

# Art

# Fabric of nature

# 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 have experiences of using and evaluating different kinds of fabric.
- Children are able to follow and create simple and more complicated patterns.



## Sticky Knowledge

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

You can use texture more purposely to achieve a specific effect or to replicate a natural surface.

Using lighter and darker tints and shades of a colour can create a 3D effect.

The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.

## Technical Knowledge and skills

- 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.
- Use growing knowledge of different materials, combining media for effect.
- Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.

## Vocabulary

Batik	A technique to create patterns on fabric
Colour palette	A range of colours grouped together to look nice
Craft	Something creative and useful
Design	A decorative pattern or drawing of what something might look like
Industry	Companies and activities that design and make products, sometimes in a factory
Pattern	A design in which shapes, colours or lines are repeated
Repeat	When the same things occur more than once
Theme	Similar ideas that work together as a group

