



Year group: Year 4

Term: Autumn Term

Subject: Art – Drawing – Industrial Art
(Artist) Laurence Stephen Lowry – Naïve art

Prior learning

Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.

What comes next?

UKS2 Children continue to use a variety of drawing tools but are introduced to new techniques, e.g., creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g., shading, thick and thin. Children will rely on their sketching books to improve their drawing skills.

Notes and guidance

Drawing industrial scenes/people in the style of Lowry;

Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1.

They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g., shading, thick and thin.

Useful websites

<https://www.bbc.co.uk/teach/class-clips-video/art-and-design-ks2-ls-lowrys-britain-at-play/zvkskmn>

<https://thelowry.com/about-us/l-s-lowry/lowrys-life/>

Key vocabulary

portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space. (KS1)

portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline. (LKS2)

LOIC

Children to explore and observe the local area. How is the Black Country landscape similar?



Substantive Knowledge

- To identify and know some of the works of Lowry
- To know how to comment on my feelings and reactions to Lowry's work.
- To know that Lowry was part of the Naïve art period.
- To know that Lowry was an English artist.
- To know how to use the work of Lowry to replicate ideas or inspire my own work.
- To know how to use shading to show light and shadow
- To know how to use different materials to draw e.g. pastels, chalks, felt tips.
- To know how to use a sketchbook to collect and develop ideas from a range of sources.
- To know how to experiment with showing line, tone and texture with different hardnesses of pencils.
- To have an awareness of space when drawing
- To know how to use key vocabulary to demonstrate knowledge and understanding in this strand.

Disciplinary Knowledge

To know that artists like Laurence Stephen Lowry are important as they captured scenes of life in the industrial districts of North West England in the Mid-20th century. To know that Lowry developed a distinctive style of painting and is best known for his urban landscapes peopled with human figures often referred to as 'matchstick Men'.

Procedural Knowledge

To study the works of Lowry and use inspiration from his work to be able to produce a piece of art depicting an urban landscape. To be able to select different mediums to work with, understanding the difference between pencils e.g. HB and to understand how light can change an image.

Links to other curriculum areas

End Points:

Children are able to develop their knowledge and understanding of the work of artists, sculptors, craft makers, designers and architects from a range of times and cultures and apply this knowledge to their own work.

Children have the knowledge of how to draw, paint, sculpt and other art, craft and design techniques and can describe how they might develop their work further.

Children can produce creative works using different techniques for different purposes, understanding which works well and why.

Children have an appreciation of art in the world around them and can evaluate and analyse creative works using the language of art, crafts and design.



Year group: Year 4

Term: Spring Term

Subject: Art – Relief Sculpture – Recycled art

(Artist) Steve McPherson – Marine plastic artist

Prior learning

EYFS Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

KSI Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.

What comes next

UKS2 Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.?

Notes and guidance

Relief sculpture inspired by Steve McPherson using recycled plastics;

Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, 'How can it go higher?' Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail.

Useful websites

<https://www.stevemcpherson.co.uk/> <https://www.tate.org.uk/art/art-terms/r/relief>

<https://artincontext.org/recycled-art/>

Key vocabulary

sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric. (KSI) rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet. (LKS2)

LOIC

Litter pick to find plastic to use in art project



Substantive Knowledge

To identify and know some of the works of Steve McPherson.
To know how to comment on my feelings and reactions to McPherson's work.
To know how to use a sketchbook to collect and develop ideas from a range of sources.
To know how cut, make and combine shapes to create recognisable forms.
To know how to add materials to the sculpture to create detail
To know how to adapt and refine ideas.
To know how to use key vocabulary to demonstrate knowledge and understanding in this strand.
To know how to use inspiration from Steve McPherson to create my own work and compare.

Disciplinary Knowledge

To know that artists like McPherson use primarily discarded plastic objects to create his art-work. To know that recycled art is defined as creative productions that make use of discarded or waste objects.

Procedural Knowledge

To study relief sculpture inspired by Steve McPherson using recycled plastics. To use a variety of materials for sculpting. To experiment with joining and construction, asking and answering questions such as, 'How can it go higher?' To understand more about decorating sculptures and adding expression through texture. To use a variety of tools to support the learning of techniques and to add detail e.g. carving, moulding etc. To use a variety of materials, e.g. wire, Modroc, clay, fabric etc. To be able to create a piece of recycled art in the style of Steve McPherson.

Links to other curriculum areas

End Points:

Children are able to develop their knowledge and understanding of the work of artists, sculptors, craft makers, designers and architects from a range of times and cultures and apply this knowledge to their own work.
Children have the knowledge of how to draw, paint, sculpt and other art, craft and design techniques and can describe how they might develop their work further.
Children can produce creative works using different techniques for different purposes, understanding which works well and why.
Children have an appreciation of art in the world around them and can evaluate and analyse creative works using the language of art, crafts and design.



Year group: Year 4

Term: Summer Term

Subject: Art – Drawing and Painting – Figures from Greek

Myths: Dante Gabriel Rossetti (Artist) – Pre-Raphaelites

Prior learning

KSI Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.

Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours

What comes next?

UKS2 Children continue to use a variety of drawing tools but are introduced to new techniques, e.g., creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g., shading, thick and thin. Children will rely on their sketching books to improve their drawing skills.

Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods.

Notes and guidance

Paintings inspired by Greek Myths in the style of Rossetti;

Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g., shade, primary and tint. Children begin to experiment with colour for effect and mood.

Look at the art of Rossetti, in particular his paintings of Persephone, Pandora and Mnemosyne.

Study the art of the Pre-Raphaelite period

Useful websites <https://www.kate.org.uk/kids/explore/who-is/who-are-pre-raphaelites>

Key vocabulary

primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint. (KSI)

colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco. (LKS2)

LOIC: Opportunities to explore Greek myths and use this as inspiration to produce artwork.



Substantive Knowledge

To identify and know some of the works of Dante Gabriel Rossetti.

To know how to describe the work of and comment on my feelings and reactions to Rossetti's work.

To know that Rossetti was an English poet, illustrator and artist.

To know that Rossetti was the founder of the Pre-Raphaelite brotherhood.

To know how to use varied brush techniques to create shapes, textures, patterns and lines

To know how to mix colours effectively using the correct language, e.g., tint, shade, primary and secondary.

To know how to create different textures and effects with paint;

To know how to use a sketchbook to collect and develop ideas from a range of sources.

To know how to use key vocabulary to demonstrate knowledge and understanding in this strand.

Disciplinary Knowledge

To know that artists like Rossetti were associated with the Pre-Raphaelites Brotherhood. They made art in new ways, using modern life, literature and the medieval period as their inspiration. They believed in the idea of 'art for art's sake', meaning art doesn't need to have a purpose. It can just be beautiful.

Procedural Knowledge

To study the works of Rossetti and identify his style and technique of art. To use the work of Rossetti to replicate ideas or inspire own work, using different types of paint brushes and paint e.g, watercolour and acrylic.

Links to other curriculum areas

End Points:

Children are able to develop their knowledge and understanding of the work of artists, sculptors, craft makers, designers and architects from a range of times and cultures and apply this knowledge to their own work.

Children have the knowledge of how to draw, paint, sculpt and other art, craft and design techniques and can describe how they might develop their work further.

Children can produce creative works using different techniques for different purposes, understanding which works well and why.

Children have an appreciation of art in the world around them and can evaluate and analyse creative works using the language of art, crafts and design.