

Art

Power prints

Year 4

What I should already know

- Key questions and metacognition strategies will continue to be used to encourage pupils to recognise the factors that influence their own performance and the different approaches they can use for their learning. These will include setting goals, formative planning, monitoring and controlling learning and assessing the results and strategies used.
- Children will have some experience of printing in a variety of ways.
- Children will have good knowledge of collaging and effects that can be made with this method.



Vocabulary

Collaborate	Work in a group to create a shared artwork
Collage	Cutting, arranging and sticking materials like paper, fabric etc to a background
Engraving	Lines cut into a hard surface which is covered in ink and printed
Printing technique	Creating prints in different ways e.g. mono-print, block print
Proportion	How big one element of an artwork appears compared to the whole thing
Shading	Drawn marks to illustrate degrees of light and dark
Tone	How light or dark something is
Wax-resist	Using wax to stop another material, like paint from sticking permanently to a surface

Sticky Knowledge

Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.

Patterns can be irregular and change in ways you wouldn't expect.

You can use pencils of different grades to shade and add tone.

You can use different tools to scratch into a painted surface to add contrast and pattern.

Technical Knowledge and skills

- Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process.
- Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.
- Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.

