

## **Drawing**

Identify and draw the effect of light on a surface, objects and people.

Introduce the concepts of scale and proportion.

Encourage more accurate drawings of whole people, building on their work on facial features to include proportion and placement.

Work on a variety of scales.

Computer generated drawings.

Draw from direction.

## **Printing**

Use sketchbook for recording textures/patterns.

Use language appropriate to skill.

Interpret environmental and manmade patterns and form.

Discuss the nature of effects able to modify and adapt print as work progresses.

Explore images and recreate texture through deliberate selection of materials wallpaper, string, polystyrene.

## **Form**

Plan and develop ideas in sketchbook and make informed choices about media.

Explore surface patterns/textures.

Work safely, to organise working area and clear away.

Discuss own work and work of other sculptors with comparisons made.

Consider light and shadow, space and size.

Investigate, analyse and interpret natural and manmade forms of construction.



## **End of Year Expectations**

### **Art and Design**

#### **Year 4**

## **Colour**

Make the colours shown on a commercial colour chart.

Mix and match colours to those in a work of art.

Work with one colour against a variety of backgrounds.

Observe colours on hands and faces.

Advise and question suitable equipment for the task

Use colour to reflect mood.

## **Texture**

Use a wider variety of stiches to draw with and develop pattern and texture.

Start to place more emphasis on observation and design of textural art.

Use initial sketches to aid work.

Continue experimenting with creating mood, feeling, movement and areas of interest.

Look at fabrics from other countries and discuss. Compare with own. Discuss different types of fabric.

## **Pattern**

Consider different types of mark making to make patterns.

Look at various artists' creation of pattern and discuss effect – Gaudi.

Explore tessellation, geometry and shape lines.