-type: none"> <li>To keep and learn how to use own sketch book (creative journal, visual diary)</li> <li>To further develop the ability to record observations (annotations)</li> <li>To further develop an ability to plan/ explore/ experiment with designs</li> <li>To develop ability to independently note-take in sketch book</li> </ul>	<ul style="list-style-type: none"> <li>Class/group sketching activities and provided sources to enable discovering of a variety of sketch books from over time and globally</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the history of art forms and purpose for creations</li> <li>Understanding how art reflects a community or culture</li> </ul>	<ul style="list-style-type: none"> <li>Through involvement in workshops in groups or as a class</li> <li>Through presentations to class/or in whole school worship sessions</li> <li>Through class, then group or individual opportunities to create compositions</li> </ul>	<b>TERM2:</b>  <b>Still Life drawing and painting: exploring composition and media</b>			
Creating	<ul style="list-style-type: none"> <li>To develop confidence in composing own composition following planned design</li> <li>To develop confidence in composing after an artist's style</li> <li>To develop confidence in composing in more than one 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>	<ul style="list-style-type: none"> <li>Understanding as to how art keeps traditions alive</li> </ul>					
Critically Observing/ Evaluating	<ul style="list-style-type: none"> <li>To develop confidence in observing a variety of artworks, identifying particular elements</li> <li>To develop confidence in observing someone else's chosen art piece</li> <li>To develop confidence in observing and critiquing other compositions</li> <li>To develop confidence in evaluating own compositions</li> </ul>	<ul style="list-style-type: none"> <li>Observational opportunities to be part of each lesson</li> </ul>	<ul style="list-style-type: none"> <li>Understand how art in cultures is used (for example in dance, spiritual, worship, rites of passage, and in wellbeing)</li> </ul>	<ul style="list-style-type: none"> <li>Through chosen pieces being presented to class for observation with reasons as to why they have been chosen</li> <li>Through discussion around the background to the selected pieces</li> </ul>	<b>TERM3:</b>  <b>Sculpture: inspiration from British and world masters</b>			
SMSC	<ul style="list-style-type: none"> <li>To develop the ability to work with others of different religious, ethnic and socioeconomic backgrounds, according to given briefs wider knowledge of Y4 art curriculum</li> <li>To develop the ability to resolve conflicts and differing opinions should these arise</li> <li>To develop an enjoyment of art</li> <li>To develop the ability to use their imagination and creativity</li> <li>To develop the ability to reflect on tasks</li> <li>To develop the ability to Investigate and offer views on ethical issues in art studied</li> <li>To develop the ability and willingness to explore and understand art from a variety of cultural backgrounds</li> </ul>	<ul style="list-style-type: none"> <li>Setting of research opportunities using given websites and researching finding own information</li> <li>Setting of opportunities and briefs that require engagement with others of differing backgrounds</li> </ul>						