

| Art | | Year 4 | | | |
|---|----------------------------|---------------------------|-------------------------------|--|--|
| Painting | | | | | |
| Age related Art vocabulary | | | | | |
| | | | | | |
| Portraiture—a painting, pho | Imagery—Images used in art | Representational—art that | Bleed—Image or background | | |
| to create an effect or feeling | | represents some aspect of | colour that extends beyond | | |
| other artistic representation | | reality | the area of your final piece. | | |
| of a person | | | | | |
| Key Knowledge | | | | | |
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| Primary colours—Red, Yellow Blue | | | | | |
| Secondary colours—Purple green and orange | | | | | |
| Complimentary/Contrasting colours—Sit opposite each other on the colour wheel and include all | | | | | |
| 3 of the primary colours | | | | | |
| Contrasting colours | | | | | |
| Composition—Placing an image on a page in a way that makes it interesting | | | | | |
| Guidelines—Creating a simple image using light lines to guide where your paint will go. | | | | | |
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| Art | Carlton Assessment Grid | | | |
|--|-------------------------|---------|--------------------|--|
| Success Criteria | Pupil Reflection | | Teacher Assessment | |
| I can create a design concept focusing on composition so that it is interesting. | Before | After | | |
| I can confidently mix and match colour to achieve a desired colour and maintain consistency by repeating | Before | After | | |
| I can sketch an guideline for a final composition focusing on composi tion so that it is interesting. | Before | After 🔲 | | |
| I can apply my skills and paint a landscape composition—2 lessons | Before | After | | |