

**KFJS**  
**Art Curriculum Map**

**In each project children will:** generate ideas, use one or more of the formal elements, gain knowledge of artists, evaluate own and others work.

**Year 4**

<b>Project</b>	<b>There She Blows</b> Earthquakes and Volcanoes (3D – structure)	<b>All Creatures Great and Small</b> Living things and their habitats (painting)	<b>From Papyrus to the Pyramids</b> Ancient Egypt (3D - clay)
<b>Key Question</b>	<b>How do artists strengthen 3D structures effectively?</b>	<b>How do artists portray animals with paint realistically?</b>	<b>How and why did the Ancient Egyptians use clay differently to Stone Age people?</b>
<b>Essential understanding</b>	<p><b>3D sculpture/collage</b> Using Modroc to make exploding Volcanic sculptures. Chicken wire is used to support 3D sculptures.</p>	<p><b>Mark making</b> Effect of light on an object Accuracy when drawing in scale and proportion. Painting Mix of tertiary colours Add white/grey/black to create hue/tint/ton/shade <b>Art appreciation</b> Artists’ use of supporting material within large structures. The purpose of entomology artists.</p>	<p><b>3D sculpture/collage</b> Chicken wire is used to support 3D sculptures.</p>
<b>Record observations and review ideas</b>	<p>Gather information on how artists strengthen 3D structures eg stone sculpture, rods, wire, frames etc.</p> <p>Take photos for Sketchbooks.</p> <p>Complete an evaluation. Were the materials effective in strengthening a 3D shape?</p>	<p>Collate images of insects and mini-beasts that have been painted. Using scientific understanding, how effective are the pictures at showing the real life details?</p> <p>Gallery style review – how was choice of colour effective?</p>	<p>Research how AE used clay and how it had progressed from Beakers and the way Chinese/Indus clay differed.</p> <p>Design embellishments/relief for Canopic jars.</p> <p>Photographs from Y4 gallery. Include feedback given at gallery viewings.</p>

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<b>Improve mastery of art and design techniques</b>	Create volcano using chicken wire and ModRoc Sculpt the appropriate shape based on understanding of how volcanoes are formed.	Mix tertiary colours Add white/grey/black to create hue/tint/tone/shade	Use clay slabs and slip to create 3D Canopic jars.
<b>Know about great artists, craft makers and designers</b>	Work of 3D artists.	Entomology artists	How use of clay changed over time.
<b>Skills</b>	Experiment with constructing and joining recycled, natural and manmade materials	Create different effects and textures with paint.  Use language of and mix primary and secondary colours and use tints and shades	Develop skills in using clay including slabs, coils, slips etc
<b>Assessment</b>	How do artists strengthen 3D structures effectively? Can I create a 3D volcano....	How do artists portray animals realistically? Can I create an anatomical drawing of a mini-beast?	How and why did the Ancient Egyptians use clay differently to Stone Age people? Can I create Canopic jars using a slab method?
<b>WTS</b>	With support children are able to plan, design and make a strong, 3D model of a volcano	Drawing is showing some understanding of proportions. Not much variety in grades of pencil.	Can experiment with clay to make a jar of uneven thickness and the joins may be visible.
<b>EXS</b>	Plan, design and confidently make a model of a volcano from observation or imagination. They are able to explain how they have strengthened their model.	Drawing is showing a good understanding of proportion. Different grades of pencil have been used to achieve a varied tone	Children are able to make a clay jar of even thickness where the joins are not visible.

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<b>GDS</b>	<b>GDS:</b> Shape, form model and construct a model from observation or imagination. They are able to explain how they have strengthened their model and reflect on ways to improve the strength.	Drawing is in proportion and has used different techniques such as shading, hatching and blending.	Children are able to make a decorated clay jar of even thickness where the joins are not visible.