

# Claremont Primary and Nursery School Art and Design Curriculum

## Year 4: Invaders and Settlers – Artist Focus: Christine Mitzuk

NC Link: Drawing and painting



### Objectives:

- Be able to express opinions about Christine Mitzuk’s work
- Be able to use and apply knowledge of patterns to still life drawings
- Be able to explore colour mixing when painting a still life
- Be able to try different hues and tones when capturing 3D form in 2 dimensions
- Be able to experiment with line, shape, pattern and composition in creating a still life
- Be able to create own paintings inspired by Christine Mitzuk
- Be able to critically evaluate my own art work

### Substantive Knowledge:

- Select and use relevant resources and references to develop their ideas
- Use sketchbooks purposefully to improve understanding, inform ideas and plan for an outcome
- Create original, knowledge informed outcomes
- Analyse and evaluate own artwork and the work of others

### Procedural Knowledge:

#### Visual Literacy

- Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied
- Reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of... It links to...”).
- Understand artists often collaborate on projects, bringing different skills together
- Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work

#### Generate Ideas

- Investigate the nature and qualities of different materials and processes systematically

#### Create

- Select, and use appropriately, a variety of materials and techniques in order to create their own work in response to a brief
- Apply the technical skills they are learning to improve the quality of their work. (for instance, in painting they select and use different brushes for different purposes)

### Disciplinary knowledge (Think like an artist):

#### Drawing

- Experiment with different grades of pencil; explain choices about use of media
- Use different media to achieve variations in line, texture, tone, shape, pattern and colour; identify and draw the effect of light
- Use scale and proportion to draw anatomy increasingly accurately, particularly bodies and faces of people
- Use a sketchbook to research, collect and record

#### Painting

- Choose paints and implements appropriately and experiment with a wider range of different effects – e.g. layering, scraping, colour blocking, washes, thickening paint, scratching, dotting and splashing
- Mix colours and know which prime colours make secondary colours; experiment with tone, shade and tint
- Work confidently on different scales
- Use a sketchbook to research, collect and record

### Key Vocabulary:

charcoal, pastels, pens, grades, form, shapes, tone pattern, texture, proportion, emotion, expression weight, marks, improve mixed colours, mix, tint, shades, experiment, effects, texture, wash, layering, bold, delicate, detailed, colour descriptors e.g. scarlet, crimson, emerald, eau de nil, turquoise, watery, intense, strong, opaque, background, foreground, rural, urban, cityscape, seascape, representational, imaginary, abstract, horizon.

# Claremont Primary and Nursery School Art and Design Curriculum

## Year 4: How has Nottingham changed over time? – Artist Focus: NeSpoon

NC Link: Printing



### Objectives:

- Be able to express opinions about NeSpoon’s work
- Be able to experiment with lace as a material to print with
- Be able to create own mono prints inspired by NeSpoon
- Be able to create simple repeated patterns using lace patterns as inspiration
- Be able to experiment with over printing
- Be able to critically evaluate my own art work

### Substantive Knowledge:

- Select and use relevant resources and references to develop their ideas
- Use sketchbooks purposefully to improve understanding, inform ideas and plan for an outcome
- Create original, knowledge informed outcomes
- Analyse and evaluate own artwork and the work of others

### Procedural Knowledge:

#### Visual Literacy

- Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied
- Reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of... It links to...”).
- Understand artists often collaborate on projects, bringing different skills together
- Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work

#### Generate Ideas

- Investigate the nature and qualities of different materials and processes systematically

#### Create

- Select, and use appropriately, a variety of materials and techniques in order to create their own work in response to a brief
- Apply the technical skills they are learning to improve the quality of their work. (for instance, in painting they select and use different brushes for different purposes)

### Disciplinary knowledge (Think like an artist):

#### Printing

- Research, create and refine a print using a wider variety of techniques – e.g. marbling, screen printing and layering
- Design patterns of increasing complexity, exploring pattern & shape
- Use a sketchbook for recording and developing print ideas

### Key Vocabulary:

Impression, relief, repeating pattern, monoprint, background, stencil, block, rotate

# Claremont Primary and Nursery School Art and Design Curriculum

## Year 4: Funky Pharaohs – Artist Focus: Shawanda Corbett

NC Link: Sculpture

### Objectives:

- Be able to express opinions about Shawanda Corbett’s work
- Be able to experiment and investigate with materials to create a sculpture
- Be able to experiment with clay and construct using tools
- Be able to create a sculpture of an Egyptian vase
- Be able to critically evaluate my own art work



### Substantive Knowledge:

- Select and use relevant resources and references to develop their ideas
- Use sketchbooks purposefully to improve understanding, inform ideas and plan for an outcome
- Create original, knowledge informed outcomes
- Analyse and evaluate own artwork and the work of others

### Procedural Knowledge:

#### Visual Literacy

- Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied
- Reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of... It links to...”).
- Understand artists often collaborate on projects, bringing different skills together
- Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work

#### Generate Ideas

- Investigate the nature and qualities of different materials and processes systematically

#### Create

- Select, and use appropriately, a variety of materials and techniques in order to create their own work in response to a brief
- Apply the technical skills they are learning to improve the quality of their work. (for instance, in painting they select and use different brushes for different purposes)

### Disciplinary knowledge (Think like an artist):

#### Sculpture

- Make informed choices about different clay techniques – e.g. rolling, kneading, shaping, pinching; creating surface patterns and textures; build a textured relief tile; construct a simple clay base for modelling other shapes; build a functional form
- Cut and join wood with support; make a simple paper mache object using wire or assembled found materials
- Plan and design in a sketchbook; make models

### Key Vocabulary:

clay slabs, coils, decoration, form, tiles, brick, slate, wood, stone, metal, bronze, iron, proportion, decoration, ornate, symbolic