












# Art Long Term Plan Hadrian Y4



Y4 Art				
National Curriculum Objectives KS1		Key Assessment Questions for Y4		
<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> <p>Pupils should be taught: 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, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.</p>		<p><b>Assessment Questions</b></p> <p>Teachers should consider assessment as a holistic practice, which takes place during every art lesson through conversation with pupils:</p> <ul style="list-style-type: none"> <li>•Tell me about that you are making and what inspired you</li> <li>•What might you do next?</li> <li>•Tell me about the materials and techniques you are using</li> <li>•What have you discovered?</li> <li>•How do you feel about the end result?</li> <li>•What kinds of problems did you encounter and how did you get round them?</li> <li>•Tell me about things you really liked or enjoyed</li> <li>•What would you like to explore more of?</li> </ul>		
Generating Ideas	Through Sketchbooks	By Looking & Talking	Through Making	Digital Media
	<p>Continue to develop a "sketchbook habit", using a sketchbook as a place to record individual response to the world.</p> <p>Begin to feel a <b>sense of ownership</b> about the sketchbook, which means allowing every child to</p>	<p>Enjoy looking at <b>artwork</b> made <b>by artists, craftspeople, architects and designers.</b></p> <p><b>Discuss artist's intention and reflect upon your response.</b></p> <p>Look at <b>artforms</b> beyond the visual arts: <b>literature, drama, music, film</b> etc and <b>explore</b> how they <b>relate</b> to your <b>visual art form.</b></p> <p>Look at a variety of types of <b>source material</b> and understand the differences.</p> <p>Be given <b>time and space</b> to engage with the</p>	<p>Use growing knowledge of how <b>materials and medium act</b>, to help <b>develop ideas.</b></p> <p>Continue to <b>generate ideas through space for playful making.</b></p> <p><b>Explore how ideas translate and develop</b></p>	<p>Use <b>digital media</b> to <b>identify and research artists, craftspeople, architects and designers.</b></p>


	<p>work at own pace, following own exploration</p> <p>Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting, making links...</p>	<p>physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects.</p> <p>Develop questions to ask when looking at artworks and /or stimulus:</p> <ul style="list-style-type: none"> <li>•Describe the artwork.</li> <li>•What do you like/dislike? Why?</li> <li>•Which other senses can you bring to this artwork?</li> <li>•What is the artist saying to us in this artwork?</li> <li>•How might it inspire you to make your own artwork?</li> <li>•If you could take this art work home, where would you put it and why?</li> </ul> <p>Take part in small scale crits throughout so that brainstorming becomes part of the creative process.</p>	<p>through different medium (i.e. a drawing in pencil or a drawing in charcoal).</p>	
<p>Progression</p> 	<p><b>By the end of Year 4</b>  <b>Children should be able to...</b></p> <p>Use sketchbooks and drawing to purposefully improve understanding, inform ideas and explore potential</p> <p>Understand sketchbooks are places to explore personal creativity, and as such they should be experimental, imperfect, ask questions, demonstrate inquisitive exploration</p> <p>Use sketchbooks, together with other resources, to understand how inspiration can come from many rich and personal sources to feed into creative projects.</p>			
<p>Teacher Subject Knowledge</p> 	<p><b>Teachers should:</b></p> <p>Feel able to model sketchbook use alongside pupils (i.e. keep their own sketchbook)</p> <p>Let pupils discover and share for themselves</p> <p>Enable pupils to build confidence in their own ideas</p>			
<p>Cross Curricular Links</p> 				

Making	Drawing and Printmaking	Painting, Collage and Sketchbooks	Sculpture	Design
	<p>Continue to familiarize with <b>sketchbook / drawing exercises</b>. Let children describe how to undertake the ones they know as means of recap/reminder and introduce new ones, which are practiced regularly. <a href="#">Start here drawing</a></p> <p>Apply these skills to a <b>variety of media</b>, exploring outcomes in an <b>open-ended</b> manner throughout the other projects described here. Use growing <b>technical skill and knowledge of different drawing materials</b>, combined with increasing <b>confidence</b> in making a <b>creative response</b> to a wide range of <b>stimuli</b>, to explore more <b>experimental drawing</b>, following child's own <b>interests/affinities</b>. Please see <a href="#">Teaching for the journey</a></p> <p><b>Layering of media</b>, mixing of drawing media, e.g. <a href="#">Wax resist with coloured inks</a></p>	<p>Create a one-off <b>project sketchbook</b> which can inform future sketchbook practice, consolidating old skills and introducing new skills (including: <b>creating spaces and places in sketchbook to help creative thinking, exploring and revealing own creative journey from a shared starting point</b>). <a href="#">Taking ownership of your sketchbook</a></p> <p>Combine artforms such as <b>collage, painting and printmaking in mixed media projects</b> e.g. <a href="#">Screenprinting inspired by matisse</a></p>	<p>Work with a <b>modelling material (clay or plasticine)</b> to create quick <b>3d figurative sketches</b> from <b>life or imagination</b>. Combine with developing <b>visual literacy skills</b> so that the 3d sketches explore how we <b>read and communicate emotion and idea</b>, e.g. <a href="#">Quick clay figurative sketches</a></p> <p>Develop <b>visual literacy skills</b> and discover how <b>context and intention</b> can change the <b>meaning of objects</b>, e.g. <a href="#">Making a pocket-gallery</a></p> <p><b>Construct</b> with a variety of <b>materials (wool, string, twigs, found objects, paper etc.)</b> exploring how to bring <b>different media</b> together, both <b>technically and visually</b>, e.g. <a href="#">Building nests</a></p>	<p>Building on <b>mark-making and observational skills</b>, make drawings of <b>animals, people and vehicles</b> Use <b>scissors</b> to <b>dissect</b> the and <b>reconstruct</b> them into drawings that move, e.g. <a href="#">Making moving drawings</a></p> <p>Use <b>digital media</b> to make <b>animations</b> from the drawings that move <a href="#">Animating articulated beasts</a></p>

<p>Progression</p> 	<p><b>By the end of Year 4</b>  <b>Children should be able to...</b></p> <p>Investigate the nature and qualities of different materials and processes  Apply technical skills to improve quality of work, combined with beginning to listen and trust "instinct" to help make choices  Be excited by the potential to create and feel empowered to undertake their own exploration</p>		
<p>Teacher Subject Knowledge</p> 	<p><b>Teachers should:</b></p> <p>Balance time in which you sensitively model a technique, with plenty of time for pupils to enjoy open-ended exploration, and project-based learning  Have the confidence to celebrate places where pupils diverge from the task (as being signs that they are owning their learning)</p>		
<p>Cross Curricular</p> 			
<p>Evaluating</p>	<p><b>As a class</b></p>	<p><b>In small groups</b></p>	<p><b>One to one</b></p>
	<p>Enjoy <b>listening</b> to other peoples views about <b>artwork made by others</b>.</p> <p>Feel able to <b>express and share an opinion</b> about the artwork.  Think about <b>why the work was made</b>, as well as <b>how</b>.</p>	<p><b>Share work to others in small groups</b>, and <b>listen to what they think about what you have made</b>.  Make <b>suggestions</b> about other people's work, using things you have <b>seen or experienced</b> yourself.  Take <b>photos</b> of work made so that a <b>record</b> can be kept, to be added to a <b>digital folder/presentation</b> to capture progression. Use documenting the artwork as an opportunity for <b>discussion</b> about how to <b>present work</b>, and a</p>	<p><b>Talk</b> to a peer or teacher about the artwork made and <b>share</b> what you have <b>enjoyed</b> during the <b>process</b>, and what you like about the <b>end result</b>.  <b>Discuss problems</b> which came up and how they were <b>solved</b>. Think about what you might <b>try</b> next time.</p>

		chance for pupils to use <b>digital media</b> .	
<b>Progression</b> 	<p style="text-align: center;"><b>By the end of Year 4</b>  <b>Children should be able to...</b></p> <p style="text-align: center;">Reflect regularly upon their work, throughout the creative process  Look to the work of others (pupils and artists) to identify how to feed their own work  Take photographs and videos and use digital media as a way to re-see work</p>		
Teacher Subject Knowledge 	<p style="text-align: center;">Teachers should:</p> <p style="text-align: center;">Be aware of the importance of sensitively unearthing <i>intention</i>, which may not always be apparent in end result  Ensure evaluation activities take place throughout projects, rather than just at the end, so that they benefit and shape the creative process</p>		
Cross Curricular Links 			
<b>Knowledge &amp; Understanding</b>	<b>Formal</b>	<b>Experiential</b>	

	<p><b>Each child should:</b></p> <ul style="list-style-type: none"> <li>• Know the names of tools, techniques and formal elements (in pink above and below)</li> <li>• Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers from all cultures and times, for different purposes. Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities</li> <li>• Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary</li> <li>• Be able to demonstrate how to safely use some of the tools and techniques they have chose to work with</li> </ul>	<p><b>Each child should be given the opportunity to:</b></p> <ul style="list-style-type: none"> <li>• Discover that art is subjective (we all have our own legitimate understanding)</li> <li>• Experience the connection between brain, hand and eye</li> <li>• Understand ideas can come through hands-on exploration</li> <li>• Develop their knowledge of what different materials and techniques can offer the creative individual</li> <li>• Work at different scales, alone and in groups</li> <li>• Feel safe enough to take creative risks and follow their intuition (fed with skills knowledge)</li> <li>• Share their journey and outcomes with others. Feel celebrated and feel able to celebrate others</li> </ul>
Progression	See above - Formal and Experiential	
<p>Teacher Subject Knowledge</p> 	<p><b>Teachers should:</b></p> <p>Recognise that in art, a more valuable and relevant learning experience comes from underpinning technical and formal knowledge with an experiential understanding about what it is to be a creative human.</p>	
<p>Cross Curricular Links</p> 		

Education for a Connected World (Throughout the year) 		
Key texts	<b>Tell Me a Picture: Adventures in looking at art by Quentin Blake</b> (Year 3/4)	