

# YEAR FOUR

## AUTUMN TERM

### Topic/Theme

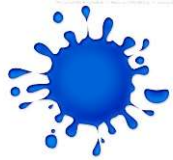
Drawing and painting developed into 3D clay work.

### Influences

Paul  
Cezaane's  
apples  
and



Renoir's  
onions.



## Knowledge and skills for this unit.



### Exploring and Developing Ideas

- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
- Question and make thoughtful observations about starting points and select ideas to use in their work.

### Drawing

- Experiment with ways in which surface detail can be added to drawings (*use grades of pencil, biro, charcoal and chalk*).
- Use journals to collect and record visual information from different sources.
- Draw for a sustained period of time at an appropriate level.
- Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.
- Experiment with different grades of pencil and other implements to create lines and marks.
- Experiment with different grades of pencil and other implements to draw different forms and shapes.
- Begin to show an awareness of objects having a third dimension.
- Experiment with different grades of pencil and other implements to achieve variations in tone.
- Create textures with a wide range of drawing implements; *experiment with oil and chalk pastel*.

### Painting

- Experiment with different effects and textures in paint.
- Work on a range of scales e.g. thin brush on small picture etc.
- Create different effects and textures with paint according to what they need for the task.
- Mix colours and know which primary colours make secondary colours.
- Use more specific colour language.
- Mix and use tints and shades.

### 3D

- Plan, design and make models from observation or imagination.
- Join clay adequately and construct a simple base for extending and modelling other shapes.
- Create surface patterns and textures in a malleable material..

### Evaluating Review

- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- Adapt their work according to their views and describe how they might develop it further.
- Annotate in their sketchbooks.

**Artist, explore, create, style,**  
observe, purpose, compare, adapt, accurate, annotate.

**Observation, control, tone,** media, light/ dark, **pattern, shape,** positioning, marks, features, viewfinder, frame, image, plan, techniques.

### Vocabulary

**Particular effects, mixing,**  
warm/cool colours, express, hues, texture, observed, emotion, primary/secondary colours, specific, represent, appropriate

**Identify, explore, observe,** demonstrate, plan and develop, 3D model, construct, adapt, design criteria, surface pattern, texture, decorative.