

What I will learn in Art in Year Four

Year Level Description

In Year 4, students continue to extend their understanding of the visual elements exploring varying techniques and visual conventions. They experiment with the selection of appropriate media, materials and technologies when creating original artwork. Students learn to present artwork that communicates specific messages, reflecting on how presentation could enhance meaning for different audiences. As they make and respond to artwork, students use visual art terminology to reflect on purpose and meaning. They have the opportunity to explore artwork from different social, cultural and historical contexts.

Making			Responding	
Ideas			I make considered responses to, and respect for, a range of artworks from different social, cultural and historical contexts	
I can explore artworks from varying times and cultures that represent different styles, such as realistic, narrative and abstract.		I can select materials based on their properties and qualities to create specific artworks.		
Skills - Development of artistic processes and techniques to explore visual conventions when making artworks:				
<p>shape (familiar shapes; simple 2D shapes, geometric shapes symmetrical shapes; tessellating shapes; asymmetrical shapes; composite shapes; space around shapes; geometric, organic; open, closed; abstract; view from top, side, bottom; positive, negative)</p> <div><div>SHAPE can be...</div><div>Geometric....</div><div></div><div>or Organic...</div><div></div></div>	<p>colour ((warm, cool colours); tints (mixing white);shades (adding black); monochromatic (all the colours of a single hue); colours of varying intensity, value (mixing of shades)</p> <div><div>Colour Families</div><div><div>Tints</div><div></div><div>Shades</div></div><div><div>PRIMARY</div><div>SECONDARY</div><div>WARM</div><div>COOL</div><div>COMPLEMENTARY</div></div></div>	<p>line ((horizontal, vertical, diagonal, spiral; lines that show motion; thick, thin, dashed, continuous, broken; shows an edge line to indicate emotion; lines of various weights))</p> <div><div>Lines can be....</div><div><div>DIAGONAL</div><div>VERTICAL</div><div>HORIZONTAL</div><div>THICK</div><div>THIN</div><div>BROKEN</div><div>WAVY</div><div>ZIG-ZAG</div><div>PARALLEL</div></div><div>*Use of techniques, art processes and exploration of art forms such as</div><div><ul style="list-style-type: none">• sculpture• mixed media,• monoprinting,• drawing• painting• ceramics</div></div>	<p>space - (overlapping to show depth; horizon line; simple perspective (foreground, mid-ground, background); geometric, organic; diminishing perspective)</p> <p>SPACE can be shown by...</p> <div><div><div>OVERLAPPING</div><div>SIZE</div><div>SHADING</div><div>PLACEMENT</div><div>SIMPLE PERSPECTIVE</div><div>LINEAR PERSPECTIVE</div></div><div>texture (different man-made and natural materials; etching by scratching through surfaces; texture quality (matte, sheen); piercing, pinching, pressing, embossing, scoring))</div><div><div>ROUGH</div><div>SMOOTH</div><div>FURRY</div><div>SCALY</div><div>TEXTURE</div><div>SOFT</div><div>HARD</div><div>WOVEN</div><div>PRICKLY</div></div></div>	I can talk about purpose and meaning when looking at my own and others' artworks, using visual arts terminology
Production			Me	
I can reflect on the elements, materials and techniques used in artworks to communicate specific messages to different audiences		I can present and display my artworks to enhance meaning		
			ABA Productions ©	

Name -

Room -