



Year 4 Overview – Art

Term	Chetwynd Powers - Task	Knowledge, Skills and Understanding - Focus	Possible resources	Useful Websites/ Ideas
Autumn 1	Romans (3D Sculpture & art technique) Make Roman Pottery Sculpt clay and other mouldable materials Sketch out design before making and include images and notes in sketch books.	• Use photographs to help create reflections. • Explain some of the features of art from historical periods. • Know how to sculpt clay and other mouldable materials. • Experiment with different styles which artists have used.	• Air dry clay • Clay tools • Play dough • Boards to mould on • Pictures of clay pots • tools to decorate/add design	• http://www.historyforkids.net/roman-pottery.html - research about Roman pottery • https://www.collaboroo.com/t5/History-Lesson-Ideas/Make-Your-Own-Roman-Coil-Pots/ta-p/542 - Roman coil pot • https://www.youtube.com/watch?v=yn7oTvw8QRY
Autumn 2	Romans (Printing) Make faith patterns using a range of materials to print with and on to.	• Know how to print onto different materials using at least four colours. • Experiment with different styles which artists have used. • Know how different artists developed their specific technique.	• Press print • Card • String • Material/fabric/sponges • Pasta • Paint • Potatoes – to etch design and print with • Paper/sketch books • Faith pattern examples.	• http://www.rnlcom.com/wp-content/uploads/2015/07/Pattern-To-Print-Guide.pdf - useful document about printing • https://www.bbc.com/teach/class-clips-video/art-and-design-ks1-ks2-printmaking-with-different-materials/zhytscw - print making with different materials.



Spring 1	Anglo Saxons (Sketching and Drawing) Make Celtic Patterns. Use pencil to outline sketch and shade in different ways / use line, tone and shape to show movement. Movement will be created by the different styles and patterns of the patterns e.g. Triskelion.	• Use sketchbooks to experiment with different texture. • Know to use line, tone shape and colour. • Use different grade pencils to create different effects with shading and toning and know which ones are best for what – understand which pencils are soft and hard. • Experiment prior to creating patterns how to shade and create tone, and create texture. • Research what Celtic patterns are, their history and variety/meaning behind them. • Experiment with the styles used by other artists. Use research and experiments to inform own work.	• Sketch books • Sketching pencils with different grades • A variety of different Celtic patterns / templates/examples • Books • Internet • Squared paper	• https://www.youtube.com/watch?v=WNCdRwdIfZI • https://www.youtube.com/watch?v=2IykIPiZUKg&vl=en-GB • https://www.youtube.com/watch?v=YhJ44R1UpaU – A selection of videos which demonstrate how to draw Celtic patterns with shading • https://www.blarney.com/triskele-_-triple-spiral-_-tri/ - Triskelion • https://nrich.maths.org/6809 - drawing Celtic knots – maths link – questions that can be asked and ideas with how to link to rotational symmetry.
Spring 2	Anglo Saxons (Appreciation of Artists) Bayeux Tapestry Explore a range of different artists work and how they achieved their art work	• Explain some of the features of art from historical periods. • Know how different artists developed their specific techniques. • Use sketchbooks to help create facial expressions. • Know how to show facial expressions and body language in sketches and paintings. • Experiment with different styles which artists have used.	• Sketch Pencils • Coloured Pencils • Paints for wash • Pastels • Felt tips • Cartridge Paper • Charcoal for dark fine lines	• https://www.bbc.co.uk/bitesize/topics/zxsbc/dm/articles/zwjq2hv - art and culture • https://www.khanacademy.org/humanities/ap-art-history/early-europe-and-colonial-americas/medieval-europe-islamic-world/v/bayeux-tapestry • Research textile artists and Bayeux Tapestry. Put into sketch books • Look at fine line drawings – cartoon like – not much detail. Practise in books. • Story board a class tapestry for final piece based on the story of King Alfred (Saxons). • Put class tapestry together by creating small sections. Create a wash on each piece first for effect.



Summer 1	Vikings (Developing ideas through ICT) Integrate digital images into art.	• Create a piece of art work which includes the integration of digital images they have taken. • Identify and draw simple objects, and use marks and lines to produce texture. • Explain why they have chosen specific materials to draw with. • Keep notes about the purpose of their work in their sketch books. • Adapt their work according to their views and describe how they might develop it further.	• Internet • Sketching pencils and media to complete.	• Find an image online of a Viking Longboat and print it. • Use the digital image to develop their art. Differentiate by outcome; some add to the boat, background, cut the image and finish drawing the boat. • Create before and after. Talk about purpose. How can they improve the way it looks, make it look realistic etc. Extend by adding more digital images to it.
Summer 2	Vikings (Painting) Paint Viking long ships and seascapes, using paint in different ways to create a wash and add detail.	• Make and match colours with increasing accuracy. • Use more specific colour language e.g. tint, tone, shade, hue. • Choose paints and implements appropriately. • Show increasing independence and creativity with the painting process. • Create all the colours they need. • Create mood and feeling. • Use ICT	• Paint • Cartridge Paper • Brushes • Sketching Pencils • Digital images of longboats	• Re-cap longboats from last Arts weeks and chn can add them to their seascape at the end. • Create Seascape with sunset to broaden/extend variety of colour mixing with tints and shades. • Children can draw longboats on with different media's once seascapes are complete instead of adding digital images.