



'Go and do Likewise' Luke 10:25, -37 The Parable of the Good Samaritan
We live with love and compassion, seeking help in times of need

Curriculum Map: Art and Design Year 4

	Autumn Painting	Spring Drawing	Summer Sculpture
Content Declarative Knowledge 'I know' (Theoretical knowledge) (Disciplinary knowledge)	-I know the differences between impressionist & post-impressionist art. -I know why there are differences. - I know why and how the post-impressionist period of art began. -I know how to recognise post-impressionist art by its distinguishing features. -I know about the work of Georges Surat and Vincent Van Gogh -I know colour can be used to reflect feeling/mood. -I know the primary, secondary, complementary and contrasting colours. -I know what is meant by monochromatic and harmonious colour. -I know what the role of an art critic is. -I know who Roger Fry was and the role he had to play in the post-impressionist movement.		-I know who Antoni Gaudi was. - I know how nature influenced Gaudi's architecture. - I know how Gaudi's architecture influenced the face of Barcelona. -I know that Gaudi's work was heavily inspired by patterns in nature. (Honeycomb gates, conoid shell roof, vine-inspired frieze & pyrite crystals.) -I know where nature-inspired patterns are represented in his architecture. -I know that Gaudi used rope, clay, rock and paper rather than drawing architectural plans in two dimensions. -I know what the role of an architect is.
Skills Procedural Knowledge 'I know how to'	-I know how to paint using a pointillist style.	-I know how to use different grades of pencil and other implements to draw different forms and shapes.	-I know how to plan, design and make a sculpture from observation or imagination.



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<p>(Practical knowledge)</p>	<p>-I know how to create texture with paint including thickening paint to create textural effects.</p>	<p>-I know how to shade to create the illusion of form. -I know how to create the illusion of three dimensions by using a mixture of colour, shade and tone. -I know to apply tone to a drawing. -I know how to use different grades of pencil to achieve different variations in tone. -I know how to carry out an observational drawing using a viewfinder.</p>	<p>-I know how to shape, form, model and construct using malleable materials. -I know how to plan and develop ideas, using different joining techniques and methods of construction. -I know how to create surface patterns and textures using malleable materials.</p>
<p>Vocabulary</p>	<p>Impressionist, post-impressionist, Georges Surat, Vincent Van Gogh, primary, secondary, tertiary, complementary, contrasting, harmonious, monochromatic, critic, critique</p>	<p>Tone, viewfinder, grade, pencil, implement, form, shape, illusion, three-dimensional, observational drawing, viewfinder.</p>	<p>Twist, bend, knot, weave, plait, fray, layer, curl, nature, pattern, Antoni Gaudi, architecture, Barcelona, honeycomb, conoid shell, vine, frieze, pyrite crystals, observation, imagination, shape, form, model, construct, malleable, plan, develop construction, join, technique, manipulate, rope</p>
<p>Key Questions</p>	<p>What is the difference between impressionist and post-impressionist art? How is colour used to reflect mood and feeling? What are the features of post-impressionist art? What is pointillism?</p>	<p>What is tone? How can I shade to give the appearance of form? How can I use colour to give the appearance of form? What is an observational drawing? What is a thumbnail sketch?</p>	<p>What is an architect? Who was Antoni Gaudi? How can I manipulate rope to create patterns and textures? What is a thumbnail sketch?</p>

The Piggott School: Charvil Primary



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	<p>What is impasto? How can I create texture with paint? What is an art critic? Who was Roger Fry?</p>		
Assessment	-Use a final composition of a self-portrait using acrylic paint on paper to identify which aspects of the curriculum learners have remembered and applied.	Use a final composition in pupil's sketchbooks to identify which aspects of the curriculum learners have remembered and applied.	At the end of this unit, learning will culminate in an opportunity for children to recreate the design process that Gaudi used by manipulating materials to sculpt an architectural design idea for a building or recreate one of Gaudi's designs using malleable materials.
Cross Curricular Links/Character Education	Spirituality: enjoyment/fascination of world around them, opportunities for reflection		