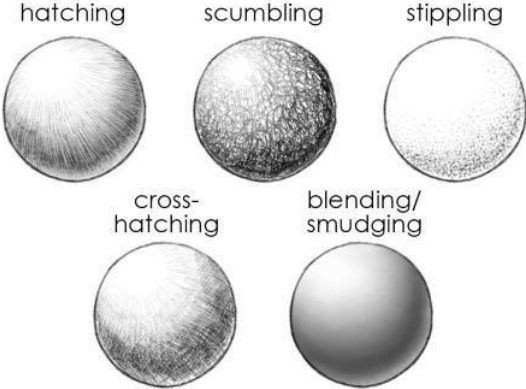
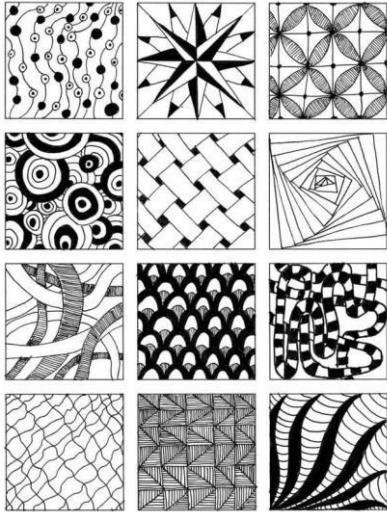






Guiden Sutton Church of England Primary School - Art Knowledge Organiser

Year: 4	Focus Skill: Drawing (Zentangle)	Term: Autumn
Images	What I've already learned	End Goal
  <p><small>Tangle Pattern Sheets ©2019 Craftwhack</small></p>	<ul style="list-style-type: none"> • Use shading to add texture to the drawing • Use line, tone, shape and colour to create mood and feeling • Draw from observation and imagination • Experiment with various pencils • Use a sketchbook to document and develop ideas • Begin to draw with accuracy • Have an awareness of how pattern can be used to create texture • Start to annotate sketchbooks to show thought process, as well as information about focus artists • Use colour to create own version of Starry Night 	<ul style="list-style-type: none"> • Create accurate observational drawings • Work on a variety of scales • Consider scale and proportion • Understand how to draw different parts of the face with more detail (Hope hands portrait) • Use shading to add texture to the drawing and to show light and shadow (hatching and cross hatching) • Adapt and refine ideas as they progress, annotating sketchbooks with explanations of ideas • Draw for a sustained period of time • Collect and record visual information • Develop techniques to create intricate patterns (Zentangle) • Compare the work of different illustrators • Create some of my own illustrations, inspired by research
	Focus Artist	Key Vocabulary
	<p>Maria Thomas and Rick Roberts, USA</p> 	<p>Medium - tools we use to draw Textures - how the drawing 'feels' Graduating tones - light to dark and vice versa Shading - creating shadow on objects Zentangle - meditation in doodle form Hatching - using single lines to shade Cross-hatching - using crossed lines to shade</p>

Guiden Sutton Church of England Primary School - Art Knowledge Organiser



Year: 4	Focus Skill: Sculpture	Term: Spring
Key Vocabulary	What I've already learned	
<p>Secure - safe and joined well, not moving</p> <p>Aesthetics - the way something looks</p> <p>Sculptor - someone who creates sculptures</p> <p>3D - 3 dimensional, not flat</p>	<ul style="list-style-type: none"> • Know that paper can be used in a range of different ways to create sculptures • Show an awareness of how texture, form and shape can be transferred from 2D to 3D • Work collaboratively to create a 3D layered scene • Plan, shape, mould and make constructions from different materials • Understand the different adhesives and methods used in construction • Consider and discuss aesthetics • Create a 3D scene inspired by LS Lowry 	
End Goal	Focus Artist	Images
<ul style="list-style-type: none"> • Discuss the work of other sculptors and architects and how these have influenced their own work / designs • Work with a group to decide the best way to join and secure materials together • Think more about the aesthetics of a piece • Work in a safe, organised way, caring for equipment • Secure work to continue later • Adapt work when necessary and explain why • Demonstrate awareness in environmental sculpture • Create an animal sculpture inspired by Michelle Reader (using recycled objects) 	<p style="text-align: center;">Michelle Reader Living, London</p> 