

YEAR 4

LEARNING OUTCOMES

for

YEAR 4

4.1 AESTHETIC AWARENESS THE ELEMENTS OF VISUAL LANGUAGE.	4.2 USE OF MATERIALS TECHNIQUES SKILLS AND MEDIA.	4.3 EXPRESSION OF FEELINGS IDEAS THOUGHTS AND SOLUTIONS.	4.4 EVALUATION AND APPRECIATION.
4.1.1 Knowing and understanding the elements of visual language.	4.2.1 Investigating visually and recording	4.3.1 Creating and designing	4.4.1 Observing and reflecting
4.1.2 Development of visual literacy.	4.2.2 Using media	4.3.2 Communicating	4.4.2 Describing and responding
4.1.3 Awareness of the expressive arts subjects.	4.2.3 Using the visual elements		

PROGRAMME

for

YEAR 4

4.1 Aesthetic Awareness

Learning Outcomes	Notes
4.1.1 Knowing and understanding the elements of visual language	<p>The elements of visual language.</p> <p>Line Colour Texture Shape Form Tone Pattern Space</p>
4.1.2 Development of visual literacy.	<p>This is done through other learning outcomes by:</p> <ul style="list-style-type: none"> • Making art – Practices may include drawing, painting, printmaking, collage, textiles, three-dimensional work, response to artefacts and IT, where applicable. • Knowing and understanding about art, craft and design forms from the past and the present and from a variety of cultures. Recognizing, identifying and appreciating these works, and making connections to the learner’s own work. <p>Cross-curricular linking. In primary education a lot of teaching is done through art activities such as book-making, model-making, illustration and display. In science, observational drawing is used. Art materials are investigated and used constructively in history, geography, mathematics, and technology. Art can be used to stimulate, explore and record. Art is an invaluable context for language development.</p>
4.1.3 Awareness of the expressive arts subjects	<p>Making links with drama, music, and physical education (movement dance) to highlight personal expression.</p>

4.2 Use of Materials, Techniques, Skills and Media.

Learning Outcomes	
<p>4.2.1 Investigating visually and recording</p>	<p>Drawing</p> <ul style="list-style-type: none"> • Observational drawing, recording what they see, showing awareness of natural and man made environment. • Analysing of qualities in the environment (shape, line, pattern, form and texture through drawing.) • Expressing and communicating personal interests and feelings through drawing. • Fantasy ideas through drawing. • Looking at drawings. • Working out ideas through drawing. • Drawing as a means of designing. <p>Observing and recording from primary sources.</p> <p>Practices</p> <ul style="list-style-type: none"> • The upkeep and use of the sketchbook. • Keeping a portfolio. • Building personal collections of drawings, objects, pictures and photos of things they use and make. • Observing, drawing, sketching, painting and modelling from familiar objects at home and at school, using a variety of media. (Accompanied by discussion and reference to terms of line, colour, tone, pattern, texture, and shape.) • Model and construct from observed objects. • Practice observing and recording as a normal ongoing activity that can be linked to other curricular areas.
<p>4.2.2 Using media</p>	<ul style="list-style-type: none"> • Experimenting and discovering the possibilities of media used in a free and spontaneous way. • Experimenting with media with some organization and control. E.g. mixing paint in a mixing tray for a particular

	<p>purpose.</p> <ul style="list-style-type: none"> • Working at home and bringing to class. • Working individually and in a group (eg. large murals, constructions) • Modelling and constructing from observed objects.
<p>4.2.3 Using the visual elements</p>	<ul style="list-style-type: none"> • Control lines to make shapes showing some understanding of scale. • Make simple compositions or structures in 3-dimension with some idea of form. • Identify colours, which have been mixed from the three primaries and use these e.g. to show distance, denote emphasis, or make simple patterns. • Awareness of the variety and quality of colours in the environment. • Discussing colour in pictures, artefacts and works of art. • Matching colours. • Looking at patterns. Regular and irregular patterning. • Making patterns and using them in their compositions. • Texture awareness. Responding to materials. Arranging and rearranging. Developing into pattern, relief and pictures. • Destruction of materials to learn qualities. • Construction and reconstruction. • Awareness of the nature of materials and surfaces. • Awareness of natural, man-made forms and environments. • Modelling, building and decoration the surfaces, (using clay, paper pulp, etc.) • Making hand pots. Surface decoration (clay.)

4.3 Expression of Feelings, Ideas, Thoughts and Solutions.

Learning Outcomes	Notes
<p>4.3.1 Creating and designing.</p>	<p>Learners express personal feelings and ideas through :</p> <ul style="list-style-type: none"> • Creating pictures, models and constructions from imagination, observation and personal experience. • Working alone or in a group. • Developing further skills and techniques. • Practising personal and group thinking. (Evolving new ideas, modifying and testing where relevant) • Practising problem solving. (Tackling simple design problems. E.g. construct a boat from a collection of found materials; boxes tubes straws.) • Putting emphasis on the process and ways of working. (Solving problems and tasks by selecting and organizing two- and three-dimensional material from a given range.) • Showing ability to isolate problems. • Showing awareness of alternatives and options and of how to gather information. • Recognizing images and artefacts as sources of ideas for their work. (Teacher to provide appropriate contexts to stimulate pupils.)
<p>4.3.2 Communicating.</p>	<p>Communicating and expressing personal ideas and feelings through:</p> <ul style="list-style-type: none"> • Painting and drawing personal pictures in response to what is known and felt. Using colour to express emotion. (refer to Drawing in outcome 3.2.1) Stimulating contexts will promote expressive responses. • Painting and drawing to represent what they observe

	<p>around them (their reality) such as space, colour, distance, texture, pattern, detail.</p> <ul style="list-style-type: none"> • Make three- dimensional images and forms to show their expression of personal ideas as part of a visual and tactile response to the environment.
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4.4 Evaluation and Appreciation

Learning Outcomes	Notes
4.4.1 Observing and reflecting	<p>With support learners, consider and comment upon a range of sources using appropriate basic vocabulary to indicate a few similarities and differences.</p> <p>This can be done by:</p> <ul style="list-style-type: none"> • Handling, studying and observing original art and design works. • Looking at slides, photographs, prints, video, their own work etc. in school and otherwise. • Visits and excursions in the neighbourhood (same town or village, e.g. the church, monuments, gardens, historical sites. etc) and other places of interest on the island. (Valletta, Mdina, museums and exhibitions) • Visits to crafts village. • Trips to the sister island to places of artistic heritage. • Meeting artists, designers and crafts persons in school or in their studios/workshops.
4.4.2 Describing and responding	<ul style="list-style-type: none"> • Considering and commenting (with support) upon art, craft and design work. • Responding by describing and discussing.

	<p>Vocabulary</p> <ul style="list-style-type: none">• Extension of colour vocabulary.• Understanding the meaning of matching, dark and light, hot and cold colours, hues, shades, and contrasts.• Technical items used in processes.• Naming techniques and tools in sculpture, modelling, weaving, hanging, pottery, relief, construction, manuscript, calligraphy, engraving etc.• Description of artefacts.• Discussion.
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