

Year 4 Scheme of Learning: Art and design

Year 4 – Gustav Klimt

Lesson 1	
Learning Objective	To know who Gustav Klimt was.
Declarative Knowledge	<ul style="list-style-type: none"> • Know that Gustav Klimt was born on 14th July 1862 in Baumgarten, Austria. • Know that his mother wanted to be a musical performer (but never fulfilled her dream) and his father was an engraver of gold. • Know that Gustav was a talented artist from a young age. • Know that in 1877 he formed an artistic team with his brother, Ernst Klimt, and their friend, Franz Matsch. They received several commissions and painted murals in one of Vienna’s museums. • Know that in the 1880s, Klimt became well-known for his mural painting. He received the Golden Order of Merit from the Austrian Emperor for his murals in the Burgtheater, Vienna. • Know that Gustav’s brother, Ernst, and father both died in 1892. This brought about a change in Gustav’s artistic style. • Know that his work included lots of symbolism. He incorporated gold leaf and Byzantine-inspired imagery. His paintings are very intricate and took many hours to complete. • Know that Klimt lived a simple life. When at home he wore a long robe and sandals. He painted all day, every day. • Know that some of Klimt’s most famous works include: The Kiss, Portrait of Adele Bloch-Bauer I, Houses in Unterach on the Attersee, and Portrait of Adele Bloch-Bauer II. • Know that Gustav Klimt never painted a self-portrait. • Know that Klimt died on 6th February 1918.
Procedural Knowledge	
Key Vocabulary	Form, Shape, Texture, Composition, Profile, Stylised, Proportion, Decoration, Ornate, Symbolic, Perspective.

Lesson 2	
Learning Objective	To sketch, and improve upon sketches, in the style of the early drawings of Gustav Klimt.
Declarative Knowledge	<ul style="list-style-type: none"> • To know Gustav Klimt’s style of painting. • To know what tools are best for sketching. • To know that I can improve my work.
Procedural Knowledge	<ul style="list-style-type: none"> • Collect images and information independently in a sketchbook. • Use research to inspire drawings from memory and imagination. • Explore relationships between line and tone, pattern and shape, line and texture.
Key Vocabulary	Form, Shape, Texture, Composition, Profile, Stylised, Proportion, Decoration, Ornate, Symbolic, Perspective.

Lesson 3	
Learning Objective	To use symbolic imagery in the style of Gustav Klimt in works of art that share ideas, or tell a story.
Declarative Knowledge	<ul style="list-style-type: none"> • To know and use the vocabulary. • To know what images are relevant to the artist. • To know how to research an artist using different tools whilst staying safe online.
Procedural Knowledge	<ul style="list-style-type: none"> • Make informed choices in drawing inc paper and media. • Alter and refine drawings and describe changes using art vocabulary. • Collect images and information independently in a sketchbook. • Use research to inspire drawings from memory and imagination.
Key Vocabulary	Form, Shape, Texture, Composition, Profile, Stylised, Proportion, Decoration, Ornate, Symbolic, Perspective.

Lesson 4	
Learning Objective	To review and revisit ideas, then use gilding in a Klimt-inspired work of art or product.
Declarative Knowledge	<ul style="list-style-type: none"> • To understand the vocabulary. • To know that reviewing work allows us to improve.
Procedural Knowledge	<ul style="list-style-type: none"> • Alter and refine drawings and describe changes using art vocabulary. • Collect images and information independently in a sketchbook. • Use research to inspire drawings from memory and imagination.
Key Vocabulary	Form, Shape, Texture, Composition, Profile, Stylised, Proportion, Decoration, Ornate, Symbolic, Perspective, Gilding.

Lesson 5	
Learning Objective	To develop techniques used to create natural textures such as those in Klimt's landscape paintings.
Declarative Knowledge	<ul style="list-style-type: none"> • To know what media to use for effect. • To know how to describe refinements made using correct vocabulary. • To know and use the vocabulary.
Procedural Knowledge	<ul style="list-style-type: none"> • Make informed choices in drawing inc paper and media. • Alter and refine drawings and describe changes using art vocabulary. • Collect images and information independently in a sketchbook. • Use research to inspire drawings from memory and imagination. • Explore relationships between line and tone, pattern and shape, line and texture.
Key Vocabulary	Form, Shape, Texture, Composition, Profile, Stylised, Proportion, Decoration, Ornate, Symbolic, Perspective, line and tone, pattern and shape, line and texture.

Lesson 6	
Learning Objective	To develop techniques and use symbolism in the style of, or inspired by Gustav Klimt.
Declarative Knowledge	<ul style="list-style-type: none"> • To know the different techniques for different artists. • To know which tools are most effective for a desired outcome.
Procedural Knowledge	<ul style="list-style-type: none"> • Show an understanding of shape, space and form. • Use a variety of materials. • Make and match colours with increasing accuracy. • Use more specific colour language e.g. tint, tone, shade, hue. • Chose paints and implements appropriately. • Plan and create different effects and textures with paint according to what they need for the task. • Show increasing independence and creativity with the painting process.
Key Vocabulary	Form, Shape, Texture, Composition, Profile, Stylised, Proportion, Decoration, Ornate, Symbolic, Perspective.

Year 4 - Matisse

Lesson 1	
Learning Objective	To learn who Henri Matisse was and explore his early work.
Declarative Knowledge	<ul style="list-style-type: none"> • Occupation: Artist, Painter. • Born: December 31, 1869 in Le Cateau-Cambrésis, France. • Died: November 3, 1954 in Nice, France. • Famous works: The Dinner Table, Woman with a Hat, The Desert: Harmony in Red, Le Rifain assis, The Red Studio. • Style/Period: Fauvism, Modern Art. • Know that Henri Matisse grew up in the northern part of France. • Know that his father was a grain merchant and strict with Henri. • Know that he went to school in Paris and studied law. • Know that in 1888 he passed the bar and took a job as a law clerk. • Know that in 1889 Henri came down with appendicitis. During his recovery his mother got him some art supplies for something to do. He fell in love with painting and art. He decided he wanted to become an artist. His father was very disappointed. • Know that Henri began to explore painting. His mother encouraged him not to follow the normal rules of art, but to try out new things and to paint his emotions. He spent a year studying art at the Academie Julian in Paris, but left to train under the artist Gustave Moreau, where he could explore more modern styles of painting. • Know that in 1897, Matisse met painter John Peter Russell. Russell introduced him to impressionism and to the work of van Gogh. It opened up a new world to Matisse. <p>Early Works:</p> <ul style="list-style-type: none"> • Matisse painted his first masterpiece in 1897. It was called The Dinner Table. He continued to paint being influenced by artists such as van Gogh and Cezanne. He studied the works of J.M.W. Turner as well and even took on some of the style of Pointillism from Seurat. <p>Fauvism:</p> <ul style="list-style-type: none"> • In the early 1900s Matisse developed a new style. He began to paint with bright masses of colors that were freely applied. He used the colors to express emotion often using colors that had nothing to do with the natural colors of the subject. In 1905 Matisse, together with fellow artists Maurice de Vlaminck and Andre Derain, exhibited their new style to the world. One critic called them "fauves", which meant "wild beasts". The name stuck and their style of art was called Fauvism. • Know that Matisse is considered one of the founders of Fauvism art. He is also considered one of the leading figures of modern art as his paintings and art influenced many artists throughout the 20th century. • Know that he was good friends with artist Pablo Picasso. They later became rivals. • Know that he ran a small art school called Academie Matisse in Paris between 1908 and 1911. • Know that some of his paintings have sold for over \$20 million.
Procedural Knowledge	<ul style="list-style-type: none"> • To know how to tell the difference between styles of art.
Key Vocabulary	Drawing, Plan, Distance, Direction, Position, Form, Texture, Tone, Weight, Pressure, Portrait, Appearance, Character, Personality, Printing, Pounce, Linear, Register, Block, Manipulate, Repeat, Continuous, Cylinder, Collage, Cutting, Shapes, Sticking, Texture, Rough, Soft, Crunch, Smooth, Hard, Delicate, Overlap, Bumpy, Uneven.

Lesson 2	
Learning Objective	To explore the use of cutting tools.
Declarative Knowledge	<ul style="list-style-type: none"> To use a range of cutting tools. To use tools effectively and safely.
Procedural Knowledge	<ul style="list-style-type: none"> Name the tools and materials they have used. Develop skills in stitching, cutting and joining. Experiment with a range of media eg over-lapping, layering etc. Match the tool to the material.
Key Vocabulary	Drawing, Plan, Distance, Direction, Position, Form, Texture, Tone, Weight, Pressure, Portrait, Appearance, Character, Personality, Printing, Pounce, Linear, Register, Block, Manipulate, Repeat, Continuous, Cylinder, Collage, Cutting, Shapes, Sticking, Texture, Rough, Soft, Crunch, Smooth, Hard, Delicate, Overlap, Bumpy, Uneven.

Lesson 3	
Learning Objective	To design a piece of art in the style of Henri Matisse.
Declarative Knowledge	<ul style="list-style-type: none"> To know the style of Henri Matisse. To use a sketchbook to collect work. To reflect on own work.
Procedural Knowledge	<ul style="list-style-type: none"> Combine skills more readily. Experiment with a range of media.
Key Vocabulary	Drawing, Plan, Distance, Direction, Position, Form, Texture, Tone, Weight, Pressure, Portrait, Appearance, Character, Personality, Printing, Pounce, Linear, Register, Block, Manipulate, Repeat, Continuous, Cylinder, Collage, Cutting, Shapes, Sticking, Texture, Rough, Soft, Crunch, Smooth, Hard, Delicate, Overlap, Bumpy, Uneven.

Lesson 3	
Learning Objective	To create a paper picture of Nefertiti inspired by Henri Matisse drawing.
Declarative Knowledge	<ul style="list-style-type: none"> To know the style of Henri Matisse. To know that different materials can be joined in different ways.
Procedural Knowledge	<ul style="list-style-type: none"> Name the tools and materials they have used. Develop skills in stitching, cutting and joining. Experiment with a range of media eg overlapping, layering etc. Match the tool to the material.
Key Vocabulary	Drawing, Plan, Distance, Direction, Position, Form, Texture, Tone, Weight, Pressure, Portrait, Appearance, Character, Personality, Printing, Pounce, Linear, Register, Block, Manipulate, Repeat, Continuous, Cylinder, Collage, Cutting, Shapes, Sticking, Texture, Rough, Soft, Crunch, Smooth, Hard, Delicate, Overlap, Bumpy, Uneven.

Lesson 4	
Learning Objective	To create a paper picture of Nefertiti inspired by Henri Matisse drawing.
Declarative Knowledge	<ul style="list-style-type: none"> • To know the style of Henri Matisse. • To use tools effectively and safely.
Procedural Knowledge	<ul style="list-style-type: none"> • Use a variety of techniques inc printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué. • Name the tools and materials they have used. • Develop skills in stitching, cutting and joining. • Experiment with a range of media eg overlapping, layering etc. • Match the tool to the material.
Key Vocabulary	Drawing, Plan, Distance, Direction, Position, Form, Texture, Tone, Weight, Pressure, Portrait, Appearance, Character, Personality, Printing, Pounce, Linear, Register, Block, Manipulate, Repeat, Continuous, Cylinder, Collage, Cutting, Shapes, Sticking, Texture, Rough, Soft, Crunch, Smooth, Hard, Delicate, Overlap, Bumpy, Uneven.

Year 4 – Mayan Art

Lesson 1	
Learning Objective	To understand Mayan Art.
Declarative Knowledge	<ul style="list-style-type: none"> • Know that only the most important Mayan people wore funeral masks when they died. • Know that the masks were intended to help the wearer become one of the gods in the afterlife. • Know that the Maya didn't just use masks for funerals. Mayan priests, for example, wore scary masks to frighten away demons and Mayan warriors wore masks to intimidate their enemies. • Know that jaguars were used a lot for warriors' masks and headdresses because they were quick, powerful and agile. • Know that there are many methods to make a mask including collage and papier-mache. • Know that the Maya were very artistic. They were skilled at various types of art, especially making pottery and carving stone.
Procedural Knowledge	
Key Vocabulary	Sculpture, Form, Shape, Texture, Composition, Profile, Stylised, Proportion, Decoration, Ornate, Symbolic, Perspective.

Lesson 2	
Learning Objective	To recreate a Mayan mask.
Declarative Knowledge	<p>Know that there are several techniques to work with clay:</p> <ul style="list-style-type: none"> • Rolling into a ball. • Pulling and pinching with your fingers. • Rolling "snakes." • Creating holes or hollows. • Smoothing out the clay with fingers. • Adding piecing using "slip." • Squeezing. • Scratching and scoring.
Procedural Knowledge	<ul style="list-style-type: none"> • Make a simple papier-mache object. • Plan, design and make models. • Make informed choices about the 3D technique chosen. • Show an understanding of shape, space and form. • Talk about their work understanding that it has been sculpted, modelled or constructed. • Use a variety of materials.
Key Vocabulary	Sculpture, Form, Shape, Texture, Composition, Profile, Stylised, Proportion, Decoration, Ornate, Symbolic, Perspective.

Lesson 3	
Learning Objective	To use clay to recreate Mayan art and artefacts.
Declarative Knowledge	<p>Know that there are several techniques to work with clay:</p> <ul style="list-style-type: none"> • Rolling into a ball. • Pulling and pinching with your fingers. • Rolling “snakes.” • Creating holes or hollows. • Smoothing out the clay with fingers. • Adding piecing using “slip.” • Squeezing. • Scratching and scoring.
Procedural Knowledge	<ul style="list-style-type: none"> • Join clay adequately and work reasonably independently. • Construct a simple clay base for extending and modelling other shapes. • Plan, design and make models. • Show an understanding of shape, space and form. • Use a variety of materials.
Key Vocabulary	Sculpture, Form, Shape, Texture, Composition, Profile, Stylised, Proportion, Decoration, Ornate, Symbolic, Perspective.

Lesson 4	
Learning Objective	To use clay to recreate Mayan art and artefacts.
Declarative Knowledge	<p>Know that there are several techniques to work with clay:</p> <ul style="list-style-type: none"> • Rolling into a ball. • Pulling and pinching with your fingers. • Rolling “snakes.” • Creating holes or hollows. • Smoothing out the clay with fingers. • Adding piecing using “slip.” • Squeezing. • Scratching and scoring.
Procedural Knowledge	<ul style="list-style-type: none"> • Join clay adequately and work reasonably independently. • Construct a simple clay base for extending and modelling other shapes. • Plan, design and make models. • Show an understanding of shape, space and form. • Use a variety of materials.
Key Vocabulary	Sculpture, Form, Shape, Texture, Composition, Profile, Stylised, Proportion, Decoration, Ornate, Symbolic, Perspective.

Lesson 5	
Learning Objective	To explore and recreate the Bonampak murals.
Declarative Knowledge	<ul style="list-style-type: none"> • To identify the Bonampak murals. • To know that they depict events, date by date. • To know they are colourful, floor to ceiling paintings.
Procedural Knowledge	<ul style="list-style-type: none"> • Talk about their work understanding that it has been sculpted, modelled or constructed. • Use a variety of materials.
Key Vocabulary	Sculpture, Form, Shape, Texture, Composition, Profile, Stylised, Proportion, Decoration, Ornate, Symbolic, Perspective.

Lesson 6	
Learning Objective	To explore and recreate the Bonampak murals.
Declarative Knowledge	<ul style="list-style-type: none"> • To know what colours are best to recreate a Bonampak mural. • To know what was painted in the murals.
Procedural Knowledge	<ul style="list-style-type: none"> • Talk about their work understanding that it has been sculpted, modelled or constructed. • Use a variety of materials.
Key Vocabulary	Sculpture, Form, Shape, Texture, Composition, Profile, Stylised, Proportion, Decoration, Ornate, Symbolic, Perspective.