



Year 4

ART & DESIGN

Curriculum Intent

Through studying art at Walton Oak, pupils will gain the knowledge and skills to express themselves through creating their own art, crafts and designs. By encouraging children to experiment and invent, learning through art will help to build their resilience and belief in themselves as successful artists. They will develop their own tastes and an appreciation of different forms of art, different artists and recognize how techniques and materials have changed over time. They will know how art and design reflects the changes in our history and culture.

Themes:

1. Knowledge of artists

Studying artists work, techniques and styles, making comparisons and describing differences

2. Making

Exploring a range of techniques – drawing, creating colour, painting

3. Generating Ideas

Creating original artwork, use of sketchbooks, inspiration from others, observations

4. Formal Elements – Knowledge and Understanding

Colour, Form, Shape, Tone, Texture, Pattern

5. Evaluating own and others' work

Experimenting and refining work, evaluating others

ART & DESIGN: CORE STUDY FOR YEAR FOUR

1. Knowledge of artists: Studying artists work, techniques and styles, making comparisons and describing differences			
Core knowledge	Core skills	Core vocabulary	Taught through
<ul style="list-style-type: none"> ● Know that artists often specialise in certain media ● Understand that perspective has been used historically in architectural drawings to show depth and realism. ● Recognise that artists like J.M.W. Turner used watercolour and light to portray the atmosphere in landscapes. ● Know that some artists depict significant events (e.g. battle scenes, invasions) and use dramatic composition. ● Understand that artists study from real life to improve observational accuracy. ● Know that architecture is a form of art and has varied greatly in style across time and place. ● Recognise key styles in art history (e.g. Romanticism, Impressionism) and their influence on modern landscape painting. ● Understand how geography and history shape artists' responses to place. ● Describe the differences and similarities between different practices and disciplines, and make links to their own work. 	<ul style="list-style-type: none"> ● Name and discuss several artists studied (e.g. Turner, modern seascape painters, architectural illustrators). ● Explain how an artist's background or context influenced their work. ● Compare and contrast techniques used by artists across different media (e.g. watercolour vs acrylic). ● Identify use of perspective, focal points, and composition in artist works. ● Discuss how different artists approach the same subject differently (e.g. bridges, coastlines). ● Use subject-specific vocabulary to talk about media, technique, and style. ● Make links between artists' work and their own creative ideas. 	<ul style="list-style-type: none"> ● Realism ● Romanticism ● Impressionism ● abstraction ● scale ● atmosphere ● composition ● landscape ● perspective ● focal point ● expressive ● structure ● historical ● industrial 	<p>Studying a variety of artists and their work:</p> <ul style="list-style-type: none"> ● Real-life Walton Bridge painting: <ul style="list-style-type: none"> → Turner – light and drama → Van Gogh – expressive skies → O'Keeffe – abstracted forms → Da Vinci – scientific sketching accuracy → Monet – atmospheric colour ● Turner's seascapes – expressive acrylic/oil techniques ● Crystal Palace – architectural sketching using one- and two-point perspective
<p>Extended Skills and Vocabulary</p> <ul style="list-style-type: none"> ● Identify stylistic similarities between artists (e.g. Turner and Monet's treatment of light). ● Discuss how artists expressed emotion or atmosphere through technique. ● Compare multiple depictions of nature or architecture across time periods. ● Explain how the same subject (e.g. a building or bridge) is approached differently by each artist. ● Link historical events (e.g. Industrial Revolution, inventions) to artistic responses. 			

ART & DESIGN: CORE STUDY FOR YEAR FOUR

2. Making: Exploring a range of techniques – drawing, creating colour, painting, printing, 3D/textiles, collage			
Core knowledge	Core skills	Core vocabulary	Taught through
<ul style="list-style-type: none"> ● Know how watercolour behaves differently than acrylic or oil (translucency vs opacity). ● Understand how to prepare a surface for painting (e.g. priming, sketching first). ● Know how to apply wet-on-wet and wet-on-dry watercolour techniques. ● Understand the concept of blending and layering in both sketching and painting. ● Know that charcoal can be used for dynamic sketching and expressive shading. ● Recognise the difference between additive (building up paint) and subtractive (erasing, lifting) techniques. ● Understand the purpose of underpainting and building tones gradually. ● Know the function of different brushes/tools (fan brush for blending, detail brush for precision, charcoal stump for smudging). 	<ul style="list-style-type: none"> ● Create tonal studies using charcoal to show depth, contrast, and atmosphere. ● Sketch from real life using proportion and placement awareness (e.g. for Walton Bridge). ● Apply watercolour techniques with intention (e.g. colour washes, layering, gradients). ● Use acrylic or oil paint confidently to build up texture, contrast, and detail in seascapes. ● Use multiple sketching techniques: contour lines, cross-hatching, blending. ● Create accurate architectural sketches using one-point and two-point perspective. ● Mix and match colour palettes to suit mood or theme. ● Use foreground, middleground, and background in landscape compositions. ● Apply fine detail with control, particularly in architectural and seascape work. ● Make revisions mid-process to improve work (e.g. refine outline, adjust shadow). 	<ul style="list-style-type: none"> ● Charcoal ● smudge ● outline ● layer ● underpainting ● gradient ● acrylic, oil ● watercolour ● tone ● contrast ● texture ● structure ● architectural detail ● vanishing point ● horizon line ● foreground ● background ● perspective 	<p>Studying a variety of artists and their work:</p> <ul style="list-style-type: none"> ● Sketching Walton Bridge from real reference with artist-inspired methods ● Turner-inspired seascapes in acrylic/oil – blending and drama ● Charcoal architectural drawing – Crystal Palace perspective using rulers, points ● Mixed media overlays (e.g. O’Keeffe-style abstraction over watercolour)
<p>Extended Skills and Vocabulary</p> <ul style="list-style-type: none"> ● Use multiple media in one piece effectively (e.g. charcoal and watercolour). ● Build contrast between light and shadow through careful media layering. ● Replicate brush techniques used by Turner or Van Gogh. ● Create perspective drawings from imagination using structural rules. 			

ART & DESIGN: CORE STUDY FOR YEAR FOUR

3. Generating Ideas: Creating original artwork, use of sketchbooks, inspiration from others, observations			
Core knowledge	Core skills	Core vocabulary	Taught through
<ul style="list-style-type: none"> ● Understand that ideas evolve through observation, experimentation, and feedback. ● Know that sketchbooks are tools for idea development, practice, annotation, and reflection. ● Recognise the value of visual research (e.g. studying bridge photos, coastlines, architectural shapes). ● Understand the importance of planning compositions, viewpoints, and tonal balance. ● Know that exploring multiple approaches to one subject leads to stronger final work. ● Understand that artists may take creative liberties when interpreting real subjects. ● Know how mood and meaning can be conveyed through media and composition choices. 	<ul style="list-style-type: none"> ● Develop ideas through thumbnail sketches, value studies, and visual notes. ● Collect and evaluate reference images to inform artistic decisions. ● Annotate Art book pages with reasoning behind material and design choices. ● Experiment with different approaches to a theme (e.g. calm vs stormy sea). ● Select compositions that emphasise focal points or emotional impact. ● Refine sketches over time with increasingly confident lines and tonal decisions. ● Use planning to decide what to include or omit for impact. ● Revisit and improve ideas through feedback or peer discussion. 	<ul style="list-style-type: none"> ● Thumbnail ● draft ● refine ● composition ● plan ● blend ● contrast ● intention ● influence ● subject ● abstraction ● reinterpret ● refine ● record ● question ● observe 	<p>Studying a variety of artists and their work:</p> <ul style="list-style-type: none"> ● Artist-style studies ● Composition planning for seascape and perspective drawings ● Mood mapping from artist colour palettes ● Creative reinterpretations of Walton Bridge from multiple viewpoints
<p>Extended Skills and Vocabulary</p> <ul style="list-style-type: none"> ● Create and evaluate three or more composition choices before choosing one. ● Blend abstract and realistic influences in one artwork. ● Annotate not just materials used, but why they were chosen. ● Use advanced planning tools like value scales or colour swatches. ● Justify all creative choices during planning and reflection. 			

ART & DESIGN: CORE STUDY FOR YEAR FOUR

4. Formal Elements – Knowledge and Understanding: Colour, Form, Shape, Line, Tone, Texture, Pattern			
Core knowledge	Core skills	Core vocabulary	Taught through
<ul style="list-style-type: none"> ● Tone: Know how tone creates mood and depth (e.g. light in watercolour, contrast in charcoal). ● Form: Understand the effect of volume, depth, and dimensionality in sketching buildings. ● Colour: Know how to manipulate warm/cool, complementary, and analogous colour schemes. ● Line: Understand varied line quality (e.g. soft vs hard edges, thick vs thin strokes). ● Texture: Know how texture can be implied or physically created with acrylic/oil paint. ● Perspective: Understand one-point and two-point linear perspective in architecture. 	<ul style="list-style-type: none"> ● Apply light, mid, and dark tones to create 3D effects and drama. ● Use linear perspective to sketch architectural forms accurately. ● Mix and use colour intentionally to reflect mood or narrative (e.g. cool greys for a rainy bridge). ● Use line to define edges, detail, and movement (especially in seascapes). ● Create visual texture using brush technique, layering, or charcoal strokes. ● Balance composition using formal elements (e.g. rule of thirds, contrast). ● Use directional light sources in painting to enhance realism or drama. ● Employ atmospheric perspective (fading details in background) in landscapes. 	<ul style="list-style-type: none"> ● gradient ● hue ● saturation ● texture ● tone ● focal point ● vanishing point ● proportion ● depth ● angle ● overlap ● balance ● contrast ● form ● cross-hatching ● smudging ● stippling ● hatching 	<ul style="list-style-type: none"> ● Colour mixing tasks (Turner palette, O’Keeffe style) ● Architectural drawings with accurate horizon/vanishing points ● Seascapes with textured paint for depth and contrast ● Tonal exercises in charcoal – sketching glass/metal of the Crystal Palace
<p>Extended Skills and Vocabulary</p> <ul style="list-style-type: none"> ● Combine 3+ formal elements in a single artwork intentionally. ● Evaluate and revise composition based on element balance. ● Use form and perspective to create realistic space in scenes. ● Blend expressive and structural elements within one image. 			

ART & DESIGN: CORE STUDY FOR YEAR FOUR

5. Evaluating own and others' work: Experimenting and refining work, evaluating others.			
Core knowledge	Core skills	Core vocabulary	Taught through
<ul style="list-style-type: none"> ● Know how to assess composition, technical skill, and expressive quality in art. ● Understand how audience and purpose influence creative choices. ● Know how to identify when a piece is “finished” or needs refinement. ● Recognise personal artistic strengths and areas to improve. ● Understand how the creative process evolves from idea to outcome. ● Know how to offer constructive feedback using subject-specific vocabulary. 	<ul style="list-style-type: none"> ● Evaluate work using language of tone, line, colour, perspective, and texture. ● Reflect thoughtfully on the success of media techniques and decisions. ● Describe what was learned through the process of planning and creating. ● Identify and implement improvements (e.g. “I’ll darken this shadow,” or “I’ll add more depth.”) ● Give and receive feedback respectfully and with purpose. ● Use criteria to judge their own and others’ work (e.g. clarity, balance, impact). ● Revise and enhance their own work following reflection. ● Explain how specific elements affect the overall result. 	<ul style="list-style-type: none"> ● Critique ● Reflect ● evaluate ● refine ● success ● improvement ● decision ● process ● outcome ● peer feedback ● style ● technique ● adapt ● composition ● interpret ● opinion 	<ul style="list-style-type: none"> ● Artist comparison critiques ● Post-project evaluations ● Peer feedback sessions (written or oral) ● Self-assessment reflections or journals in Art books.
<p>Extended Skills and Vocabulary</p> <ul style="list-style-type: none"> ● Use rubrics or success criteria to evaluate technical and expressive impact. ● Revise and rework a piece based on their own critique. ● Discuss how a piece might be received by different audiences. ● Identify how feedback has improved their work across a term. ● Reflect across a whole project from idea to outcome. 			