

Year Four
Express
Summer Term

During this project, the driving subjects are Art and Design, Music and PSHE & Relationships Education. We learn about the ways music and art can be used to communicate feelings and ideas and share these with others. We explore themes of identity, community and wellbeing as we get to know and express more of ourselves.

Project Launch: Religious Education

Hinduism

We begin our project by finding out what symbols people use to identify themselves as Hindu. We think about how being part of a faith can impact on a believer's sense of who they are and their place in the world. We find out about Hindu beliefs about the soul and reincarnation and consider how this might affect how Hindus act during their lifetimes. We learn about the values that are important to Hindus and how they relate to the concept of Karma.



History

What did it mean to be a Viking? We learn about who the Vikings were and when they came to Britain, linking this to our learning about other historical civilisations. We describe Viking warriors, thinking about the reasons why Vikings fought and what they believed in. We explore the values and characteristics that were important to the Vikings and consider if these are the same as ours.

Project Launch

FOCUS 1



FOCUS 2

Art

We explore the work of Lubaina Hamid and compare it to MacKenzie Thorpe's. We think about how their work is similar and how it is different and ask questions about how she communicates her sense of personal identity. Using viewfinders, we focus on sketching details from our observations of her work. We explore different shades, tones and textures that can be created with pencils and charcoal when sketching.



Religious Education: Pentecost

We mark the celebration of Pentecost with a day in school focussed on learning about this important event in the Christian calendar. We find out about the significance of this story and represent it in different ways.



Art

The artist MacKenzie Thorpe creates work that captures his sense of personal and community identity. We explore his distinctive style and how his paintings make us feel, considering his intended messages and emotions. We use this to inspire our own art work, develop our imitation skills as we recreate his style and themes through in our own pieces.



FOCUS 5

FOCUS 4

FOCUS 3

Music

In Year Four, we learn to play a tuned instrument as a class and we explore music linked to identity. We look at how others have used their music to express themselves and appraise this music using musical vocabulary: pitch, expression, duration, dynamics, tempo, timbre, texture, mood and rhythm. We learn about the treble clef and use vocabulary linked to six dynamics: f - loud, mf - medium loud, mp - medium quiet, p - quiet, ff - very loud and pp - very quiet. We also learn the three main Italian tempo words: Adagio - slow, Andante - walking pace/medium and Allegro - fast, as well as learning that the tempo can speed up - accelerando - and slow down - rallentando/ritardando. We use our new learning to create compositions to express ourselves and our identities using tuned and untuned instruments. We begin to write these on the musical staff.



Answering the Project Question

We reflect on our learning during this project by considering the different ways people express and communicate their identity. We think about where identity comes from and the different things that can affect our sense of who we are and where we belong. We consider how to be respectful of other people's identities, celebrating the things that make us different as well as the values that we share.

Art

The final artist we learn about is Julian Opie who creates portraits of other people. We evaluate his work, using vocabulary related to art and design to describe what we notice and how we feel about it, comparing it to all the other portrait artists we have learnt about.

We use it to design and create our own art work inspired by his style, combining strong lines and colours to produce striking self-portraits.



FOCUS 6

FOCUS 7

Science—Living Things and their habitats

Our Science learning this term is all about Living Things and their Habitats. We discover the different ways that living things can be grouped and classified and how this can be represented using classification keys. We identify living things within our local environment and consider the ways that changes to an environment can be harmful to the animals and plants that live there.



FOCUS 8

Is identity how others see us or how we see ourselves?

