



Art and design Topic: Alexandra Kiely

Year: 4 **Term:** Autumn 1

Key Knowledge/Content:

- Explore the way paint can be used in different ways to create a variety of effects, eg creating a range of marks and textures in paint.
- Develop greater skill and control when using paint to depict forms, eg beginning to use tone to create 3D effects.
- Work selectively, choosing and adapting collage materials to create contrast and considering overall composition.
- Build a more complex vocabulary when discussing their own and others' art.
- Evaluate their work more regularly and independently during the planning and making process.

Links to:

Prior learning:

The children were taught about a famous artist called Antoni Gaudi. The children generated their ideas using Gaudi's work, to design their own mosaic and compare to the artists' work and others.

Future learning: The children are going to be learning about Hannah Hock who is a digital artist.

Key vocabulary with definition:

Prior vocabulary:

Man-made- made or caused by human

Natural- existing in or derived from nature

Symmetry- the quality of being made up of exactly similar parts facing each other.

Irregular pattern- one in which the motif changes or the way it is repeated is unpredictable.

New vocabulary:

Contrast- Difference between art elements like colour, value, size, texture, and so on can intensify the elements used.

Composition - the arrangement of elements within a work of art.

Texture - how something feels, including its appearance and consistency.

Stimulus- something which interests an artist or designer and gives them new ideas.

By the end of this unit

All children can: recognise the contrasts between different pieces of art and **explain** the different benefits of a range of materials.

Most children can: demonstrate how to paint on different textures and **demonstrate** how to use a stimulus to generate and apply their own ideas.

Some children can: evaluate their own and others art work regularly and independently during the planning and making process.

Background understanding for teachers and parents:

The children are going to be learning about an artist called Alexandra Keily who specialised in paintings. The children will explore a range of textures and

Curriculum Driver (one):

Communication

Evidence outcome:

The children will be communicating the tools, materials and the techniques needed using key vocabulary.