|  |  |  |  |
| --- | --- | --- | --- |
| **Year 4 Disciplinary Knowledge –**  the disciplinary knowledge of Art and Design incorporates the discrete artist skills and techniques (components) which are explicitly taught in reference to the principals of Art and Design. Disciplinary knowledge also refers to contextual studies of specific artists and artworks and the language of art in which we use to analyse and discuss Art and Design. Disciplinary knowledge is broken down into components which culminate together to create a composite outcome. | | | |
|  | **WTS** | **EXS** | **GDS** |
| 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. |  | Rest of class |  |
| To create sketch books to record their observations and use them to review and revisit ideas |  | Rest of class |  |
| 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] |  | Rest of class |  |
| About great artists, architects and designers in history |  | Rest of class |  |

A logo for a school

Description automatically generated

**Art Assessment and Tracking**

**Year 4 Overview 24/25**

|  |  |  |  |
| --- | --- | --- | --- |
| **Power Prints** | | | |
|  | **WTS** | **EXS** | **GDS** |
| Create several pencil tones when shading and create a simple 3D effect. |  | Rest of class |  |
| Explore the effect of holding a pencil in different ways and applying different pressures. |  | Rest of class |  |
| Use charcoal and rubber to show areas of light and dark in their drawings. |  | Rest of class |  |
| Demonstrate an awareness of the relative size of the objects they draw. |  | Rest of class |  |
| Use scissors with care and purpose to cut out images. |  | Rest of class |  |
| Try out multiple arrangements of cut images to decide on their composition. |  | Rest of class |  |
| Use different tools to create marks and patterns when scratching into a painted surface. |  | Rest of class |  |
| Show some awareness of how to create contrast by including areas with more and less marks. |  | Rest of class |  |
| Create an interesting finished drawing based on their original composition, including detail such as contrast and pattern. |  | Rest of class |  |
| Work co-operatively to create a joint artwork, experimenting with their methods. |  | Rest of class |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Art Painting and mixed media** | | | |
|  | **WTS** | **EXS** | **GDS** |
| Share their ideas about a painting.  . |  | **Rest of class** |  |
| Describe the difference between a tint and a shade. |  | Rest of class |  |
| Mix tints and shades by adding black or white paint. |  | Rest of class |  |
| Discuss their real-life experiences of how colours can appear different. |  | Rest of class |  |
| Use tints and shades to paint an object in 3D. |  | Rest of class |  |
| Try different arrangements of objects for a composition, explaining their decisions. |  | Rest of class |  |
| Produce a clear sketch that reflects the arrangement of their objects. |  | Rest of class |  |
| Create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions |  | Rest of class |  |
| Paint with care and control to make a still life with recognisable objects |  | Rest of class |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Art 3D sulphure** | | | |
|  | **WTS** | **EXS** | **GDS** |
| Try drawing in an unfamiliar way and take risks in their work. |  | **Rest of class** |  |
| Use familiar shapes to create simple 3D drawings and describe the shapes they use. |  | Rest of class |  |
| Draw a simple design with consideration for how its shape could be cut from soap. |  | Rest of class |  |
| Transfer a drawn idea successfully to a soap carving. |  | Rest of class |  |
| Make informed choices about their use of tools. |  | Rest of class |  |
| Successfully bend wire to follow a simple template, adding details for stability and aesthetics. |  | Rest of class |  |
| Create a shadow sculpture using block lettering in the style of Sokari Douglas Camp. |  | Rest of class |  |
| Show they are considering alternative ways to display their sculpture when photographing it. |  | Rest of class |  |
| Explore different ways to join materials to create a 3D outcome, making considered choices about the placement of materials. |  | Rest of class |  |
| Describe how their work has been influenced by the work of El Anatsui. |  | Rest of class |  |
| Suggested prior learning |  | Rest of class |  |
| Sculpture and 3D: Abstract shape and space |  | Rest of class |  |

**Next Steps -Learning Points for next enquiry (noting revisit points for Pupils at WTS )**

**1)**

**2)**

**3)**