

Overview of Art and Design study Medium term plan Year 4

Overall aim of St Luke's CE First School Art and Design programme of study

For children to have greater proficiency in drawing by the end of Year 4, with a specific focus on proficiency in drawing people. Through the theme of 'Proud to be Me', children will be able to create portraits, realistic representations of people, expressive forms of people and abstract representations of people. Children will be taught different techniques using a wide range of media and develop greater proficiency in painting, sculpture, photography and graphic design.

		Autumn	Spring	Summer
Substantive Knowledge	Proficiency	Children will be original in their own ideas and creativity.	Children will draw on their wide knowledge and skills to represent the theme of people in realistic, expressive and abstract form.	Children will have explored people within graphic design and illustration and begin to use styles appropriate to purpose and context.
	Knowledge progression	<p>Drawing:</p> <p><i>Shapes to communicate a message; symbols and signs Drawing from imagination- book characters</i></p> <p>Know how to accurately identify and render 2D & 3D geometric shapes when drawing from observation or second-hand sources, becoming aware of proportion, scale, and order.</p> <p>Know how to control line & shading with graphite, chalks, and charcoal to describe shape, form and light and shade.</p> <p>Know how to draw quick, light lines (sketching) & more deliberate, measured lines.</p> <p>Know different styles of drawing; Graphic (cartoon, graffiti, caricatures etc.) Realistic (portrait, still life etc.) Abstract (fine art, emotions)</p> <p>Know how to describe, copy and imagine other places, cultures and peoples past and present. Know how to draw things they can see and (from nature, their environment, still life or photos they have taken).</p>	<p>Painting and mixed media:</p> <p>Colour: Know how colour has light and dark values and how colour can be used to make colours lighter or darker, creating more vibrant paintings such as those produced by the Impressionists.</p> <p>Know how tone can make paintings more realistic or more expressive, learning to manipulate light and shade for dramatic effect.</p> <p>Line/Shape: Know how to use line with greater confidence to highlight form and shape.</p>	<p>Sculpture and 3D:</p> <p>Know how to make forms in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials, understanding how to finish and present their work to a good standard.</p> <p>Know how to use modelling materials.</p> <p>Know how to work safely and sensibly, persevering when the work is challenging.</p> <p>Digital art:</p> <p><i>Photography for reference and observation</i></p> <p>Know how to make art using digital means; drawing and painting programmes, vector drawing, photo manipulation.</p>

	<p>Artwork/ Design work</p>	<p>Considering composition – what will convey the message best? – <i>pictures, words or graphics</i></p> <p>Considering use of colour (for contrast) and space.</p>	<p>Quentin Blake – Art in Action Video to show his illustration of a recent artwork- https://www.quentinblake.com/quentin-in-action</p> <p>Nick Sharratt – Expressions in art – video showing how illustrates one of his characters – https://www.youtube.com/watch?v=5MTqhXDUAO</p>	<p>Modelling the shape of features; eyes, mouth, nose.</p> <p>Modelling how to proportion the outline of the face and the features within it – <i>splitting the face into sections and using a grid method.</i></p> <p>Modelling how to create emotion through the shape and line of facial features.</p> <p>Modelling how to create abstract pictures using shape and colour.</p> <p>Guiding and coaching through thought process and sketchbook journey.</p>
	<p>Sketchbooks progression</p>	<p>Continuous provision – Bits and Bobs drawing, doodling, still life drawings, feelings drawings (<i>to be done in down times outside of art lessons</i>)</p> <p>World in a matchbox – exploring who they are through the activity - https://www.accessart.org.uk/matchboxworlds/</p> <p>Typography for Children - https://www.accessart.org.uk/typography-children/</p>	<p>Continuous provision – Bits and Bobs drawing, doodling, still life drawings, feelings drawings (<i>to be done in down times outside of art lessons</i>)</p> <p>Sketch books to show mind mapping and explorations of ideas.</p> <p>Drawing cartoon characters - https://www.accessart.org.uk/a-school-full-of-characters/</p> <p>Drawing like Quentin Blake - https://www.accessart.org.uk/exaggerating-to-communicate/</p> <p>Making marks which tell a story – Drawing Projects book (pages 90 – 91)</p> <p>Making Illustrations – Drawing project book (pages 82-83)</p>	<p>Continuous provision – Bits and Bobs drawing, doodling, still life drawings, feelings drawings (<i>to be done in down times outside of art lessons</i>)</p> <p>Take photographs – selfies exploring different poses in the style of De Vinci and Rembrandt.</p> <p>Use photographs as a reference for sketching self-portraits; exploring in detail; eyes, nose and mouth.</p> <p>Consider how much they have captured their likeness and ensured distinctive features stand out.</p> <p>Take photographs of each other showing emotions such as anger, fear, sadness, boredom and joy.</p> <p>Use photographs as a reference point for exploring pencil sketches of portraits depicting different emotions.</p> <p>Use pencil crayon to start to explore colour as a way to depict emotion.</p> <p>Cut up features from photographs and rearrange to create their abstract collages.</p>

				Use coloured paper and shapes to create abstract self- portraits.
	Artists study	<p>Keith Haring Statue of Liberty mural Paris hospital mural Heart & World</p> <p>Roy Lichtenstein Whaam! POP Sunrise</p>	<p>Quentin Blake – Various illustrations</p> <p>Dave Mckean – Album cover, book illustrations</p> <p>Nick Sharratt – book illustrations</p>	<p>De Vinci Rembrandt Munch Rouault Saville Picasso Klee</p>
	Vocabulary	<p>All EYFS and KS1 Vocabulary.</p> <p>Complimentary colours, Pop art, mural, modern culture, typography.</p>	<p>All EYFS and KS1 Vocabulary.</p> <p>Watercolour, acrylic, illustration.</p>	<p>All EYFS and KS1 Vocabulary.</p>
Pedagogy	Project	<p>I care for my planet</p> <p>Create a poster to send a social message about global warming; <i>the poster should be people centred.</i></p> <p><i>They should explore ideas in sketchbooks – mind maps, sketches from photographs & designers</i></p>	<p>I am a superhero!</p> <p>Create themselves as a superhero who will save and protect the planet. They can choose to create their artwork from pen or paint and choose the size and canvass for their final piece.</p> <p><i>They should explore ideas in sketchbooks – mind maps, sketches from photographs & illustrators.</i></p>	<p>4 stage project – Proud to be me!</p> <p>Produce a self-portrait using one of the styles of their choice.</p> <p>Realism Expressionism Abstract</p> <p><i>In pairs, children reflect on the different styles and discuss their preferences.</i></p>