



Y3/4 Art Implementation

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

Year	Autumn 1	Spring 1	Summer 1
Y3/4 A	 <p>Observational Drawing</p>	 <p>Colour and Painting</p>	 <p>Space Art</p>
	<p>I can show facial expressions in my art. I can use different grades of pencil to shade and to show different tones and textures. I can show facial expressions and body language in sketches and paintings.</p>	<p>I can identify the techniques used by different artists. I can compare the work of different artists. I can use a range of brushes to create different effects in painting. I can experiment with the styles used by other artists.</p>	<p>I can use sketches to produce a final piece of art. I can use line, tone, shape and colour to represent figure and forms in movement. I can use marks and lines to show texture in my art.</p>
Artists	<p>Vincent Van Gogh (1853-1890) 'Young man with a pipe' Kathe Kollwitz (1867-1945) 'Homeworker'</p>	<p>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</p>	<p>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 Io</p>
Skills and vocabulary	<p>Experiment with different grades of pencil and other implements Use different media to achieve variations in line, texture, tone, colour, shape and pattern and explore relationships. Adapt their work according to their views and describe how they might develop further. Investigate art, craft and design in a variety of genres, styles and traditions.</p>	<p>Experiment with different effects and textures including blocking in colour, washes, thickened paint etc. Use more specific colour language e.g. tint, tone, shade, hue. Choose paints and implements appropriately e.g thin brush on a small picture. Show increasing independence and creativity with the painting process.</p>	<p>Plan, refine and alter drawings as necessary Make informed choices in drawing including paper and media. Collect and record visual information with increasing independence. Explore relationships between line, tone, pattern, shape, line and texture. Plan and create different effects and textures with paint according to what the need for the task. Develop understanding of overlapping, layering to create a desired effect.</p>