

| Year 4                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                           |                                                                                 |                                                                                                                 |          |                                                                                 |
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| Drawing                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                           | Sketchbooks                                                                     |                                                                                                                 | Painting |                                                                                 |
| Create owned narratives by arranging toys in staged scenes, using these as subject matter to explore creation of meaning, ideas, themes and relationships. Interpret poetry or prose and create sequenced images in either an accordion or poetry comic format. Work in a variety of media including charcoal, graphite, wax resist and experimental drawings. To feel able to take creative risks in pursuit of creating drawings with energy and feeling. | Pencil, charcoal, inks, chalk, pastels, brushes, wax, digital art such as graphic drawing | Children have their own A4 spiral bound sketchbooks with cartridge paper pages. | watercolour, poster paint, acrylic paint, gouache, stained glass paint, abstract materials such as coffee beans |          | Junk modelling, modroc, wire, natural materials such as leaves and sticks, clay |
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| Practise drawing skills                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                           |                                                                                 |                                                                                                                 |          |                                                                                 |
| Make visual notes to record ideas and processes discovered through looking at other artists                                                                                                                                                                                                                                                                                                                                                                 |                                                                                           |                                                                                 |                                                                                                                 |          |                                                                                 |
| Test and experiment with materials                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                           |                                                                                 |                                                                                                                 |          |                                                                                 |
| Brainstorm pattern, colour, line and shape                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                           |                                                                                 |                                                                                                                 |          |                                                                                 |
| Brainstorm and explore ideas relating to performance art                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                           |                                                                                 |                                                                                                                 |          |                                                                                 |
| Reflect                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                           |                                                                                 |                                                                                                                 |          |                                                                                 |
| Explore colour (and colour mixing), line, shape, pattern and composition in creating a still life. To consider lighting, surface, foreground and background                                                                                                                                                                                                                                                                                                 |                                                                                           |                                                                                 |                                                                                                                 |          |                                                                                 |
| Use close observation and try different hues and tones to capture 3d form in 2 dimensions. (Option to use collage from painted sheets).                                                                                                                                                                                                                                                                                                                     |                                                                                           |                                                                                 |                                                                                                                 |          |                                                                                 |
| Options to work in clay, making reliefs inspired by fruit still lifes, or make 3d graphic still lifes using ink and                                                                                                                                                                                                                                                                                                                                         |                                                                                           |                                                                                 |                                                                                                                 |          |                                                                                 |
| Explore painting on different surfaces, e.g. fabric, and combine paint with 3d making                                                                                                                                                                                                                                                                                                                                                                       |                                                                                           |                                                                                 |                                                                                                                 |          |                                                                                 |
| Make work as part of a community/class and understand how everyone can contribute towards a larger artwork                                                                                                                                                                                                                                                                                                                                                  |                                                                                           |                                                                                 |                                                                                                                 |          |                                                                                 |
| Explore how we can re-see the objects around us and represent them as sculptures. That we can use scale to re-examine our relationship to the things                                                                                                                                                                                                                                                                                                        |                                                                                           |                                                                                 |                                                                                                                 |          |                                                                                 |
| To work in collaboration to explore how we can present ourselves as art object, using a plinth as a device to attract attention to us                                                                                                                                                                                                                                                                                                                       |                                                                                           |                                                                                 |                                                                                                                 |          |                                                                                 |
| construct sculptural self portraits of ourselves on a plinth, using a variety of materials including fabric                                                                                                                                                                                                                                                                                                                                                 |                                                                                           |                                                                                 |                                                                                                                 |          |                                                                                 |
| Develop our construction skills, creative thinking and resilience skills by making sculpture which combines lots of materials. Use tools to help us construct and take creative risks by experimenting and combine modelling with construction using mixed media and painting to create sculpture                                                                                                                                                           |                                                                                           |                                                                                 |                                                                                                                 |          |                                                                                 |
| Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... it links to...").                                                                                                                                                                                                                                                                                                                 |                                                                                           |                                                                                 |                                                                                                                 |          |                                                                                 |
| Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might... I                                                                                                                                                                                                                                                                                          |                                                                                           |                                                                                 |                                                                                                                 |          |                                                                                 |
| Work collaboratively to present outcomes to others where appropriate. Present as a team                                                                                                                                                                                                                                                                                                                                                                     |                                                                                           |                                                                                 |                                                                                                                 |          |                                                                                 |
| Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond                                                                                                                                                                                                                                                                                                                           |                                                                                           |                                                                                 |                                                                                                                 |          |                                                                                 |
| Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective                                                                                                                                                                                                                                           |                                                                                           |                                                                                 |                                                                                                                 |          |                                                                                 |
| Visual Literacy                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                           |                                                                                 |                                                                                                                 |          |                                                                                 |
| Articulation and purpose                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                           |                                                                                 |                                                                                                                 |          |                                                                                 |