

**SHEVINGTON FEDERATION SCHEMES OF WORK
ART AND DESIGN**

Y4 children will learn :	Autumn	Spring	Summer
To learn how long artists spend on developing ideas via sketch books and mood boards to develop their ideas including mistakes.			
To learn to select and record from first hand observations, experiences and imagination when developing their own piece of work.			
To question and make thoughtful ideas about starting points and select ideas to use in their work.			
To be aware of the roles and purposes of artists, craft makers and designers working across history and cultures and how their work reflects their personal points of view- EG .. Daniel Leibskind –an architect and designer smashed a glass globe and picked up 3 shards of glass to design his war museum to show his view of the destruction or war>)			
PAINTING			
To create different textures using own ideas and to mix paints of different thickness independently.			
About the properties of water colour paints –See Book 4 p30-31- See Book 5 p 36-37- make notes in sketch book.			
About the properties of tempera paints – work into the block to get a rich consistency -See Book 4 p 36-37- make notes in sketch book			
About the properties of acrylic paint –make notes in sketch book			
To mix and match colours, tints and shades independently and with increasing accuracy.			
To mix their own, new colours and develop names for them.			
To select between hog hair, squirrel, sable brushes and stipple brush and begin to give reasons for their choice.			
To use wet and dry papers on which to paint describing the effects.			
To explore and create different effects such as dots, scratches, splashes and drips. (E.g. Jackson Pollack)			
To confidently comment on objects that appear in the foreground, mid-ground and background of a painting, noticing the effect on sizing.			
To begin to use the techniques in a layered composite painting (Paint background and leave to dry..Then add mid ground..When dry add foreground)			
To explain how a painting reflects feeling and can create a mood.			
DRAWING			
To use a number of sketches on which to base a piece of work and annotate to explain ideas.			
To practise sketching techniques as previously learned (lightly, smoothly, quickly and with a loose wrist) and including time constraints, as part of the process of developing a piece of work.			
To explore using shading for different effects investigating shapes and depth.			
To explore a range of drawing tools especially ink .If mistakes are made pupils encouraged to incorporate errors into sketch or drawing			
To identify foreground, middle ground and in the distance when			

sketching for a composite painting and indicate use of the idea in sketch book.			
PRINTING:			
To make string prints – how can lines be printed- use cylinders /card –see Book 4 p40-41			
To incorporate patterns and textures into prints using a range of materials suggested by the children.			
To select specific materials to print with to create certain effects linked to the class theme.			
To create precise repeating patterns by creating accurate printing blocks.			
To print using a number of colours.			
To experiment combining a range of different media –oil- poster paint and acrylic pain and explore the effects.			
TEXTILES:			
To increase the range of stitches used running stitch, cross stitch, back stitch and blanket stitch with whipping stitch and to use the stitches in a curved as well as straight line			
To thread their needle independently			
To knot their thread independently			
With support, the skills of batik (need an adult due to health and safety elements- need a risk assessment in weekly planning)			
To use plaiting, pinning and couching techniques to add to their appliqué work.			
To describe the techniques used in tapestries and wall hangings throughout history			
To make felt and use as a part of their project see Book3 p56			
DIGITAL MEDIA:			
To use the Rectangular tool and the Lasso tool within Photoshop Elements building on the Move tool from Y3 See Book 4 p72-73			
To layer fragments of photographs using digital tools			
To amend and improve their work by editing their image and modifying each layer.			
To change scale of an image			
To change to brightness and contrast of an image See Book4 p 74-75			
To develop their own creativity by selecting appropriate source images and colours leading to a controlled and effective image.			
To use the layer palette see Book4 p 76-77			
3 D WORK:			
To develop the vocab to describe and explain the visual and tactile qualities of masks			
To be able to select recycled materials for the structure of the mask			
To compare flexibility and rigidity of materials suitable for the parts of the developing mask.			
To change materials to make it work for the design e.g. twist newspaper or fold card			
To use previously learned skill of scrunching up newspaper to create forms on the mask to match intention e.g. cheeks ,eyebrows etc			

To link into painting/ collage skills to embellish and decorate the mask to match original intention.			
To follow their planning sheet of ideas			
To use a clear varnish to protect and harden the mask – risk assessment needed for fumes- best done outside or fume free.			
REVIEWING AND EVALUATING:			
To be able to make changes to their work as it progresses and explain why they have made the decision to alter their work.			
To explain what they have learned about their topic e.g. if painting a landscape what have they learned about landscapes as their work progresses			
To find a peer’s work that they especially like and justify their choice.			