



### Year 4 Autumn Term

	Autumn 1 <sup>st</sup> Half		Autumn 2 <sup>nd</sup> Half	
<b>Theme</b>	I am Warrior (Romans)		Misty Mountain Winding River	
<b>British Key Question</b>	How has modern Britain been shaped by other cultures?		How does water shape our world?	
<b>Enhancements</b>	Visit to Penlee Gallery and Museum - Life in Cornwall Celts and Romans British Museum Roman Britain Treasure Challenge (Virtual) Celts vs Romans Battle Roman Banquet		River visit Talk from Matthew Jones Dad – rock climbing	
<b>Books</b>	Ashley Booth – Romans (Non-Fiction) Romulus and Remus (Poem Rudyard Kipling) Boudicca (Folk Song) Romulus and Remus (Roman myths) The Hobbit (classic)		The River – Valerie Bloom (poem) Diary Explanation texts	
<b>Addressing Stereotypes</b>	Role of Women in battle – Boudicca Role of women in the home in Roman period		Climbing is too dangerous for everyone to do it <a href="https://www.theguardian.com/world/2019/oct/31/mount-everest-lhakpa-sherpa-climbed-nine-times-world-record">https://www.theguardian.com/world/2019/oct/31/mount-everest-lhakpa-sherpa-climbed-nine-times-world-record</a>	
<b>British Values</b>	<b>Democracy</b> – Were there equal rights for all? Upper class (Patricians) Lower Class (Plebeians) <b>Rule of Law</b> – Were slaves covered by the same laws as everyone else? <b>Individual Liberty</b> – Did Boudicca make the right choices? <b>Mutual Respect &amp; Tolerance</b> – What if a boy doesn't want to fight?		<b>Democracy</b> – Should you pay to fish in the sea/river? <b>Rule of Law</b> – Should we limit the number of people who visit a beach? (National Trust) <b>Individual Liberty</b> – Can water be stolen? <b>Mutual Respect &amp; Tolerance</b> – Can you harm a river?	
<b>Art &amp; Design (All NC subject content covered)</b>	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. <b>Pupils should be taught:</b> ☆ 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.		(No content - Design Technology Unit)	
<b>Key Art &amp; Design Skills to be Taught</b>	A-Y4K1.1 A-Y4K1.2 A-Y1K1.3 A-Y4K1.4 A-Y4K1.5	A-Y4D1.1 A-Y4D1.2 A-Y4D1.3 A-Y4D1.4 A-Y4D1.5	A-Y4BoS1.1 A-Y4BoS1.2 A-Y4BoS1.3	

A-Y4K1.6  
A-Y4K1.7  
A-Y4K1.8  
A-Y4K1.9

A-Y4T&C1.1  
A-Y4T&C1.2  
A-Y4T&C1.3  
A-Y4T&C1.4

**Key questions / knowledge and understanding to be explained**  
**Key Knowledge and facts to be recalled**

**Drawing**

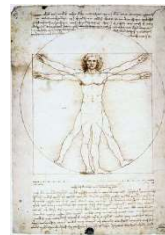
**Study and Evaluate** - Leonardo Da Vinci

**Leonardo da Vinci** (15 April 1452 – 2 May 1519) was an Italian man who lived in the time of the Renaissance. He is famous for his paintings, but he was also a scientist, mathematician, engineer, inventor, anatomist, sculptor, architect, botanist, musician, and a writer. Leonardo wanted to know everything about nature. He wanted to know how everything worked. He was very good at studying, designing and making all sorts of interesting things.



Many people think that Leonardo was one of the greatest painters of all time. Other people think that he was the most talented person ever to have lived. The art historian Helen Gardner said that no-one has ever been quite like him because he was interested in so many things that he seems to have had the mind of a giant, and yet what he was like as a person is still a mystery.

Leonardo was born at Vinci which is a small town near Florence, Italy. He was trained to be an artist by the sculptor and painter Verrocchio. He spent most of his life working for rich Italian noblemen. In his last years, he lived in a beautiful home given to him by the King of France.



Two of his pictures are among the best-known paintings in the world: the Mona Lisa and The Last Supper. He did many drawings. The best-known drawing is Vitruvian Man. Leonardo was often thinking of new inventions. He kept notebooks with notes and drawings of these ideas. [https://kids.kiddle.co/Leonardo\\_da\\_Vinci#Drawings](https://kids.kiddle.co/Leonardo_da_Vinci#Drawings)



**Experiment and Investigate – sketchbook work**

**Shading**

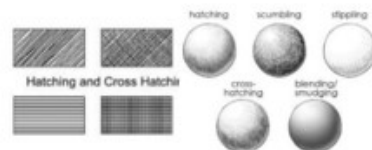
Shading is used in drawing to show the levels of light and darkness on an object. This makes it look more 3D and gives in depth. There are lots of different types of shading. Some are achieved by adding layers of pencil whilst others are created by smudging the pencil with your finger to create a softer look.

**Hatching and Cross-Hatching**

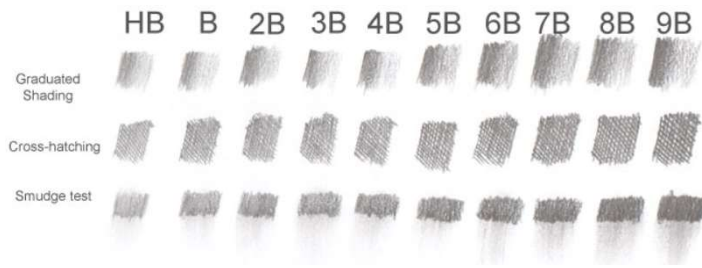
Hatching is a technique used to create depth, shade and texture in a drawing.

It involves drawing closely spaced parallel lines. Cross-hatching involves drawing further parallel lines at a different angle, which has the effect of making the area look darker. The more lines you add, the darker the appearance.

Different effects can be created by experimenting with the thickness and spacing of the lines.



**(No content - Design Technology Unit)**



**Creating and applying skills**

Look at various paintings and sketches of **Boudicca**



Children to use their drawing and sketching skills to make studies in their sketchbooks trying out different techniques and aspects of their potential portrait. They will then use their studies to create their own portrait influenced by the drawings of Da Vinci. Children will use a range of pencil to create tone and shading, whilst also employing techniques of hatching and cross hatching.

**Evaluate, improve and reflect (Experiment and Investigate – sketchbook work)**

Annotate - noting skills, techniques used, including keywords  
 Choose an area to improve (eg an eye, hair) and create enlarged drawing

**Collage**

**Study and Evaluate-**



Derek Gores



Freaky Face



Hannah Hoch

<https://theartyteacher.com/collage-artists/>

**Explore the collages of Derek Gores:**

Born 1971, New York. Derek Gores recycles magazines, maps, data and more in his lush portraits on canvas. The balance of detail and playfulness in each piece reveals Gores' knack for discovery and for building seemingly endless puzzles into his works. Rearranging the scraps, he is able to form a sort of surrealist image, where from afar a nearly photo-realistic image comes into focus. However, as the viewer gets near, the small scraps reveal themselves to be other pictures, song lyrics, charts, patterns and more, and sweep your attention away down a new rabbit hole.



**Experiment and Investigate**

Abstract art.

Cutting, folding, tearing, twisting, curling images to form facial collage studies in sketchbooks – make notes on techniques used and thoughts on these.

Take photos to use

**Creating and applying skills**

Use Boudicca portrait as a stimulus to create collage with Derek Gores as inspiration.

Independent and small groups/large scale

**Evaluate, improve and reflect**

Refine and alter ideas

Justify choices using keywords

**Vocabulary**

**Content Specific:**

- Grades of pencil
- Scale
- Symmetry
- Refine
- Alter
- Visual
- Sources
- Texture
- Paper types

**Subject Specific:**

- Draw
- Pattern
- Repeating
- Thick
- Thin
- Line
- Shape
- Colour
- Shade
- Change
- Model
- Collage
- Textiles

**Content Specific:**

- 

**Subject Specific:**

-

## Year 4 Spring Term

Spring 1<sup>st</sup> Half

Spring 2<sup>nd</sup> Half

Theme	Burps, Bottoms, Bile	Cornwall Vs Corfu?																											
<b>British Key Question</b>	Are you what you eat?	Is Cornwall better than Corfu?																											
<b>Enhancements</b>	Visit from dentist/nutritionist	Visit from Travel Agent/Tourist Board <a href="http://www.perranporthinfo.co.uk/">http://www.perranporthinfo.co.uk/</a> Beach and town survey																											
<b>Books</b>	The Devil and his Boy – Anthony Horowitz Demon Dentist – David Walliams	Mousehole Cat Myths and Legends – Giant Bolster/Theseus and the Minotaur																											
<b>Addressing Stereotypes</b>	Boys don't wash their hands!	My Dad makes the tastiest pasty! A London pasty is as tasty as a Cornish pasty!																											
<b>British Values</b>	<b>Democracy</b> – Teeth care should be free for all, like the NHS <b>Rule of Law</b> – Do we have a responsibility to care for our teeth properly? <b>Individual Liberty</b> – Everyone should alter their eating habits to save the planet <b>Mutual Respect &amp; Tolerance</b> – Meat vs Vegetarian vs Vegan Which is preferable?	<b>Democracy</b> – How could we choose which is the best place for a Summer holiday? <b>Rule of Law</b> – Why don't be abolish passports? <b>Individual Liberty</b> – Freedom to travel where we wish – passports Second homes are an asset? <b>Mutual Respect &amp; Tolerance</b> – Should we speech the language of the country we visit?																											
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Key questions / knowledge and understanding to be explained  
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(No content - Design Technology Unit)

## Paint

**Study and Evaluate-** Kurt Jackson JMW Turner  
<https://www.kurtjackson.com/> <https://vimeo.com/249540622>



**Kurt Jackson is in love with the landscapes of Cornwall.**

Kurt made Cornwall his home in 1984 after he'd graduated from University and travelled extensively around the world. He studied Zoology, not art, but found that painting allowed him to better express his love of the natural world. Some of Kurt Jackson's favourite subjects are the valleys, moorland and coast near to his West Cornwall home which he returns to repeatedly in his paintings.

Jackson prefers the outdoor life to that of being cocooned in a studio. He explores the South West carrying his paints, sketchbooks and canvases. He has trekked St. Michaels Way, an ancient pilgrim route running from Lelant in St Ives bay to Marazion in Mounts Bay, resulting in a series of 172 drawings. By painting outdoors and on location Kurt feels he can immerse himself in the landscape and water.



Kurt tries to capture through his work his feelings and sense of awareness of the particular environment he is painting, rather than fleeting impressions.

To get a real sense of place, he regularly paints large canvases of 3 metres x 2 metres out on the cliff tops, weighted down by granite boulders.

When working back in his studio, Kurt will produce hundreds of sketches of the location he wants to paint. Kurt will also incorporate debris and found objects from the scene into his canvases - he feels that it helps him to capture the essence of the location.

He is also not afraid to write directly onto his canvases. Words and phrases that spring to his mind whilst painting find themselves incorporated into the piece.

As Jackson is so immersed in the landscape, he is sensitive to the threats it faces. Kurt is a committed and active environmental campaigner, and often gives paintings to charities to help them raise funds to protect the landscape he so loves.

### JMW Turner 1775 – 1851:

Turner was a landscape painter, traveller, poet and teacher. Many people consider him the first modern painter! The art critic John Ruskin said he was 'the greatest of the age'.

Let's see what you think!



J.M.W Turner (the J.M.W stands for Joseph Mallord William by the way), was born in London in 1775. His dad was a barber, but Turner always knew he wanted to be an artist. When he was just 14 years old he became a student at the Royal Academy of Art in London. One of the reasons that Turner was so extraordinary was because he liked to draw and paint 'en plein air', which means out in the open. This was unusual in Turner's day as most artists painted in their studios. Turner took his sketchbooks, canvases and his paints out with him every day and painted what he saw. (He got through hundreds of sketchbooks – and created over 30,000 artworks altogether!).



Turner drew and painted at different times of the day and in all weathers. He painted sunrises, sunsets, mist, rain and snow; which is why he is sometimes called 'the painter of light'. He sometimes went to crazy extremes to capture what nature looks and feels like. There is a famous story about

			<p>Turner, that he once had himself tied to the mast of a ship during a very bad storm so that he could experience what it was like to have the waves crashing about him! No one really knows if this is true, but we like the story because Turner was such an extraordinary artist it sounds just the sort of thing he would do.</p> <p>Turner is known as a Romantic artist. Romantic artists wanted to experience the terrible beauty of nature. Turner also painted great moments in history and fantastic stories, which often challenged the styles of older painters.</p> <p>Although lots of his paintings are full of light and look dream-like, he also made dark, epic paintings, which had great atmosphere, like the Snow Storm: Hannibal and his Army Crossing the Alps. Even when he was older, Turner was a radical artist. He was interested in new technology – like steam ships and trains (which were exciting and new in the middle of the nineteenth century). What do you think he would paint today to show new technology? People call Turner the first modern artist because his messy, expressive style and bright colours influenced lots of modern artists. Many of his later artworks look like impressionist paintings. This was a style of painting that happened in France many years after Turner was working.</p> <p><b>(Experiment and Investigate – sketchbook work)</b> Sketch, Colour wash, colour mixing, sticks/spatulas/brushes  <a href="https://www.bbc.co.uk/teach/class-clips-video/art-and-design-painting-techniques/z7h76v4">https://www.bbc.co.uk/teach/class-clips-video/art-and-design-painting-techniques/z7h76v4</a></p> <p><b>Creating and applying skills</b>          Make ‘live’ sketches at the beach/environmental area/amphitheatre – inspiration for class paintings          Make ‘live’ paintings at the beach – incorporate sand/grasses/shell/driftwood/</p> <p><b>Evaluate, improve and reflect</b>          Justify choices using keywords          Write a short commentary/video to annotate, explain the process and feelings</p>
<b>Vocabulary</b>	<b>Content Specific:</b> ➤	<b>Subject Specific:</b> ➤	<b>Content Specific:</b> <ul style="list-style-type: none"> <li>➤ Wash</li> <li>➤ Colour mixing</li> <li>➤ Spatula</li> <li>➤ Complementary</li> <li>➤ Contrasting colours</li> <li>➤ Warm</li> <li>➤ Cold colours</li> </ul> <b>Subject Specific:</b> <ul style="list-style-type: none"> <li>➤ Colour-scheme</li> <li>➤ Colour spectrum</li> <li>➤ Primary colours</li> <li>➤ Secondary colours</li> <li>➤ Blocking</li> <li>➤ Colour washing</li> <li>➤ Thickened paint</li> <li>➤ Properties</li> <li>➤ Application</li> <li>➤ Pattern</li> <li>➤ Shape</li> <li>➤ Tint</li> <li>➤ Tone</li> <li>➤ Hue</li> </ul>
<b>Outdoor Learning</b>			Beach/environmental area visits
<b>Other Provision</b>			

## Year 4 Summer Term

	Summer 1 <sup>st</sup> Half			Summer 2 <sup>nd</sup> Half		
Theme	Traders and Raiders			Blue Abyss		
<b>British Key Question</b>	How did the Anglo-Saxon era end and what was their impact on life in Britain? How did the Vikings influence life in Britain?			Can Britain save the oceans?		
<b>Enhancements</b>	Build a boat challenge			Falmouth Maritime Museum/National Marine Aquarium (Visit/Virtual) Art gallery/Sculpture garden/installation (Visit/Virtual)		
<b>Books</b>	Legend of King Arthur (myth) How to Train Your Dragon			Street Child – Berlie Doherty The Sea – James Reeves (poem)		
<b>Addressing Stereotypes</b>	You have to be loud and scary to win a battle!			Where are the female natural scientists to rival Steve Backshall and David Attenborough?		
<b>British Values</b>	Democracy – The strong rule - Discussion is preferable to force Rule of Law – Let’s trade! Could we survive without money? Individual Liberty – We should be able to choose our leaders Mutual Respect & Tolerance – The strong rule - Discussion is preferable to force			Democracy – What needs our support the most? (endangered species) Rule of Law – The fish we catch belong to everyone (over fishing) Individual Liberty – I can go to an aquarium if I wish! Sea creatures belong in the sea not in tanks Mutual Respect & Tolerance – Sea creatures belong in the sea not in tanks		
<b>Art &amp; Design (All NC subject content covered)</b>	<p>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. <b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>☆ To create sketch books to record their observations and use them to review and revisit ideas</li> <li>☆ 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.</li> </ul> <p>About great artists, architects and designers in history.</p>			<p>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. <b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>☆ To create sketch books to record their observations and use them to review and revisit ideas</li> <li>☆ 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.</li> </ul> <p>About great artists, architects and designers in history.</p>		
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<b>Key questions / knowledge and understanding to be explained Key Knowledge and facts to be recalled</b>	<b>Printing</b> <i>Study and Evaluate</i> William Morris 			<b>3 D Form and Sculpture</b> <i>Study and Evaluate</i> Barbara Hepworth      Henry Moore      Anthony Gormley <a href="https://www.tate.org.uk/art/artists/dame-barbara-hepworth-1274/who-is-barbara-hepworth">https://www.tate.org.uk/art/artists/dame-barbara-hepworth-1274/who-is-barbara-hepworth</a> <a href="https://www.henry-moore.org/about-henry-moore">https://www.henry-moore.org/about-henry-moore</a> <a href="https://www.antonygormley.com/">https://www.antonygormley.com/</a>		
						



[https://www.youtube.com/watch?v=fAy\\_imtiqVM](https://www.youtube.com/watch?v=fAy_imtiqVM)

**William Morris 1834-1896:**

William Morris was an artist, architect, furniture and fabric designer, writer, translator and socialist who founded the arts and crafts movement. He believed that art should be present in everyday objects like textiles and homeware, and everyone should be able to have arts and crafts in their life.

Over the course of his life, he had a huge impact on art and design and many of his wallpapers and textiles are still being made today. He was born in 1834 and died aged 62 in 1896. The Victorian era went from 1837 to 1901 so William Morris was truly a Victorian artist.

**Facts About William Morris**

He was born in 1834: William Morris was born in Walthamstow in East London. He had one sister eight years younger than him.

His nickname was Topsy: He was known as Topsy because his curly hair was like a character in Uncle Tom's Cabin.

Morris preferred historical handcraft techniques over machines: He was born towards the end of the industrial revolution and didn't like the fact that machines were taking over from traditional craft techniques.

He was part of the Pre-Raphaelite art movement: William Morris and his friend Edward Burne-Jones were inspired by the paintings of the Pre-Raphaelites (a group of English artists established in 1848). After leaving university, the two friends began working for one of the leading Pre-Raphaelite artists, Dante Gabriel Rossetti and the three of them became good friends.

He was married with two children: He married his wife, Jane Burden in 1858 and they went on to have two daughters called May Morris and Jane Alice Morris. He and Burden met at a theatre performance the year before. She became a model for Rossetti's paintings and the two friends reportedly fell in love with her.

He was an architect and built his own house: The William Morris home in London is still open to visit. It is called the Red House and is in Bexleyheath, Kent, just outside Southeast London. It is called the Red House because of the red bricks it is made from.

He started his own design firm making decorative homeware: With fellow Pre-Raphaelite artists Edward Burne-Jones and Dante Gabriel Rossetti. They wanted the firm to use completely medieval craft methods to make its products, being against the use of industrial machinery. It had an ethos of equality and they gave jobs to boys from a school for the destitute. Here, William Morris began to focus on his wallpaper designs, taking inspiration from nature. Later in his life, he made lots of stained glass.

He died in 1896: When William Morris died aged 62, his doctor said he died of 'simply being William Morris and having done more work than most ten men'.

**Tsukioka Yoshitoshi ,1839-1892**, also called Taiso Yoshitoshi or Yoshitoshi, was a Japanese artist. He was a master of the ukiyo-e style of woodblock prints and painting. His adopted son was Tsukoka Kōgyō (1869-1927), who was also an artist. His career spanned two eras - the last years of the old feudal Japan, and the first years of the new modern Japan. Like many Japanese, while interested in the new things from the rest of the world, over time he became increasingly concerned with the loss of many outstanding things from the traditional Japan, among them the traditional woodblock print. By the end of his career, Yoshitoshi was in an almost single-handed struggle against time and technology. As he



AG Field (210,000 bodies)

**Barbara Hepworth (1903–75)** Instead of making art that looked like people or things, Hepworth began to make sculptures and drawings using abstract shapes. She was inspired by nature and the world around her. She remembered driving through the countryside with her family, and the shapes, bumps and ridges of the roads, hills and fields. She wanted to capture how it felt to be in both the ancient landscape and in the modern world. Some of Hepworth's artworks and titles are about places she knew. Nanjizal is the name of a cove in West Cornwall. As well as Cornwall, Hepworth was inspired by other countries she visited, like Greece and Italy. She collected stones and postcards from her travels. She was also inspired by ancient architecture and monuments, from Greek amphitheatres to the bronze-age standing stones of Men-An-Tol in West Cornwall.

**Henry Moore 1898-1986:** Henry Moore is famous for his sculptures of people with bumpy forms and hollow spaces in their bodies. His sculptures also sometimes have holes right through them! As well as bumps and hollows he used flowing, abstract shapes in his sculptures. Most of his sculptures are female figures, some are families and some just faces. Henry Moore was born in Castleford, Yorkshire, England in 1898. He was a teacher and was in the army before going to Leeds School of Art to learn to become a sculptor. He was inspired by nature. He sketched the hills near where he grew up and collected interesting stones, animal bones and tree roots on his regular walks in the countryside. He used these bumpy, twisted natural forms to inspire his sculptures. Can you see the inspiration of nature in his sculptures? Henry Moore's career spanned over fifty years that's a lot of sculptures! He died in 1986 and was buried only a few hundred yards from his home at St Thomas's Church in Perry Green.

**Antony Gormley (b. 1950)** is a British sculptor. His work explores the relationship between the human body and its surroundings. Best known for his 'bodyform' sculptures – based on casts of his own body – Gormley uses sculpture to present the



worked on in the old manner, Japan was adopting the mass reproduction methods of the West, like photography and lithography. Nonetheless, in a Japan that was turning away from its own past, he almost single-handedly managed to push the traditional Japanese woodblock print to a new level, before it effectively died with him.

**Experiment and Investigate**

Using – Styrofoam, potato, card children to create a repeating pattern inspired by the works of Morris and Yoshitoshi but with influences of the Anglo Saxon design. Experiment in sketchbooks first working through different designs and making notes. Children then create repeated pattern to print.

<https://www.bbc.co.uk/teach/class-clips-video/art-and-design-printmaking-different-materials/zhytscw>

**Creating and applying skills**

Look at Anglo Saxon jewellery, shields, coins

Design own pattern



**Evaluate, improve and reflect**

What other colour/shade could I have used?

What could I add to my pattern? (background, pens, sequins, natural objects)

body as a vessel of feeling and experience. Ranging from small-scale works to larger installations, his projects are realised inside gallery spaces or in outdoor locations. In 1994, Gormley was awarded the Turner Prize for his sculptural artwork called Field for the British Isles; and in 1998 he completed his best-known work, Angel of the North, which stands 20 metres high just outside the town of Gateshead in the north of England.

**Experiment and Investigate**

Using clay – roll, pull, pinch, smooth, scratch, squeeze, add, holes, hollows

Class investigation – How can we make our own *Field*?

What is it trying to say? What do we want to say?

**Creating and applying skills**

Plan, design, make as a class, exhibit

**Evaluate, improve and reflect**

What was the reaction?

Did we achieve the impact and 'message' we wanted?

What would we do differently?

**Vocabulary**

**Content Specific:**

- Horizontal
- Vertical
- Repeat/half/drop/full drop
- Random
- layered
- reverse
- jewellery
- brooch

**Subject Specific:**

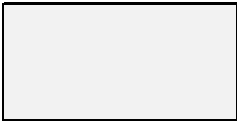
- screen/block/lino printing
- cut
- carve
- layer

**Content Specific:**

- Interpret
- Exhibition
- Modern
- Abstract
- Sculpture
- sculptor
- Bronze
- Cast
- St Ives

**Subject Specific:**

- Overlapping
- Layering
- Joining
- Rolling
- Squeezing
- Pulling
- Pinching
- Carving
- Smoothing



- Stretching
- Holes
- Hollow