



Orton Wistow Primary School – Curriculum Plan



Subject : Art

Year : 3

Term : Autumn



Vocabulary

Define the word and include etymology if useful.

Charcoal- A black, crumbly drawing material made out of carbon and often used for drawing.

Gestural- A term used to describe the application of mark making in free sweeping gestures.

Mark Making- Exploring the different marks which you can make with different mediums.

Chiaroscuro- An Italian term which translates as 'light-dark' and refers to the balance and pattern of light and shade in a painting or drawing.

Tone- The lightness or darkness of something- this could be a shade, or how dark or light a colour appears.

Positive Shapes- Positive shapes represent the solid objects.

Negative Shapes- Negative shapes represent the surrounding space.

Silhouette- A silhouette is an image in outline only, usually filled in as black on a white background.

Cave Art- A prehistoric form of art made during the Stone Age.



Knowledge

What children will know

Learning	Teaching	Assessment
Remembering	Telling	Testing

Know that charcoal and earth pigments were our first drawing tools as humans.

Know that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale.

Know that you can make different marks with charcoal, using your hands as well as charcoal.

Know that Chiaroscuro means 'light/dark' and that you can use light and dark tonal values to create a sense of drama.

Know that we can use sketchbooks to experiment. Know that the way each sketchbook looks is unique to them.

Know that artists Laura McKendry and Edgar Degas created artwork using charcoal.

Know that we can make visual notes in our sketchbook when looking at other artists' work to help consolidate learning and make the experience our own.

Know that cave art is a prehistoric form of art made during the Stone Age.

Know that we can reflect on our own artwork and the artwork of others and respond to this.



Understanding

What children will understand

Learning	Teaching	Assessment
Practising	Coaching	Observing

Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale.

Understand that we can make and develop different marks with charcoal and use our hands as tools.

Continue to build understanding that sketchbooks are places for personal experimentation.

Understand that the way each person's sketchbook looks is unique to them.

Understand that we can make visual notes when looking at our own artwork and the artwork of others to help consolidate learning and make the experience our own.

Understand how artists Laura McKendry and Edgar Degas use charcoal in their work.

Understand that we may have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand that all responses are valid.



Skills

What children will be able to do

Learning	Teaching	Assessment
Reflecting	Facilitating	Evaluating

Develop mark making skills on a larger scale using charcoal and using hands as tools.

Explore the qualities of charcoal and the marks which can be created using charcoal.

Make charcoal drawings which explore Chiaroscuro. Use light and dark tonal values to create a sense of 'drama'.

Make visual notes using the "Show Me What You See" technique to reflect on their own artwork and the artwork of artists.

Explore how the artists Edgar Degas and Laura McEndry use charcoal within their work. Compare, contrast and reflect upon their work and share responses.

Explore cave art, describing what we can see and what materials were used to create the paintings.

Present their art work and reflect on it, talking about the intention, what went well and what they would change. Share responses to classmates' work, appreciating similarities and differences. Listen to feedback about their own work and respond.





Useful information

Pathway: Gestural Drawing with Charcoal (accessart.org.uk)

Week 1: Introduce Artists

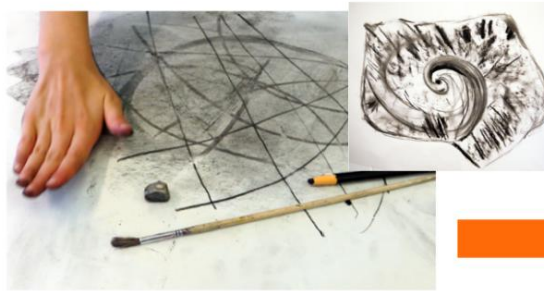
Introduction to Laura McKendry



Introduction to Edgar Degas



Week 2: Exploring Charcoal



Week 3: Personalise the Journey

Drawing Like a Cave Person



Gestural Drawing with Charcoal



Week 6: Present and Review

Share, Reflect & Celebrate



Week 4 & 5: Charcoal & Drama



Images taken from Access Art www.accessart.org.uk





Orton Wistow Primary School – Curriculum Plan



Subject : Art

Year : 3

Term : Spring



Vocabulary

Define the word and include etymology if useful.

Mixed Media- Artwork that combines a mixture of different materials or mediums to create their work.

Calico- A type of cotton cloth, typically plain white.

Background- The nearest area.

Foreground- The area of space in the distance.

Impasto- Thick application of paint.

Hue- The dominant colour family.

Tint- A hue with only white added.

Dilutions- Adding water to paint.

Landscape painting- A type of art that often shows a scene of nature.

Still Life- A painting or drawing which is made by looking at real-life objects.



Knowledge

What children will know

Learning	Teaching	Assessment
Remembering	Telling	Testing

Hannah Rae and Alice Kettle are contemporary textile artists based in the UK. Their work incorporates painting and embroidery.

That artists can combine art and craft using painting and sewing together to make art.

That when we use two media together such as paint and thread, we can use their unique qualities in different ways to build an image.

That the skills we learn in one medium such as mark making in drawing, can be used in another such as sewing.

That we don't have to use materials in traditional ways- it is up to us to reinvent how we use materials and techniques to make art.

Sketchbooks are unique to the person who it belongs to and a place for personal experimentation.

Primary colours can be mixed to form secondary colours of different hues. White can be added to a hue to create a tint.

Landscape painting is a type of art that often shows a scene of nature.

A Still Life is a painting or drawing which is made by looking at real life objects.



Understanding

What children will understand

Learning	Teaching	Assessment
Practising	Coaching	Observing

Understand that artists often collaborate on projects, bringing different skills together.

Understand who Hannah Rae and Alice Kettle are and how they use thread, cloth and paint to make artwork.

Understand that paint acts differently on different surfaces.

Understand the concept of still life and landscape painting.

Understand that sketchbooks are places for personal experimentation. Understand how to use a sketchbook effectively to test ideas and explore colour and mark making.

Understand how to mix primary colours to form secondary colours of different hues. Understand how to create tints and dilutions.

Understand how to combine paint and stitch to create energy and texture.

Understand how to use thread and stitching to create interesting textural marks which reflect the landscape.

Understand that we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand that all responses are valid.



Skills

What children will be able to do

Learning	Teaching	Assessment
Reflecting	Facilitating	Evaluating

Explore how artists Hannah Rae and Alice Kettle combine media and use them in unusual ways to make art.

Share their response to the artists' work.

Explore how artists (such as Van Gogh) use mark making to show texture.

Use their sketchbook to test ideas and explore colour and develop mark making.

Use paint to create a background on fabric, mixing colours to create different hues, tints and dilutions.

Use thread and stitching to create textural marks over the top of their painting canvas, creating interesting marks which reflect their response to the landscape.

Share their work with others and share their thoughts about the process and outcome. Listen to feedback and take it on board.



Useful information

Pathway: Cloth, Thread, Paint (accessart.org.uk)

Week 1: Introduce artists

Hannah Rae & Alice Kettle



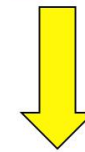
Odyssey by Alice Kettle, Odyssey, thread on canvas (2003)



Week 2: Develop Mark Making

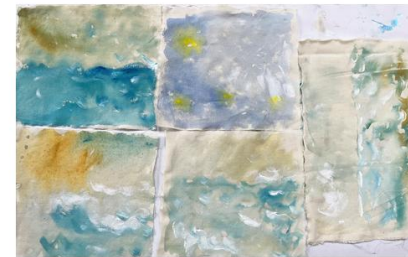
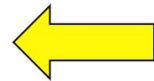


Cloth, Thread, Paint



Week 6: Share & Celebrate

Week 3, 4 & 5- Find your focus, start with the canvas and stitch!



Images taken from Access Art www.accessart.org.uk





Subject : Art

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Term : Summer



Vocabulary

Knowledge

Understanding

Skills

What children will know

What children will understand

What children will be able to do

Define the word and include etymology if useful.

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Learning	Teaching	Assessment
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Learning	Teaching	Assessment
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Illustrator- An illustrator is an artist that draws or creates pictures for books.

Form- An element of art that refers to 3D objects.

Sculptor- An artist that makes sculptures.

Sculpture- A sculpture is an art form made in three dimensions.

Armature- An interior framework which supports a sculpture.

Modroc- A material that be used to make sculptures. Modroc strips are dipped into water and used to model. It then sets hard. The Modroc process is irreversible.

Modelling- The additive process of making a sculpture by moulding with our fingers.

Mixed-Media- Combining different elements of art such as painting and sculpture.

We can take inspiration from other artforms, such as film and literature, and make drawings in response.

Artists use sketchbooks to develop and refine their ideas. Sketchbooks can be used to explore your response, make visual notes, jot down ideas, and test ideas.

Rosie Hurley is a British 3D illustrator. Her models are photographed and used to tell a story. She created 3D models to re-tell Roald Dahl's story, *Esio Trot*.

Quentin Blake is a British illustrator and children's author. He has illustrated over 300 books, including 18 written by Roald Dahl.

We can explore character, narrative and context to create drawings and sculptures.

Newspaper and masking tape can be used to create an armature. Modroc can be applied and modelled over an armature to create a sculpture.

Sculpture and painting can be combined to create a mixed-media piece of art.

When we reflect on our work and the work of others, we think about what we are good at and what we might do differently next time.

How are artists inspired by other artforms?

Who are Rosie Hurley and Quentin Blake? What inspired their artwork?

Understand how artists use their sketchbooks effectively.

How can I use my sketchbook effectively?

How can I use exaggeration as a tool to convey the intention of my drawing?

How can I respond to literature in the form of a mixed-media sculpture?

What is an armature?

What is Modroc and how can I mould it to create a sculpture?

How can I use form, texture, material, construction and colour to convey a character?

How can I reflect and effectively evaluate on my work?

Understand that we may all have different responses to art work and all responses are valid. We may share similarities.

Explore how artists are inspired by other artists often working in other art forms.

Use their own sketchbook effectively to explore their response to the chosen stimulus, making visual notes, jotting down ideas and testing materials.

Explore how to use exaggeration as a tool to help convey the intention of our drawing.

Use newspaper and masking tape to create an armature to support the structure.

Make a sculpture using Modroc which is inspired by a character in a book or film. Consider form, texture, character and structure.

Use prior learning of paint and mixing colours, to complete the sculpture inspired by literature.

Reflect, evaluate and share how the way they made their sculpture helps capture their feelings about the original character.

Enjoy looking at the sculptures made by their peers and see ways in which they are different and similar to each other and to the original character. Share feedback about their peers' work.



Useful information

<https://www.accessart.org.uk/telling-stories-through-making/>

Week 1: Introduce

Be Inspired by Artists and Illustrators



Week 2: Exploring Drawing

Using Quentin Blake's Drawings as Inspiration!



Telling Stories Through Drawing & Making

Week 6: Reflect & Discuss

Share and Celebrate the Outcomes

Clear the space and display all work including sketchbooks so that pupils and teachers can appreciate the work.



Week 3, 4 & 5: Find Your Focus- Option 1 Modroc Characters



Images taken from Access Art www.accessart.org.uk

