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# **Year 4 Art and Design Curriculum Booklet**

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# **National Curriculum for Art and Design: Key Stage 2**

**The national curriculum for art and design aims to ensure that all pupils:**






- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.


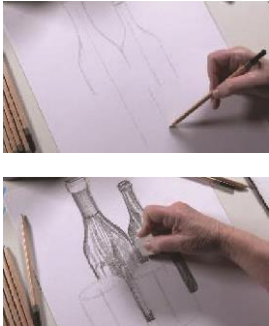
Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

**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.

## Year 4: Autumn Term- Skills

Lesson	Outline	Outcome
<b>Design: Optical Illusions</b>	Inspired by the 'lenticular prints' of Luz Perez Ojeda, children carefully cut two images into strips and by alternating them side by side, in sequential order, and then folding, they create an optical illusion piece of art.	
<b>Design: Willow Pattern</b>	Children design their own willow pattern style plate based on a tale of their choice, first drawing three key characters, then going over the details with ink, before finally using a colour wash to add lighter tones of blue.	 
<b>Craft: Soap Sculptures</b>	Referring to the works of Barbara Hepworth, children use a variety of tools to carve a piece of soap into a sculpture.	 

<p><b>Painting: Paul Cézanne</b></p>	<p>Learning about how Cézanne influenced the shift to modern art, children work in his style, mixing colours using short, angular strokes and painting in various directions.</p>	
<p><b>Drawing: Still Life</b></p>	<p>Children look at the still life artworks of Giorgio Morandi, before arranging a collection of objects to sketch. Children draw the outlines of the objects before adding light, medium and dark tones to their work.</p>	
<p><b>Learning About the Work of a Curator</b></p>	<p>After learning about the role of a curator, children curate an exhibition of their own based on a collection of their most recently created art works.</p>	<p><b>Key Outcome Questions</b>          What is a curator?          What does a curator do?          What would be useful skills for a curator to have?          How do curators decide where to put things and how to display them?</p>

# Year 4 Autumn Term: Ideas to Support Your Child's Learning at Home

## **Optical Illusion:**

In optical-illusion art, artists use shapes, colours and patterns in special ways to create images that look as if they are moving or blurring.

## **Lenticular-Printing:**

A printing method that, when the image is viewed at different angles, the objects either look 3D or changes appearance.

## **Distort:**

A distortion is an alteration that makes something appear different from the way that it really is.

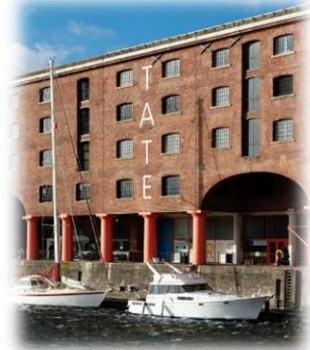
## **Chinoiserie:**

Chinoiserie is a Western style of decorative art that drew upon Chinese motifs and techniques.

## **Curate:**

To curate means to select, organize and look after the objects or works of art in a museum or an art gallery.

Talk about our key vocabulary at home.



Visit the Tate Liverpool to view a collection of sculptures by Barbara Hepworth including 'Curved Form'.

# Year 4 Autumn Term: Ideas to Support Your Child's Learning at Home



Support your child to illustrate a story using a Willow pattern design. Follow the link below to find out more about the Willow pattern:

<http://useyourcolouredpencils.blogspot.com/2010/04/chinese-willow-pattern-plates.html>

**Work with your child to create a piece of artwork, applying their newly developed skills.**



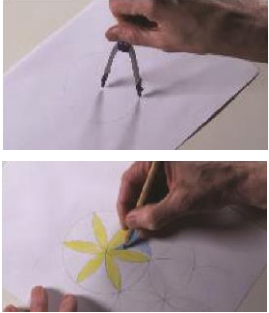
Support your child to create a sculpture from soap, before using household objects to adorn it with patterns. Follow the link below for a step-by-step guide:




<https://www.tate.org.uk/kids/make/sculpture/soap-carving>



# Year 4: Spring Term

## Sculpture

Lesson	Outline	Outcome
<b>Pattern 1: Stamp Printing</b>	Drawing around geometric shapes onto polystyrene foam and securing to a cork or Lego brick, children make a stamp to create repeating patterns, varying configurations and their use of colour.	
<b>Pattern 2: Reflection and Symmetry</b>	Children draw an image and then select a small section to trace into one square of a quadrant, they continue flipping and tracing into the next square of the quadrant until the 'flip pattern' is complete.	
<b>Pattern 3: Flower of Life</b>	Using a compass and following precise instructions, children make an image of overlapping and interconnected circles to recreate a sacred geometric symbol, 'the flower of life'.	

<p><b>Making Maracas from Recycled Materials</b></p>	<p>Using performer Stomp as inspiration, children create maracas using plastic bottles, before decorating their instruments with West African patterns.</p>	
<p><b>El Anatsui</b></p>	<p>Children continue to explore recycled materials through the work of El Anatsui, using the same themes to create their own sculpture.</p>	
<p><b>Sokari Douglas Camp</b></p>	<p>Drawing once more on the idea of recycled materials, children explore the work of Sokari Douglas Camp. Inspired by Camp, children create a sculpture from recycled materials, including themselves as an active part of their own sculptures.</p>	



# Year 4 Spring Term

## Ideas to Support Your Child's Learning at Home

### **Symmetrical-Reflection:**

A figure which does not change upon undergoing a reflection has reflectional symmetry.

### **Symmetrical Pattern:**

A pattern that is identical on both halves when folded. Symmetrical patterns can have multiple lines of symmetry.

### **Geometric Pattern:**

A pattern depicting abstract, nonrepresentational shapes such as lines, circles, triangles and polygons.

### **Flip Pattern:**

A pattern created by tracing pictures into squares of a quadrant.

### **Serif:**

A stroke added as a stop to the beginning and end of the main strokes of a letter.

Talk about our key vocabulary at home.



Research and visit local sculptures made from recycled materials.

# Year 4 Spring Term

## Ideas to Support Your Child's Learning at Home



Support your child to apply the concepts of bilateral (reflective) symmetry to transform words into unique designs. Follow the link below for a step-by-step guide:

<https://www.teachkidsart.net/kaleidoscope-lettering-design/>

**Work with your child to create a piece of artwork, applying their newly developed skills.**




Support your child to create sculptures using recycled materials. Follow the link below for inspiration:




<https://www.royalacademy.org.uk/article/family-how-to-make-recycled-sculpture-art-kids-phyllida-barlow-sustainable>



# Year 4: Summer Term

## Every Picture Tells a Story

Lesson	Outline	Outcome
<p><b>Texture: Charcoal Mark-Making</b></p>	<p>After experimenting with the different marks that charcoal can make, children are challenged to represent the meaning of a given list of words and phrases, in an abstract way.</p>	
<p><b>My Parents</b></p>	<p>Children analyse David Hockney's 'My Parents', describing the piece, including the formal elements (shape, line, form, tone, texture, pattern, colour and composition) to someone who can't see the painting before acting out the scene within it.</p>	
<p><b>The Dance</b></p>	<p>Through analysing Paula Rego's 'The Dance' and discussing the formal elements of the piece, children learn to justify their opinion by referencing specific aspects of a painting.</p>	

<p><b>Table for Ladies</b></p>	<p>To support children's understanding of the story behind this Edward Hopper painting, children create a role-play to view the work from another perspective.</p>	
<p><b>Children's Games</b></p>	<p>Children explore Brueghel's painting, 'Children's Games', before recreating it as a photo collage with a modern twist.</p>	
<p><b>Fiona Rae</b></p>	<p>Developing their understanding of abstract art, children discuss the themes underlying Fiona Rae's work, before creating their own piece to represent the same themes.</p>	

# Year 4 Summer Term

## Ideas to Support Your Child's Learning at Home

### **Narrative Art:**

Narrative art is art that tells a story, either as a moment in an ongoing story or as a sequence of events unfolding over time.

### **Realistic/Abstract:**

Realist artwork reflects the real world in an almost photographic way.

Abstract artwork does not represent the real world but instead use shapes and colours to achieve different effects.

### **Variation:**

Using a range of different qualities or instances of an art element to create a desired visual effect e.g. a variety of shapes, colors etc.

### **Formal Elements Vocabulary:**

Line - Fine/Bold; Colour - Luminous/Subtle; Form - Curved/Angular; Shape - Geometric/Organic; Texture - Soft/Grainy; Pattern - Chaotic/Ordered

Talk about our key vocabulary at home.



Visit the Walker Art Gallery to view the collection of narrative paintings including 'One of the Family' by Frederick George Cotman.

# Year 4 Summer Term

## Ideas to Support Your Child's Learning at Home



Support your child to create abstract art with a theme. Follow the link for an abstract art project:

<https://lwwogue.com/abstract-art-project-for-kids/>

**Work with your child to create a piece of artwork, applying their newly developed skills.**

Support your child to create a piece of narrative artwork; a picture that tells a story. Follow the link below for inspiration:

<https://www.artbarblog.com/tell-a-story-with-painting/>

