

Year 4 – Term 5

Have we all got a place in the world?

ART & DESIGN



National Curriculum Links:

Create sketch books to record their observations and use them to review and revisit ideas.
Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, wire, recycled materials].

Essential Prior Learning:

Children have experimented with different modelling materials, exploring how they can be shaped and moulded.
They have explored how 2D shapes can be used to create 3D structures.

Progression in Skill:

Provide opinions on art considering how has the artist used the elements of art – line, tone, colour, shape, form, space and texture to create effects.
Consider how different forms of art can be so different yet still considered landscapes/still life/self-portraits etc.
Faith Bebbington is best known for her sustainable practise; she creates large sculptures from waste materials.

She has designed sculptures for environmental campaigns as well as for large events and temporary exhibitions.

Cut, make and combine shapes to create recognisable forms.

Experiment with joining recycled, natural and manmade materials.

Long-term Memory Knowledge:

Talk about the sort of artwork Faith Bebbington produces and the materials she uses.

Give opinions on her work and discuss how she has created form.

Compare her artwork with those of other artists studied.

Cut, make and combine shapes from a range of materials to create the chosen form.

Use materials that are recycled, natural and manmade and chose the most appropriate way to join them.

Key Vocabulary

sculpture	art made in three dimensions— length, width, and height
armature	an open framework on which a sculpture is moulded with clay or similar material
contour	the line which defines a form or edge - an outline
construct	to build or make
translucent	allows some light to pass through but not enough for us to be able to see through properly
aesthetic	relating to beauty or the appreciation of beauty
stability	the ability to balance in a stationary position

form	a three-dimensional shape like a cube, a cone or a pyramid
proportion	describes how the sizes of different parts of a piece of art or design relate to each other

Progression in Resources:

modelling tools, cutting wire, wire, chicken wire, tissue paper, glue guns, wire cutters, tape, reclaimed materials, e.g. plastic milk cartons, drink bottles, plastic bags, newspaper

Relevance

Now	Children become more confident exploring different art materials to express ideas; they continue to develop resilience to adapt plans when things don't go as they would like. Children recognise the use of recycled, natural and man-made materials within art.
Future	Children select materials for purposes according to their properties, which may sometimes be purely aesthetic; they find second uses for things that might otherwise have been single use, e.g. drinks bottles.
Aspiration	Children have an interest in planning and design, taking into account the aesthetic properties of the materials used; they may have a career in interior design or fashion.