



### Year 4 Progressions of Skills - Art

2025/26	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of work	Drawing: Exploring tone, texture and proportion		Painting and Mixed Media: Light and Dark		Craft and Design: Fabric of Nature	
Enrichment opportunities	Craftermoons with parents each term.					
Knowledge						
Pupils know:	Shape: <ul style="list-style-type: none"> <li>How to use basic shapes to form more complex shapes and patterns.</li> </ul> Line: <ul style="list-style-type: none"> <li>Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.</li> </ul> Texture: <ul style="list-style-type: none"> <li>How to use texture more purposely to achieve a specific effect or to replicate a natural surface.</li> </ul>		Colour: <ul style="list-style-type: none"> <li>Adding black to a colour creates a shade.</li> <li>Adding white to a colour creates a tint.</li> </ul> Form: <ul style="list-style-type: none"> <li>Using lighter and darker tints and shades of a colour can create a 3D effect.</li> </ul> Tone: <ul style="list-style-type: none"> <li>That using lighter and darker tints and shades of a colour can create a 3D effect.</li> <li>Tone can be used to create contrast in an artwork.</li> </ul>		Shape: <ul style="list-style-type: none"> <li>How to use basic shapes to form more complex shapes and patterns.</li> </ul> Pattern: <ul style="list-style-type: none"> <li>Patterns can be irregular, and change in ways you wouldn't expect.</li> <li>The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.</li> </ul>	



Skills			
Drawing	<p>Pupils know how to:</p> <ul style="list-style-type: none"><li>• Use pencils of different grades to shade and add tone.</li><li>• Hold a pencil with varying pressure to create different marks.</li><li>• Use observation and sketch objects quickly.</li><li>• Draw objects in proportion to each other.</li><li>• Use charcoal and a rubber to draw tone.</li><li>• Use scissors and paper as a method to 'draw'.</li><li>• Make choices about arranging cut elements to create a composition.</li><li>• Create a wax resist background.</li><li>• Use different tools to scratch into a painted surface to add contrast and pattern.</li><li>• Choose a section of a drawing to recreate as a print.</li><li>• Create a monoprint.</li></ul>		



	<p>So that they can:</p> <ul style="list-style-type: none"><li>• Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</li><li>• Use growing knowledge of different materials, combining media for effect.</li><li>• Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</li></ul>		
Painting and Mixed Media		<p>Pupils know how to:</p> <ul style="list-style-type: none"><li>• Mix a tint and a shade by adding black or white.</li><li>• Use tints and shades of a colour to create a 3D effect when painting.</li><li>• Apply paint using different techniques eg. stippling, dabbing, washing.</li><li>• Choose suitable painting tools.</li><li>• Arrange objects to create a still life</li></ul>	



		<p>composition.</p> <ul style="list-style-type: none"> <li>• Plan a painting by drawing first.</li> <li>• Organise painting equipment independently, making choices about tools and materials.</li> </ul> <p>So that they can:</p> <ul style="list-style-type: none"> <li>• Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</li> <li>• Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</li> </ul>	
<p>Craft and Design</p>			<p>Pupils know how to:</p> <ul style="list-style-type: none"> <li>• Create a mood board that is a visual collection which aims to convey a general feeling or idea.</li> <li>• Create a batik is a traditional fabric decoration technique that uses hot wax.</li> <li>• Select imagery and use it as inspiration for a design project.</li> </ul>



			<ul style="list-style-type: none"><li>• To know how to make a mood board.</li><li>• Recognise a theme and develop colour palettes using selected imagery and drawings.</li><li>• Draw small sections of one image to docs on colours and texture.</li><li>• Develop observational drawings into shapes and patterns for design.</li><li>• Transfer a design using a tracing method.</li><li>• Make a repeating pattern tile using cut and torn paper shapes.</li><li>• Use glue as an alternative batik technique to create patterns on fabric.</li><li>• Use materials, like glue, in different ways depending on the desired effect.</li><li>• Paint on fabric.</li><li>• Wash fabric to remove glue to finish a decorative fabric piece.</li></ul> <p>So that they can:</p> <ul style="list-style-type: none"><li>• Use growing knowledge of different materials, combining media for effect.</li><li>• Use more complex techniques to shape and join materials, such as</li></ul>
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			carving and modelling wire.
Evaluating & Analysing	<p>Pupils know the key questions:</p> <p>What is art?</p> <ul style="list-style-type: none"> <li>• Artists make choices about what, how and where they create art.</li> <li>• Artworks can fit more than one genre.</li> </ul> <p>Why do people make art?</p> <ul style="list-style-type: none"> <li>• Art can be created to make money; being an artist is a job for some people.</li> <li>• Art, craft and design affects the lives of people who see or use something that has been created.</li> </ul> <p>How do people talk about art?</p> <ul style="list-style-type: none"> <li>• Art is influenced by the time and place it was made, and this affects how people interpret it.</li> <li>• Artists may hide messages or meaning in their work.</li> <li>• Artists evaluate what they make and talking about art is one way to do this.</li> </ul> <p>So they can:</p> <ul style="list-style-type: none"> <li>• Use more complex vocabulary when discussing their own and others' art.</li> <li>• Discuss art considering how it can affect the lives of the viewers or users of the piece.</li> <li>• Evaluate their work more regularly and independently during the planning and making process.</li> </ul>		
Knowledge of Artists			
<p>Pupils know:</p> <p>Interpretation:</p> <ul style="list-style-type: none"> <li>• Designers can make beautiful things to try and improve people's everyday lives.</li> <li>• How and where art is displayed has an effect on how people interpret it.</li> </ul> <p>Materials and Processes:</p> <ul style="list-style-type: none"> <li>• Artists choose what to include in a composition, considering both what looks good together and any message they want to communicate.</li> <li>• Designers collect visual ideas from a wide range of sources, sometimes collecting these as a mood board.</li> <li>• Artists and designers sometimes choose techniques based on the time and money available to them.</li> </ul>			



- Artists use drawing to plan ideas for work in different media.

So they can:

- Use subject vocabulary confidently to describe and compare creative works.
- Understand how artists use art to convey messages through the choices they make.
- Work as a professional designer does, by collating ideas to generate a theme.

Artists in this unit are:	<ul style="list-style-type: none"><li>• Sarah Graham.</li><li>• Nicola McBride</li><li>• Beatriz Milhaze</li><li>• Maryam Arslan</li></ul>	<ul style="list-style-type: none"><li>• Paul Cezanne</li><li>• Clara Peeters</li><li>• Audrey Flack</li></ul>	<ul style="list-style-type: none"><li>• Senaka Senanayake.</li><li>• Ruth Daniels</li><li>• William Morris</li><li>• Megan Carter</li></ul>
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