



Art Subject Map - Y4

Autumn Term					
Project title: Warp and Weft					
Lesson	Objective	Skill	Knowledge	Links to prior learning	Big Idea links
1	To compare and contrast examples of weaving artwork from different times.	To be able to discuss a variety of weaving artwork from different times and cultures.	All weaving uses the same process where weft threads are woven in and out of tight warp threads. Artwork has been used at different times and in different cultures to express ideas about storytelling, religion and intellectual satisfaction.	To be able to identify significant characteristics of the same style of artwork through time.	Significance Democracy
2	To explore the different characteristics of yarn.	Choose from a range of materials showing an understanding of their different characteristics.	Different materials and components have a range of properties making them suitable for different tasks.	Plan which materials will be needed for a task and explain why.	Change Investigation
3	To develop techniques through research and experimentation to create a piece of woven art.	To develop and design a wall hanging based on examples from different times and cultures.	A range of materials can be used to make a woven wall hanging and they can be combined to create a visual effect.	Use and combine a range of visual elements in artwork.	Change Investigation
4	To use materials and to create a 'fit for purpose' tool.	To use cutting tools to create a weaving loom.	Warp threads are wrapped tightly around a loom and secured. The loom needs to be uniform to ensure effective weaving.	Use and combine a range of visual elements in artwork.	Change Investigation



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5	To use the weaving technique to create a visual effect. (Wall hanging)	Develop techniques through experimentation to create different types of art.	Shapes can be woven into fabric using a template under the warps of a loom.	Use and combine a range of visual elements in artwork.	Change Investigation
6	To evaluate and analyse our artwork.	To give constructive feedback to others about ways to improve.	Feedback highlights strengths and weaknesses aimed at improving one or two aspects of the artwork.	Make suggestions for ways to adapt and improve a piece of artwork.	Change Investigation

Spring Term					
Project title: Vista					
Lesson	Objective	Skill	Knowledge	Links to prior learning	Big Idea links
1	Use a viewfinder for a landscape sketch	To be able to use a viewfinder to choose an interesting viewpoint. To create a thumbnail sketch of a local view.	A landscape is a piece of art that shows scenery, such as mountains, valleys, trees, rivers, forests or buildings. A viewfinder is what an artist might look through to compose an image. Art can display interesting or unusual perspectives and viewpoints.	Draw, collage, paint or photograph an urban landscape.	Investigation
2	Compare and contrast artwork from different times, cultures and artists.	To be able to discuss the similarities and differences between artwork which could include the subject matter,	Examples of landscape paintings include <i>View of Toledo</i> , by El Greco; <i>Wanderer above the Sea of Fog</i> , by Caspar David Friedrich; <i>Road before</i>	Compare artists, architects and designers and identify significant characteristics of	Significance Change



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		style and use of colour, texture, line and tone.	<i>the Mountains, Sainte-Victoire</i> , by Paul Cezanne; <i>A Meadow in the Mountains: Le Mas de Saint-Paul</i> , by Vincent van Gogh; <i>Tahitian Mountains</i> , by Paul Gauguin; and <i>Mountains at Collioure</i> , by Andre Derain.	the same style of artwork, structures and products through time.	
3	Create atmosphere using a range of artistic techniques.	Use the properties of pen, ink and water colours create a range of effects in drawing.	Atmospheric perspective is the way artists create a sense of space. This use of perspective results in objects further away from the viewer getting lighter in tone and softer-edged, and objects closer to the viewer being darker in tone and more sharply edged. Pen and ink create dark lines that strongly contrast with white paper. Pen and ink techniques include hatching (drawing straight lines in the same direction to fill in an area), cross-hatching (layering lines of hatching in different directions), random lines (drawing lines of a variety of shapes and lengths) and stippling (using small dots). Light tones are created when lines or dots are drawn further apart and dark tones are	Add tone to a drawing by using linear and cross-hatching, scumbling and stippling.	Investigation



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			created when lines or dots are drawn closer together.		
4	Mix and use contrasting paints to create atmosphere.	Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting.	Warm colours include orange, yellow and red. They remind the viewer of heat, fire and sunlight. They can make people feel happy and they look like they are in the foreground of a picture. Cool colours include blue, green and magenta. Cool colours remind the viewer of water, ice, snow and the sky. They can make people feel calm or lonely and they recede into the background of a picture	Identify, mix and use contrasting coloured paints.	Change Investigation
5, 6 and 7	Create a landscape painting using a variety of techniques.	To be able to use a viewfinder, research a viewpoint, sketching, thumbnails and paints to create landscape painting.	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Art can display interesting or unusual perspectives and viewpoints.	Draw, collage, paint or photograph an urban landscape.	Growth
8	Peer evaluate each others' artwork.	Give constructive feedback to others about ways to improve a piece of artwork.	Constructive feedback highlights strengths and weaknesses and provides information and instructions aimed at improving one or two aspects of the artwork, which will improve the overall piece.	Make suggestions for ways to adapt and improve a piece of artwork.	



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Summer Term					
Project title: Statues, Statuettes and Figurines					
Lesson	Objective	Skill	Knowledge	Links to prior learning	Big Idea links
1	Use a range of sketching methods for a desired effect	A figure drawing is a drawing of the human form in any posture using any drawing media. The degree of representation may range from highly detailed to quick line sketches.	Pen and ink create dark lines that strongly contrast with white paper. Pen and ink techniques include hatching (drawing straight lines in the same direction to fill in an area), cross-hatching (layering lines of hatching in different directions), random lines (drawing lines of a variety of shapes and lengths) and stippling (using small dots). Light tones are created when lines or dots are drawn further apart and dark tones are created when lines or dots are drawn closer together.	Add tone to a drawing by using linear and cross-hatching, scumbling and stippling	Investigation
2	Compare and contrast artwork from different times and cultures	Compare and contrast artwork from different times and cultures.	Artwork has been used at different times and in different cultures to express ideas about storytelling, religion and intellectual satisfaction. Similarities and differences	Compare artists, architects and designers and identify significant characteristics of the same style of	Significance



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			between artwork can include the subject matter, style and use of colour, texture, line and tone.	artwork, structures and products through time.	
3	Create sketches inspired by ancient sculptures	Explain the significance of art, architecture or design from history and create work inspired by it.	Historical works of art are significant because they give the viewer clues about the past through the symbolism, colours and materials used. Statues, statuettes, and figurines were an important part of ancient culture. Subject matter ranged from scenes from everyday life, religious deities and significant individuals, such as kings and queens	Work in the style of a significant artist, architect, culture or designer.	Significance
4 Clay skills from Animal project (Spring)	Develop artistic skills and techniques through experimentation	Develop techniques through experimentation to create different types of art	Clay skills include: rolling, slapping, coiling, scoring and joining with slip and pins	Use and combine a range of visual elements in artwork	Investigation
5/6	To use clay to create a 3D form	To use clay to create a 3D form	Techniques used to create a 3-D form from clay include coiling, pinching, slab construction and sculpting. Carving, slip and scoring can be used to attach extra pieces of clay. Mark making can be used to add detail to 3-D forms. An armature is skeleton or framework used by artist to	Create a 3-D form using malleable or rigid materials, or a combination of materials.	Change Investigation



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			support a figure being modelled in soft material		
7/8	To use clay to create a 3D form using ideas from an historical starting point	Explore and develop three-dimensional art that uses the human form, using ideas from contemporary or historical starting points.	Statues, statuettes and figurines were a significant part of life in ancient Sumer. Inlaid eyes and clasped hands characterised figures. Male heads are frequently shown bald but sometimes with beards, while female figures had varied hairstyles or headdresses. Facial characteristics were similar	Draw, paint or sculpt a human figure in a variety of poses, using a range of materials, such as pencil, charcoal, paint and clay.	
9	Peer evaluate each others artwork.	Give constructive feedback to others about ways to improve a piece of artwork.	Constructive feedback highlights strengths and weaknesses and provides information and instructions aimed at improving one or two aspects of the artwork, which will improve the overall piece.	Make suggestions for ways to adapt and improve a piece of artwork.	Investigation