| National Curriculum Strand KS2	WAT Learning Statements	Y4 Vocabulary	Y4 Resources.	Experiences/Opportunities
• Pupils should be taught 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.	Closely observes and records objects from the natural and man made world Record information from first hand observation and imagination	Line, Tone, Texture pattern colour Shape Two-dimensional Graduation Printing Shape Space Form Line, Tone, Texture pattern colour Shape Two-dimensional Graduation Printing Drawing Painting Light Dark Contrast Looking Observing Mark-making Objects Photomontage Collage Describing Thick Thin Wavy Rubbings Frottage Cross-hatching Scribbling Regular Irregular Natural Man-made Decorative	**Sketchbooks** **Pencils** **Charcoal** **Biro** **Chalk pastels** **PVA glue** **Wax crayons** **Watercolours** **Brushes (various sizes)**	Visit Botanical Gardens. Visit Butterfly Farm in stratford Visit Walsall art Gallery Considering and discuss art and design from past and present and the reason for their creations. Initiating visits to art galleries /museums/ local art- Introducing artists, craftsmen and design into school. Projects involving art design, music movement and drama. Developing group projects and challenges encouraging ability to plan work as a team and deal with challenges of cooperation Make a class gallery on website/ blog/ Youngartnet.com art competitions WAT Art competition
• to create sketch books to record their observations and use them to review and revisit ideas	Use sketchbook to record how artists have used paint and paint techniques to produce pattern, colour, texture, tone, shape, space, form and line Evaluate and critique their own work and the work of others			
• 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]	Experiment with different techniques to show tone and texture. Use watercolour paint to produce washes for backgrounds and then add detail Use a number of brush techniques to produce shapes, textures, patterns and lines Use colour to reflect feeling and mood			
• about great artists, architects and designers in history.	Make a study of European artists Compare art styles from different periods in time Make deductions about life in the past by comparing art work			

Autumn – Historical Detectives 1, What a Wonderful World and Christmas		Spring – ASPIRE and Historical Detectives 2		Summer – Magic Moments and Current Affairs
Main Teaching Ideas: **Autumn 1** **LINE** Start with line drawings then build up, using different media.	**Autumn 2** **TONE** **Look at the work of European**	**Main Teaching Ideas:** **Spring 1** **PATTERN** When designing a repeat pattern,	**Spring 2** **TEXTURE**	**Main Teaching Ideas:** **Summer 1&2** **COLOUR and SHAPE** Watercolour - colour mixing and matching; tint, tone, shade

Natural Objects
Observation skills
Eg shell drawings.. Pencil, biro
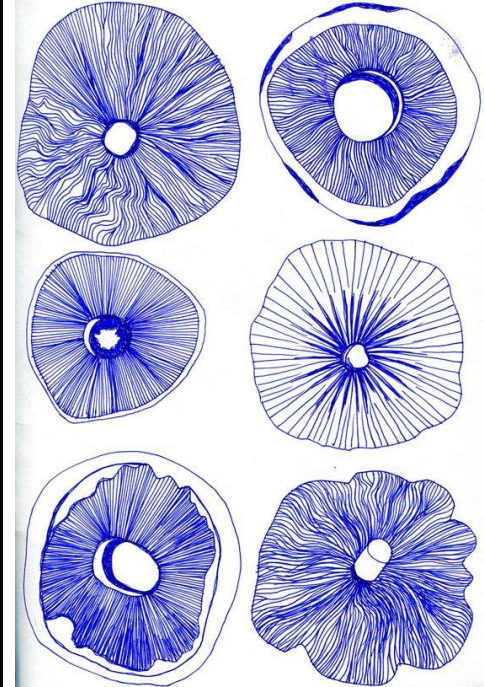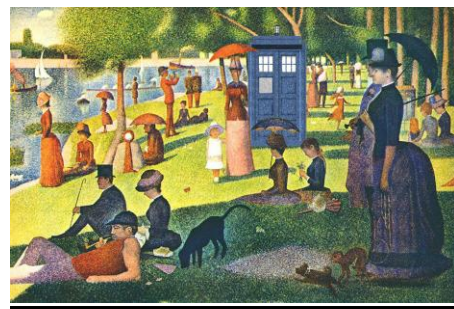

coloured pencil, watercolour, paint,
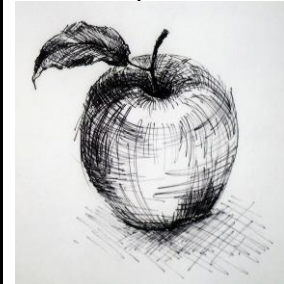
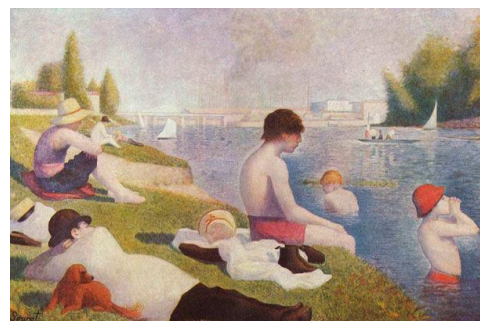Press print, collage and collograph.
Produce textured backgrounds.

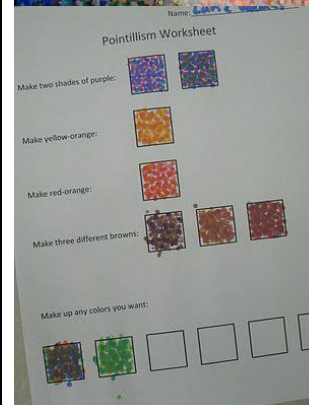

**Artist
Louise Young**

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artist George Seurat.

http://www.artic.edu/aic/collections/artwork/27992

http://www.theartstory.org/artist-seurat-georges.htm

Pointillism, an approach associated with a softly flickering surface of small dots or strokes of colour.

Explore dots of colour, use the end of a pencil or cotton bud.

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many artists and designers find inspiration in objects that have their own in-built pattern. Natural objects such as leaves, feathers, flowers, shells and insects make excellent visual references as they already contain an abundant variety of patterns and forms. Man-made objects such as mechanical or electrical mechanisms can offer a similar visual stimulus.

http://www.artyfactory.com/repeat-patterns/repeat-patterns-1.html
Levon Biss
https://www.levonbiss.com
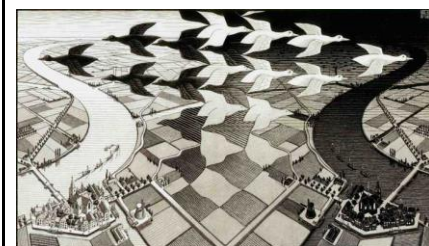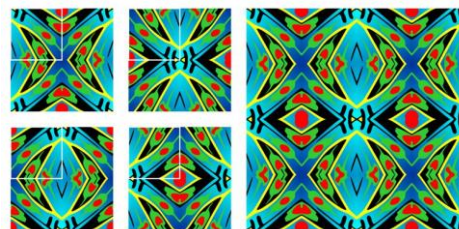
M.C. ESCHER (1898-1972)
Day and Night, 1938 (woodcut)

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http://www.artyfactory.com/art_appreciation/visual-elements/pattern.html

Look at textures natural objects, flowers Plants.
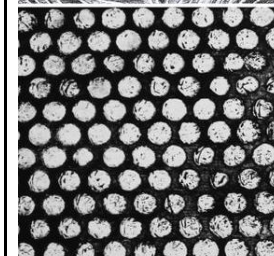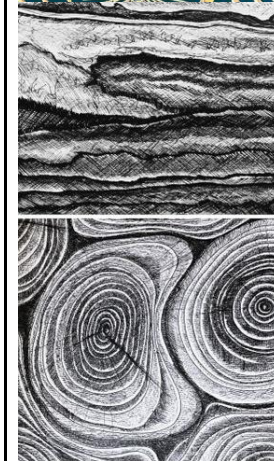Texture of fingerprints.
Use sketchbook for recording textures/patterns
Interpret environmental and man made patterns modify and adapt print.

SGRAFFITO (or scratch art)
card
Layer of wax crayon.
Layer of black paint mixed with washing up liquid.
When dry scratch into to reveal the colour underneath.

- observe colours
- suitable equipment for the task
- colour to reflect mood

FRIEDENSREICH HUNTERWASSER (1928 - 2000)
Irinaland Over The Balkans, 1969 (mixed media)
Friedensreich Hunterwasser was an uncompromising artist and architect whose unique imagery stems from his animistic view of the world. Animism is an ancient belief in the spiritual bond between all natural forms and elements: humans, animals, plants, earth, air, fire and water. Hunterwasser was a dyed in the wool environmentalist who communicated his 'green' philosophy in his every thought and action, even to the extent where he prepared his own paints and media to ensure their eco-friendly credentials.

Create Hundertwasser inspired landscapes using shapes and pattern as well as colour so involving more of the formal art elements.
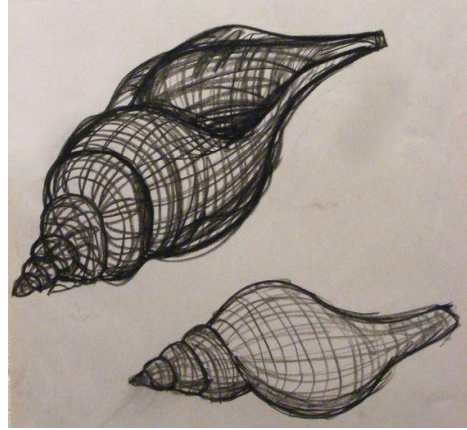Use oil pastels with watercolour or inks on top to create a resist.Where the oil pastel is the ink won't stick.
http://marymaking.blogspot.co.uk/2011/03/hundertwasser-inspirations.html
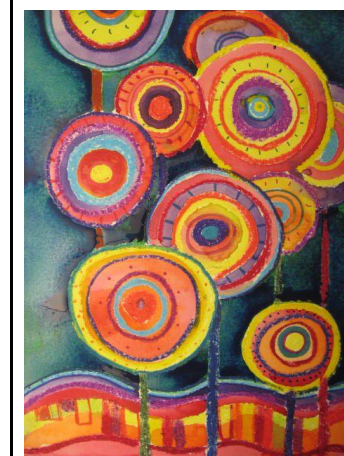
Or paint an collage - even buttons.
https://www.artsonia.com/museum/art.asp?id=25405906&project=670790&gallery=y


Photocopy natural objects for students to draw from.

Get pupils to work on a larger scale. They could work in groups to add more lines to the drawing.

Create Tones, by mixing dark and light colours.
Copy a section of Seurats painting. Work super large scale and use fingers to make the dots.

SGraffito tools (cocktail stick/biros/kebab skewers)
Connect to the work of Gustav Klimt.
http://www.klimt.com/
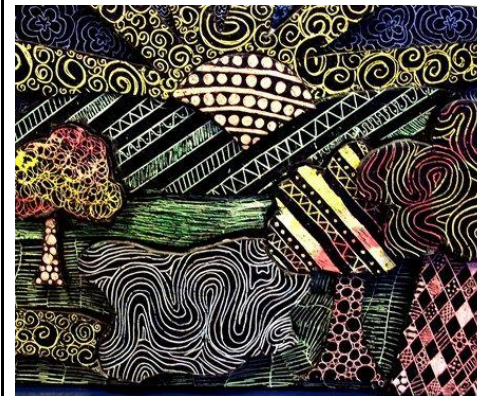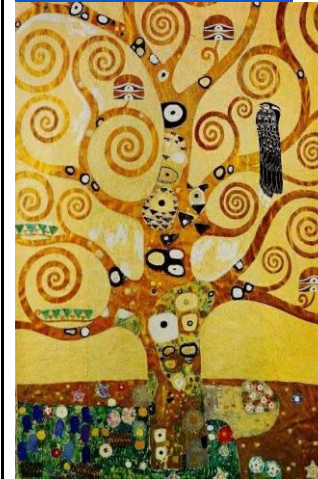
Or even using textures the pupils produce from rubbings to create a collage.