



**Jerry Clay Academy**  
**Subject Unit Overview**  
**Subject: Art Year Group: 4 Term: Spring**

**Core Learning of This Unit:** children will create a **painting** as part of their **Guardians of the Planet** theme

Knowledge	Skills	Thinking like an artist
<p>Pupils can choose their own materials to draw with and explain their reasons.</p> <p>Pupils can talk about their drawing and add careful annotations in their sketch books.</p>	<p>Pupils can use all shading techniques: hatching, cross hatching, stippling, scumbling, contour shading with control.</p> <p>Pupils use marks and lines to show textures, as well as shape and colour.</p> <p>Pupils can sketch facial features in proportion.</p> <p>Pupils' still life drawings start to show light and shadows.</p>	<p>Pupils understand the different styles that different artists use; they can link them and compare them using key vocabulary and prior knowledge.</p> <p>Pupils can use their sketchbooks to adapt and improve their original designs; they keep notes about their work throughout a project. They record feelings, likes and dislikes.</p>

Drawing

Knowledge	Skills	Thinking like an artist
<p>Pupils learn the term tertiary colour and that tertiary colours can be made by mixing a primary and secondary colour together.</p> <p>Pupils learn the meaning of complimentary colour, harmonious colour, warm colour, cool colour.</p>	<p>Pupils should be able to create/mix all of the colours that they need.</p> <p>Pupils can create mood in their painting.</p> <p>Pupils can use shading/colours effectively to create mood.</p>	<p>Pupils understand the different styles that different artists use; they can link them and compare them using key vocabulary and prior knowledge.</p> <p>Pupils can use their sketchbooks to adapt and improve their original designs; they keep notes about their work throughout a project. They record feelings, likes and dislikes.</p>

Painting

**Prior Learning:**

- Mixes paint confidently to create other colours
- Introduced to the idea of different types of paint brushes for different purposes
- Explores paint at different scales
- Understand the vocabulary of background and foreground
- Can identify primary and secondary colours
- Knows about the colour wheel, hot and cold colours from Y3.

**National Curriculum Statements:**

**Pupils should be taught:**

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

**Key Vocabulary:**

- **Tertiary colour**  
 (A **colour** made by mixing full saturation of one primary **colour** with half saturation of another primary **colour**)



- **Complementary colour**  
 (Any two **colours** opposite each other on the **wheel**. For example, blue and orange, or red and green. These create a high contrast, so use them when you want something to stand out.)
- **Harmonious colour**  
 (colours that sit next to each other on the colour wheel)
- **Warm colour**
- **Cool colour**
- **Acrylic paint**
- **Artist in residence**  
 (work somewhere for a period of time)

**Significant People** **John Dyer (1968- )** is from Cornwall, UK. He is the artist in residence for the Eden Project in Cornwall. John's paintings are bold both in terms of imagery and colour. His colour palette has a Mediterranean or Caribbean feel with sunny yellows and deep turquoise sea blues. Colours are placed in large areas creating a base pattern on which the other elements are placed. He aims to bring joy and fun to his audience.

**Henri Rousseau (1844-1910)** was a French self-taught artist. He only started painting after he retired from his job as a clerk. Because of this, he didn't really follow many rules with his artwork, instead creating a range of pieces inspired by visits to zoos, botanical gardens and distant places he saw in magazines and books.