






## Year 4 Art Implementation

These statements are used to assess the impact our teaching intention and the progress of children during their learning journey.

	Autumn 1	Spring 1	Summer 1
Theme	 Observational Drawing	 Colour and Painting	 Space Art
Learning	I can show <b>facial expressions</b> in my art. I can use different grades of pencil to <b>shade</b> and to show different <b>tones</b> and <b>textures</b> . I can show facial expressions and body language in sketches and paintings.	I can identify the <b>techniques</b> used by different artists. I can compare the work of different artists. I can use a range of brushes to create different <b>effects</b> in painting. I can experiment with the <b>styles</b> used by other artists.	I can use sketches to produce a final piece of art. I can use <b>line, tone, shape</b> and <b>colour</b> to represent figure and forms in movement. I can use <b>marks</b> and <b>lines</b> to show <b>texture</b> in my art.
Artists	Vincent Van Gogh (1853-1890) 'Young man with a pipe' Kathe Kollwitz (1867-1945) 'Homeworker'	Paul Klee (1879-1940) – Separation in the evening, Castle and Sun Joan Miro (1893-1983) The birth of day Piet Mondrian (1872-1944) Composition 2, The red tree	Peter Thorpe (1957-) Powered orbit Chesley Bonestell (1888-1986) Saturn as seen from Mimas, Don Dixon (1951-) Neighbouring planets Ludek Pesek (1919-1999) Jupiter rises above the Jovian Moon Lo
Skills and vocabulary	Experiment with <b>different grades of pencil</b> and other implements Use different <b>media</b> to achieve variations in <b>line, texture, tone, colour, shape and pattern</b> and explore relationships. <b>Adapt</b> their work according to their views and describe how they might develop further. Investigate <b>art, craft</b> and design in a variety of <b>genres, styles and traditions</b> .	Experiment with different <b>effects</b> and <b>textures</b> including <b>blocking in colour, washes</b> , thickened paint etc. Use more specific colour language e.g. <b>tint, tone, shade, hue</b> . Choose paints and implements appropriately e.g thin brush on a small picture. Show increasing <b>independence</b> and <b>creativity</b> with the painting process.	<b>Plan, refine</b> and <b>alter</b> drawings as necessary Make informed choices in drawing including paper and <b>media</b> . Collect and record <b>visual information</b> with increasing independence. Explore relationships between <b>line, tone, pattern, shape, line and texture</b> . Plan and create different <b>effects and textures</b> with paint according to what the need for the task. Develop understanding of <b>overlapping, layering</b> to create a desired <b>effect</b> .