



## A Damers First School Year 4 Artist

<p><b>Art knowledge and skills</b> <b>Year 4</b></p> 	<p><b>DRAWING</b></p> 	<p><b>PAINTING</b></p> 	<p><b>PRINTING</b></p> 	<p><b>TEXTILES/ COLLAGE</b></p> 	<p><b>3D WORK</b></p> 	<p><b>MAKING CONNECTIONS WITH ARTISTS' WORK</b></p> 
<p><b>Pupils should be able to:</b></p>	<p>Use and control a pencil and other dry media.</p>	<p>Demonstrate increasing knowledge and skill with colour mixing, making the colours needed and matching colours with increasing accuracy.</p>	<p>Research, create and refine a print using a variety of techniques.</p>	<p>Demonstrate increasing confidence and skill in a variety of techniques including, printing, dyeing, quilting, weaving, embroidery and applique over the Key Stage.</p>	<p>Show confidence, skill and knowledge at their own level, making sculpture, modelling and construction and be able to make informed</p>	<p>Work alongside an artist for a more prolonged period at some point during the Key Stage.</p>

					choices about the 3-D technique chosen.	
	Make a wide variety of marks with different media, layering different materials where necessary.	Use more specific colour language, e.g. tint, tone, shade, hue.	Care for and maintain materials and media including blocks, tiles, relief prints etc.	Match the tool to the material.	Use an appropriate vocabulary and show some understanding of shape, space and form.	Visit museums, galleries and workshops to focus on particular artists, elements, qualities or themes.
	Demonstrate use of different grades of pencil and be able to name types.	Choose paints appropriately, for example know that water colours are mainly used for smaller scale painting.	Select broadly the kinds of material to print with in order to get the desired effect they want.	Combine skills more readily, for example, in stitching, plaiting, trimming, cutting and joining.	Join clay adequately and work independently to construct a clay base for extending and modelling other shapes.	Look at and discuss pictures and artefacts from a variety of cultures and periods in history to widen knowledge and understanding.
	Make reasoned choices in their use of different kinds of drawing tools and the appropriate kind and size of paper to use.	Demonstrate the appropriate use and maintenance of painting equipment.	Talk in simple terms about the main purposes of printing images and the elements which are explored.	Choose collage or textiles as a means of extending work already achieved.	Measure, cut and join wood safely.	Make increasingly sophisticated connections between their own work and that of other artists.
	Show an increasing capacity to alter and refine their drawings, describing changes using an art vocabulary; for example 'I mixed a darker tone for this part'.	Plan and create different effects and textures with paint according to what they need for the task.	Work increasingly independently and for more sustained periods of time.	Use their design skills, refining and altering ideas and explaining choices using an art vocabulary.	Make different kinds of papier mache objects.	Use an artist as a starting point for artwork.
	Demonstrate an increasing understanding in the use of a sketchbook, collecting images and information independently.	Show increasing expressiveness and confidence with the painting process.	Talk about the work of textile artists and print-makers.	Collect appropriate visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.	Plan, design and make models using recycled materials and found objects.	
	Collect and record visual information independently, using this to inspire drawings from memory and imagination.	Plan and work on a variety of scales.		Describe the work of an increasing range of textiles and collage artists, making evaluations and comparisons.	Choose the appropriate media for the task.	

	Draw an object from observation for more sustained periods of time at their own level, annotating the drawing when it is analytical.	Work for sustained periods of time on a painting, independently or in groups.			Talk about their work, understanding that it has been sculpted, modelled or constructed.	
	Experiment with the visual elements and explore relationships between line and tone, pattern and shape.	Name some influential painters from a variety of backgrounds, including contemporary artists.			Talk about the work of sculptors, beginning to make connections with their own work.	
	Discuss the work of other artists and make some connections with their own work.					