



St. Francis Xavier's RC Primary School

Art and Design Unit Guidance and Formative Assessment

Year Group:	4	Subject:	Art and Design
Unit:	Materials Drawing Painting Artists, Crafts people, Designers in history	Prerequisite Learning and Curriculum Links	EYFS ELG Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; share their creations, explaining the process they have used; make use of props and materials in role play. KS1 onwards: To have experimented with different grades of pencil. To draw for a sustained period of time at their own level. To know which primary colours make secondary colours. To work confidently on a range of scales eg; thin brush on small picture. Curriculum Links in Current Year Group: History: Egyptians, Saxons and Vikings, Science: Volcanoes.

ROCKS (Remembering Our Curriculum Knowledge and Skills)

- Materials: We can create repeated patterns/motifs by using templates created from a variety of materials.
- Drawing: Negative space in art is the space between, within and surrounding an object in an image.
- Painting: We can use specific colour language to describe with more accuracy eg; tint, tone, shade, hue.
- Artists: We can continuously refer back to artists, crafts people and designers in history for inspiration or comparison.

Progressive Journey:	Skills:
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<p>Materials: Egyptian – hieroglyphs/cartouche – using foam, potatoes, impressed clay to create different effects and colour combinations.</p> <p>Drawing: Saxon and Viking art – pencil/pen snake knots, Viking dragons, ships and jewellery. To introduce the concept of negative space. To use Shoo Rayner’s work for observation and inspiration. To use a sketchbook to collect images, alter and refine own work.</p> <p>Painting: Observations of work by Pierre-Jacques Volaire and Margaret Godfrey – Watercolour artists. Use sketch book to record findings. Using inspiration from focus artists, experiment with watercolour volcano work. Encourage the matching of colours with increasing accuracy with use of more specific vocabulary eg; tint, tone, shade, hue.</p>	<p>To create visual texture using different marks and tools</p> <p>To create patterns/ motifs with repeated mark making.</p> <p>To evaluate beginning to use artistic language.</p> <p>To develop their drawing skills with pencil, charcoal and sketching.</p> <p>To be able to choose appropriate techniques for example: line, shape, colour and space.</p> <p>To have begun to use negative space appropriately.</p> <p>To evaluate using artistic language.</p> <p>To show increasing independence and creativity with the painting process.</p> <p>To plan and create different effects and textures with paint according to task.</p> <p>To use specific colour language.</p>
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Key Vocabulary
 Impression, repeated mark making, printmaking, negative space, line, shape, colour, space, watercolour, tint, tone, shade, hue