


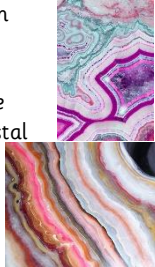

**Art – Year 3 – Spring Term 1: Gods and Mortals: MTP**

Key Vocabulary: Pressure, engrave, clay, product, carve, clay slip, scratch.					
National Curriculum	Week	NC - Coverage	Procedural (I know how) and Disciplinary Knowledge (I know why/how)	Substantive Knowledge (I know that)	Activity Outline
<p><b>The national curriculum for Art and Design aims to ensure that all pupils:</b></p> <ul style="list-style-type: none"> <li>Produce creative work, exploring their ideas and recording their experiences</li> <li>Become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>Evaluate and analyse creative works using the language of art, craft and design</li> <li>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul> <p><b>Key stage 2 Subject Content</b></p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p>	<p><b>Project 1</b></p> <p>1</p>	<p>Exploring their ideas and recording their experiences.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p>	<p>I know how to question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>I know how to adapt and refine my ideas.</p>	<p>I know that Historical information can be discovered from a source, and we can find out about Greek life from the pottery left behind.</p> <p>I know that the Kleophrades Painter and the Berlin Painter painted Ancient Greek vases.</p>	<p>Researching Greek vases: Kleophrades Painter, Berlin Painter</p> <p>Research different types of Greek Vases – what were the uses?</p> <p>Explore patterns and colour in sketchbooks.</p>
	<p><b>Project 1</b></p> <p>2</p>	<p>Exploring their ideas and recording their experiences.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Become proficient in drawing.</p> <p>To improve their mastery of art and design techniques, including drawing.</p>	<p>I know how to question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>I know how to adapt and refine my ideas.</p>	<p>I know that different vases had different meanings and reasons for use.</p> <p>I know that Greek pottery was usually made on the potter's wheel. The handles were joined to the pot with clay slip.</p>	<p>Create Greek vase design.</p> 
	<p><b>Project 1</b></p> <p>3</p>	<p>Become proficient in sculpture.</p> <p>To improve their mastery of art and design techniques, including sculpture.</p>	<p>I know how to use scratch and slip– the method of joining parts of clay together. One of the clay surfaces is scratched to make it rough, water (slip) is brushed on the other surface and then surfaces are pressed together.</p>	<p>I know that I need to construct a simple clay base for extending and modelling other shapes.</p>	<p>Sculpting Greek Vases</p>

<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas</li> <li>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>About great artists, architects and designers in History.</li> </ul>	<p><b>Project 1</b></p> <p>4</p>	<p>Become proficient in sculpture.</p> <p>To improve their mastery of art and design techniques, including sculpture.</p>	<p>I know how to join clay adequately and work reasonably independently.</p> <p>I know how to develop texture on my clay vase.</p>	<p>I know that clay needs to be manipulated whilst it is still wet.</p>	<p>Sculpting Greek Vases</p>
	<p><b>Project 1</b></p> <p>5</p>	<p>Become proficient in painting.</p> <p>To improve their mastery of art and design techniques, including painting.</p>	<p>I know how to create different textures and effects with paint.</p> <p>I know how to create different types of marks using my paintbrush (thick and thin lines, using different brush sizes).</p>	<p>I know that when painting the Greek vase, I need to use traditional Greek colours (orange, brown, beige, grey and black).</p>	<p>Painting Greek vases</p>
	<p><b>Evaluating and Consolidating</b></p>	<p>Become proficient in painting.</p> <p>To improve their mastery of art and design techniques, including painting</p> <p>Evaluate and analyse creative works using the language of art, craft and design</p>	<p>I know how to discuss my own and others work, expressing thoughts and feelings, and using knowledge and understanding of techniques.</p> <p>I know why Akiko Hirai creates vases and ceramic sculptures.</p>	<p>I know that the designs on Ancient Greek pottery told a story. Some told stories of daily life, others told stories of wars and heroes. The geometric designs had to be familiar.</p> <p>I know that Akiko Hirai is a Japanese sculptor, and I can compare her work (using my Art vocabulary) to the Ancient Greek vases.</p>	<p>Evaluate against historical Greek Vases.</p> <p>Compare to modern vases made today.</p> <p>Research - Akiko Hirai: Japanese ceramic sculptor.</p>
	<p><b>Project 1 complete.</b></p>				

**Art – Year 3 – Spring 2: Tremors- MTP**

Key Vocabulary: Sketching, 3D form, light, shadow, shading, tone, hatching.					
National Curriculum	Week	NC - Coverage	Procedural (I know how) and Disciplinary Knowledge (I know why/how)	Substantive Knowledge (I know that)	Activity Outline
<p><b>The national curriculum for Art and Design aims to ensure that all pupils:</b></p> <ul style="list-style-type: none"> <li>Produce creative work, exploring their ideas and recording their experiences</li> <li>Become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>Evaluate and analyse creative works using the language of art, craft and design</li> <li>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul> <p><b>Key stage 2 Subject Content</b></p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity,</p>	<p><b>Project 1</b></p> <p>1</p>	<p>To use sketch books to record their observations and use them to review and revisit ideas.</p> <p>Become proficient in drawing. Know about great artists and understand the historical and cultural development of their art forms.</p>	<p>I know how to experiment with line, tone and texture with different hardness of pencils.</p> <p>I know how to use my sketchbook to record, plan and shape my ideas.</p>	<p>I know that Carly Waito is a designer and ceramicist.</p> <p>I know that Waito's work focused on mineral specimens. She then collected, photographed, and then painted each tiny mineral in exacting detail.</p>	<p>Research - Carly Waito: Toronto-based artist. (Search - Carly Waito – Past Work – Minerals.)</p> <p>Explore sketching crystals and rocks.</p>
	<p><b>Project 1</b></p> <p>2</p>	<p>Become proficient in drawing.</p> <p>To improve their mastery of art and design techniques, including drawing. Pupils should be taught to develop their techniques, including their control and their use of materials.</p>	<p>I know how to use shading to show light and shadow effects.</p> <p>I know how to use different media types to achieve variations in line, texture, tone, colour, shape and pattern.</p> <p>I know how shadows fall on a 3D form, and I can use this to develop my own techniques for representing 3D forms with 2D sketches and drawings.</p>	<p>I know that light and shadow can be shown on drawings through the use of shading and tone.</p>	<p>Observational drawings of rocks and crystals.</p> <p>Using shading, tones and texture.</p> <p>Add pastel colours to drawings.</p>
	<p><b>Evaluating and Consolidating</b></p>	<p>Evaluate and analyse creative works using the language of art, craft and design.</p>	<p>I know how to compare ideas, methods and approaches in my own and others' work and say what I think and feel about them.</p> <p>I know why Carly Waito's techniques were effective in creating crystal drawings.</p>	<p>I know that artists reflect upon their work by asking for the opinions of others and comparing their work to other artists.</p>	<p>Comparing drawings.</p> <p>How could they be improved?</p> <p>What worked well?</p>
	<b>Project 1 complete.</b>				

<p>experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas</li> <li>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>About great artists, architects and designers in History.</li> </ul>	<b>Key Vocabulary: Contrasting/complementary colours, colour wheel, pattern, repeating, printing.</b>				
	<b>Project 2</b>  <b>4</b>	<p>Exploring their ideas and recording their experiences. To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Become proficient in painting. Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. About great artists, architects and designers in History.</p>	<p>I know how to mix colours effectively using the correct language, e.g., tint, shade, primary and secondary.</p> <p>I know how to identify contrasting/complementary colours and I can create my own colour wheel, using this knowledge.</p>	<p>I know that Paul Klee's individual style was influenced by movements in art that included expressionism, cubism, and surrealism.</p>	<p>Research: Paul Klee – Swiss born Artist and create Paul Klee's contrasting colour wheel.</p> <p>Explore contrasting/complementary colours in sketchbook.</p> <p>(Contrasting colours to be used within printing process – lesson 6 - children need this prior knowledge).</p>
	<b>Project 2</b>  <b>5</b>	<p>Exploring their ideas and recording their experiences. To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Become proficient in painting and drawing. Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p>	<p>I know how to confidently mix a variety of colours and know which primary colours make secondary colours (reflect upon KS1 knowledge).</p> <p>I know how to use a developed colour vocabulary.</p> <p>I know how to use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</p>	<p>I know that using a wide range of marks, with varied angle, speed, pressure and sharpness can effectively show tone, shape, pattern and texture in a pencil drawing/sketch.</p>	<p>Choose crystal design for pattern. (Children may choose to draw the crystal itself or draw the inside of the crystal repeating its pattern).</p> <p>These can be explored within sketchbooks.</p> 
	<b>Project 2</b>  <b>6</b>	<p>Become proficient in painting.</p> <p>To improve their mastery of art and design techniques.</p>	<p>I know how to use more than one colour to layer in a print.</p> <p>I know how to replicate patterns from observations.</p> <p>I know how to make printing blocks and create repeated patterns with precision.</p>	<p>I know that a variety of materials can be used to create printing art and I can develop my use of these.</p>	<p>Printing crystal patterns with contrasting/complementary colours.</p> 
<b>Project 2 completed</b>					

*E. Roberts*