ST PHILOMENA'S PRIMARY SCHOOL **ART AND DESIGN MEDIUM TERM PLANNING – YEAR 4**

2026-2027

Y4 Art and Design MTP
Purpose of study: Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.
Subject cultural capital: In every lesson pupils to evaluate the quality of art work against criteria.
Formative assessment opportunities (minimum expectations for each lesson) are targeted questioning, peer and self-assessment, modelling by teachers and pupils as appropriate
Pupils must be encouraged to take creative risks and to record learning journey in sketchbooks.

NC links: Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

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]

about great artists, architects and designers in history

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AUTUMN TERM 1	**TOPIC:** **Romans**	**SKILL FOCUS:** **3D sculpture**	**SUGGESTED OUTCOME:** **Iron man sculpture**	
Inspirational Figure: Anthony Gormley				
Cross curricular link: Iron man				
DEVELOPMENT CYCLE	LESSON 1: EXPERIMENT Experiment with key skills	LESSON 2: ARTIST Life and work of artist, contribution to history, culture, creativity.	LESSON 3: SKETCH Research and record ideas	LESSON 4 and LESSON 5: CREATE Create unique piece incorporating skills and knowledge learnt	LESSON 6: EVALUATE Reflect on composition using vocab from sketchbooks
LEARNING EXPERIENCE	Learn to cut, join and manipulate wire with tools.	Understand how Anthony Gormley created an Iron Man sculpture to represent skills in the industrial revolution.	Sketch ideas for sculpture and use aluminium foil to create a marquette.	Use taught techniques to create Iron Man from wire and recycled metal, giving reasons for material choice.	Reflect on composition using vocab from sketchbooks
SKILL PROGRESSION	Work in a safe, organised way, caring for equipment. Produce a marquettes to visualize how a sculpture will look Use pliers to bend wire into a planned shape. Use wire cutters to trim excess. Twist wire to join. Use pliers to secure connections. Manipulate wire to shape and adjust.				
VOCABULARY	Form, shape, Texture, Composition, Profile, Stylised, Proportion, Decoration, Ornate, Symbolic, Perspective				
STICKY KNOWLEDGE QUESTION	How can you safely use wire and recycle materials to create sculptures?				

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AUTUMN TERM 2	**TOPIC: Settlers**	**SKILL FOCUS: Print**	**SUGGESTED OUTCOME: Sustainable clothing**		
Inspirational Figure: Child's Fashion Designer/House of choice eg Stella McCartney, Paul Smith, George at Asda.					
Cross curricular link: RE- Christmas					
DEVELOPMENT CYCLE	LESSON 1: EXPERIMENT Experiment with key skills	LESSON 2: ARTIST Life and work of artist, contribution to history, culture, creativity.	LESSON 3: SKETCH Research and record ideas	LESSON 4 and LESSON 5: CREATE Create unique piece incorporating skills and knowledge learnt	LESSON 6: EVALUATE Reflect on composition using vocab from sketchbooks
LEARNING EXPERIENCE	Learn how to create a stencil for screen print	Choose a fashion designer and research how they are achieving sustainable fashion.	Research Christmas T shirts and Jumpers and sketch ideas to create stencil for print	Use fabric paint to recycle an item of clothing into a Christmas T shirt/Jumper using screen print.	Reflect on composition using vocab from sketchbooks
SKILL PROGRESSION	To be able to create a stencil to screen print. To prepare a stretched screen. To apply paint evenly. To layer colour on a screen print.				
VOCABULARY	Form Shape Texture Composition Profile Stylised Proportion Decoration Ornate Symbolic Perspective				

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STICKY KNOWLEDGE QUESTION	What is a screen print? How does it work?

SPRING TERM 1	**TOPIC:** **Volcanoes and earth**	**SKILL FOCUS:** **Collage**	**SUGGESTED OUTCOME:** **Create a collage of a volcanic eruption**
Inspirational Figure: Christina Ballit			
Cross curricular link: Escape from Pompeii			

DEVELOPMENT CYCLE	LESSON 1: EXPERIMENT Experiment with key skills	LESSON 2: ARTIST Life and work of artist, contribution to history, culture, creativity.	LESSON 3: SKETCH Research and record ideas	LESSON 4 and LESSON 5: CREATE Create unique piece incorporating skills and knowledge learnt	LESSON 6: EVALUATE Reflect on composition using vocab from sketchbooks
LEARNING EXPERIENCE	Learn overlapping, tessellation, mosaic and montage.	Summarise the life and work of Christina Ballit	Collect and sort mixed material, considering visual and tactile elements	Create a Volcano collage, using taught techniques. Incorporate other mediums such as paint, drawing and prints.	Reflect on composition using vocab from sketchbooks
SKILL PROGRESSION	Use technique of overlapping, tessellation, mosaic and montage. To incorporate other mediums such as paint, drawing and prints Choose collage or textiles as a means of extending work already achieved. Use paste and adhesives to select and place cut and torn shapes onto a surface to convey an idea Improve skills of overlapping and overlaying to place objects in front and behind				

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VOCABULARY	Cut, paste, sort, overlap, overlap, texture, adhesive
STICKY KNOWLEDGE QUESTION	How do you create a mosaic using different materials?

SPRING TERM 2	**TOPIC: Anglo saxons**	**SKILL FOCUS: Painting**	**SUGGESTED OUTCOME: Ndonde mural art**		
Inspirational Figure: Edward Said Tingatinga					
Cross curricular link: African Tales – A Barefoot Collection					
DEVELOPMENT CYCLE	LESSON 1: EXPERIMENT Experiment with key skills	LESSON 2: ARTIST Life and work of artist, contribution to history, culture, creativity.	LESSON 3: SKETCH Research and record ideas	LESSON 4: INVENT Replica of inspirational art	LESSON 5: CREATE Create unique piece incorporating skills and knowledge learnt	LESSON 6: EVALUATE Reflect on composition using vocab from sketchbooks
LEARNING EXPERIENCE	Understand how a bright base can improve vibrancy of colour.	Explore key features of Ndonde mural art and Edward Said Tingatinga	Sketch Ndonde mural art, annotating to plan colour using colour wheel to select complimentary colours.	Replica of Tinga art using vibrancy, layering and brush technique.	Create unique Tinga art, using taught techniques	Reflect on composition using vocab from sketchbooks
SKILL PROGRESSION	Understand how a bright base can improve vibrancy of colour. Use layering to build intensity and depth of colour. Use a colour wheel to select complimentary colours. Start to develop an awareness of brush technique such as dry brushing to create texture, feathering to blend, dabbing to add detail.					

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VOCABULARY	Brush, size and type, primary, secondary, shades, tones, layering, colour wash, texture, complementary colours
STICKY KNOWLEDGE QUESTION	How do you create a vibrancy of colour when painting?

SUMMER TERM 1	**TOPIC: Crime and punishment**	**SKILL FOCUS: Drawing (and painting)**	**SUGGESTED OUTCOME: Trinidad Landscape Painting**	
Inspirational Figure: Marsha Trepte				
Cross curricular link: Gregory cool				
DEVELOPMENT CYCLE	LESSON 1: EXPERIMENT Experiment with key skills	LESSON 2: ARTIST Life and work of artist, contribution to history, culture, creativity.	LESSON 3: SKETCH Research and record ideas	LESSON 4 and LESSON 5: CREATE Create unique piece incorporating skills and knowledge learnt	LESSON 6: EVALUATE Reflect on composition using vocab from sketchbooks
LEARNING EXPERIENCE	Show representation of movement in figures and form.	Research history, culture and creativity of Trinidad.	Look at photographs of Trinidad and sketch figure using movement and reflection.	Develop painting from drawing using colour wheel to mix complimentary colours and representing movement in figures and form.	Reflect on composition using vocab from sketchbooks

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SKILL PROGRESSION	Begin to use techniques to represent movement in figures and forms. To explore ways in which tone, texture and surface detail may be added Develop intricate patterns using different grades of pencil and other implements to create lines and marks. Attempt to show reflections in a drawing Begin to show awareness of representing texture through the choice of marks and lines made Start to develop a painting from a drawing. Begin to choose appropriate media to work with. Show understanding of complimentary colours. Mix colour, shades and tones with increasing confidence.
VOCABULARY	Daub Stamp Emblem Motif Ornamentation Geometric Stylised Abstract
STICKY KNOWLEDGE QUESTION	Which techniques can you use to create a realistic landscape?

SUMMER TERM 2	**TOPIC:** **All around the world**	**SKILL FOCUS:** **Textiles**	**SUGGESTED OUTCOME:** **Star keychain**
Inspirational Figure: Erica Wilson			
Cross curricular link: Nest full of stars			

DEVELOPMENT CYCLE	LESSON 1: EXPERIMENT Experiment with key skills	LESSON 2: ARTIST Life and work of artist, contribution to history, culture, creativity.	LESSON 3: SKETCH Research and record ideas	LESSON 4 and LESSON 5: CREATE Create unique piece incorporating skills and knowledge learnt	LESSON 6: EVALUATE Reflect on composition

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					using vocab from sketchbooks
LEARNING EXPERIENCE	Learn to create a cross stitch.	Understand Erica Wilson was the "First Lady of Cross Stitch"	Sketch ideas and create pattern for star themed keychain using cross stitch.	Follow own pattern to create cross stitch.	Reflect on composition using vocab from sketchbooks
SKILL PROGRESSION	To create a simple cross stitch. To complete a cross stitch by securing threads. To create a simple pattern that can be followed by peers.				
VOCABULARY	Daub Stamp Emblem Motif Ornamentation Geometric Stylised Abstract				
STICKY KNOWLEDGE QUESTION	How can you be accurate when sewing cross stitch?				