

## Art – Year 3

### Content

NC objectives – KS2 areas of study	End point of area of study	Vocabulary		
		Basic	Adventurous	Technical
<ol style="list-style-type: none"> <li>1. To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>2. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</li> <li>3. To be taught about great artists, architects and designers in history.</li> </ol>	<ol style="list-style-type: none"> <li>1. Create sketchbooks to record observations after exploring how artists record their ideas.</li> <li>2. Show how techniques can be used across painting, drawing and sculpture (line, shape, pattern, colour, texture, form and space).</li> <li>3. Show how a range of materials across painting, drawing and sculpture (acrylic paint, watercolour paint, graded pencils, fine liner pens, crayons, found objects, cardboard, glue) can be used to create artwork.</li> <li>4. Discuss how artists create their work and the different representations they take on. From looking at a collection of work, create personal <b>interpretations</b> linking to an artist.</li> <li>5. Explore and interpret the artwork from great observational artists in history:               <ul style="list-style-type: none"> <li>- Painting – Charlie Macksey (Modern) and Paul Cezanne (Post-Impressionist)</li> <li>- Drawing – John Macallan Swan</li> <li>- Sculpture – Tony Cragg (contemporary and abstract art)</li> </ul> </li> </ol>	<p style="text-align: center;"><u>Term 1</u> positive space, negative space, scale, texture, sculpture</p> <p style="text-align: center;"><u>Term 3</u> secondary, tertiary colours, texture, brush strokes,</p> <p style="text-align: center;"><u>Term 5 &amp; 6</u> contour lines, directional lines,</p>	<p style="text-align: center;"><u>Term 1</u> open space, closed space, found objects,</p> <p style="text-align: center;"><u>Term 3</u> lighter, lightest, darker, darkest, media</p> <p style="text-align: center;"><u>Term 5 &amp; 6</u> angles, viewpoint, texture, observational</p>	<p style="text-align: center;"><u>Term 1</u> hollow, irregular, surface quality intersecting, abstract</p> <p style="text-align: center;"><u>Term 3</u> composition, analogous, monochromatic, modern, post- impressionism</p> <p style="text-align: center;"><u>Term 5 &amp; 6</u> background, foreground, cross- hatching, shading, stippling, hatching</p>

## Knowledge

### Substantive Knowledge

#### Sculpture – Autumn Term 1 (7 weeks) *Can sculpture be made from anything?*

**Lesson 1:** LO: To know how the artist Tony Cragg used sketchbooks.

sculpture shape positive space negative space

Explore the artist: Tony Cragg. Explore how ideas were designed and explored in the artist's sketchbooks. Look at the process of making abstract work by taking an idea, twisting the viewpoints and turning it into basic shapes. Children to document these steps in their sketchbooks.

**Lesson 2:** LO: To understand the meanings behind abstract art.

found objects abstract hollow irregular intersecting

Look at three artworks (Stack, Ivy, Cumulus) and discuss the ideas and meanings behind these pieces of artwork. Understand how the artist represented his ideas through the chosen media – using found objects or making a model out of bronze/stone. Children create a sketchbook page using photos of the 3 artworks, sketches of objects and annotations.

Explore artists' interpretations and asking what they were trying to convey.

**Lesson 3:** LO: To know how to use found objects in abstract art.

found objects abstract scale

Explore found objects and how they are used within Tony Cragg's artwork. Children personally interpret the art and style, look at examples of his work again and take children around the school site to hunt for found objects. Allow children time to explore how found objects can be used to make abstract pieces of art. Document as photos in sketchbook and print the objects into their sketchbook to make a collage of found objects.

**Lesson 4:** LO: To know how space, pattern and texture are used across the artworks.

surface quality texture

Describe how elements are used across a piece of artwork (Stack). Discuss and analyse the piece of artwork and look at how the elements: **form, space, texture, colour, line, shape and pattern** have been shown. Focus on space, pattern and texture and allow children to make an artist copy of Stack through drawing in their sketchbook. Children to study the objects within stack and create annotations alongside their drawing in sketchbooks.

**Lesson 5 & 6:** LO: To understand how to make abstract art.

#### Recap all vocab

Using found objects, cardboard, glue (mimicking the artist's style - abstract) explore personal ideas linking to a stimulus (life now/ school life) and create a large-scale final sculpture as a class collective. Document as photos in the sketchbook.

Show expression of big ideas.

### Disciplinary Knowledge

#### Sculpture Concept: Interpretation

To work as a sculptor to show how **form, space, texture, colour, line, shape and pattern** can be used to create pieces of 3D art. After studying a sculptor, review ideas through sketchbooks. Children can interpret their own ideas and create a piece of artwork from a stimulus (life now) in an abstract and contemporary style.

## Painting - Spring Term 3 (6 weeks) *How are paintings different?*

**Lesson 1:** LO: To understand the different styles of Macksey and Cezanne.

### Modern Post-impression composition

To know that Macksey is a modern artist using watercolour, ink and pen. To know that Cezanne is a post-impressionist painter creating life like paintings of landscapes using thicker paints such as acrylic and oil. Explore the artwork for: Charlie Macksey (Modern) and Paul Cezanne (Post-Impressionist). Explore how the artist used sketchbooks to explore their style of painting. Explain how the elements: ***texture, colour, line, shape and pattern*** are explored by the artists. Children create a sketchbook page identifying the elements alongside photos of the artwork.

**Lesson 2:** LO: To know how to build texture using different types of paint.

### texture brush strokes media

Explore the artist's style by using viewfinders to focus on detailed areas and mimic the style used. For Cezanne, use acrylic paint to experiment and make thicker paint by adding flour and glue, and using thick brushes. For Macksey, use watercolour techniques (building colour, blotting, salt) to build texture.

**Lesson 3:** LO: To understand colour theory.

### Secondary colours Tertiary colours analogous monochromatic

Revisit the colour wheel (Y2) and introduce colour theory. To know that the colour wheel has been used to help artists find harmonious colour combinations. To know that a monochromatic scheme uses 1 colour in various tints and shades. To know that an analogous scheme uses neighbouring colours on the wheel.

To know that complementary colours are 2 colours on opposite sides of the colour wheel, when used together they make a bright painting that pops.

### Do different colours have different moods?

**Lesson 4:** LO: To know how colour theory is used in artist's work.

### lighter lightest darker darkest

Explore how complementary, analogous and monochromatic schemes are used in the 2 artists' work. Macksey uses monochromatic schemes more compared to Cezanne who uses complementary and analogous colour schemes. Analyse 2 paintings in sketchbooks and show the colour schemes being used.

### How do we know we have found all the colours in the world?

**Lesson 5 & 6:** LO: To know how to use colour in a painting.

### Recap all vocab

Using sketchbooks explore multiple landscape ideas using photos to support. Children to explore painting different landscapes in different styles (watercolour, thicker paint, colour schemes). Children to decide on a final idea and create a large scale (A3) painting, interpreting the style of one of the artists and using a colour scheme.

## Painting Concept: Interpretation

To work as a painter to show how ***texture, colour, line, shape and pattern*** can be used to create pieces of art. Using a stimulus (Boston, landscapes), revisit and review ideas through sketchbooks and observational paintings of landscapes. After studying the style of an artist, describe the techniques used (colours, palettes) and create a personal interpretation of their work.

## Drawing – Summer Term 5 +6 (12 weeks) *Why is drawing from observation important?*

**Lesson 1:** LO: To know how angles and viewpoints are portrayed in drawing.

**angle viewpoints**

Explore the artist: John Macallan Swan. Know that Swan created lots of drawings of animals from different viewpoints because it was an observational drawing. This is when you draw an object in front of you, which may move. Explore how the artist used sketchbooks to refine their drawings in different angles and viewpoints. Children create a sketchbook page of the artist, using photos of their work alongside sketches using a range of media (pencils, fine liners, crayons, chalk).

**Lesson 2:** LO: To understand how line is used in the artists' work.

**contour line directional lines**

To know the types of lines used by the artist. Revisit Y1/Y2 drawing knowledge – contour lines and directional lines. Using 1 piece of artwork by Swan, children to study the lines used and retrieve their knowledge on how this impacts the artwork.

*What does it mean that beauty is in the eye of the beholder? Observation of the animal world.*

**Lesson 3 & 4:** LO: To understand how texture can be shown in drawings.

**texture cross-hatching stippling hatching shading**

To know that texture can be created using different media in drawings. Use a viewfinder to focus on detailed areas of the artists' artwork and create artist studies – exploring different media. Use graded pencils, pens and chalk to make texture. Create different textures in the sketchbook – cross hatching, stippling, hatching, spaced verticals and circular patterns.

**Lesson 5 & 6:** LO: To know how to use a range of media when drawing from observation.

**observational**

To know how to use different media on different surfaces (paper, card, coloured paper) - graded pencils, fine liner pens, crayons and chalk – to create observational drawings. Explore personal ideas linking to a stimulus - animals. Use sketchbooks to explore multiple viewpoints and different **animals from observation**.

**Lesson 7 & 8:** LO: To understand how to refine drawings.

**Recap all vocab**

Decide on a final idea/ animal and begin to refine and develop their final piece deciding on media/ size of paper to be used.

To know what media to select and how to work to the size of paper selected.

**Lesson 9 & 10** LO: To know how to develop drawing from observation.

**Recap all vocab**

To know how to look at their drawing, and back at the subject and adjust their drawing to become more lifelike. Continually practise, evaluate and develop their final idea, building automaticity with skills.

*What would it be like if we had nothing to observe and draw?*

**Lesson 11 & 12:** LO: To know how to show texture in a drawing.

## Drawing Concept: Interpretation

To work as a draughtsman / draughtswoman to show how **form, space, texture, colour, line, shape and pattern** can be used to create pieces of art. Using a stimulus, revisit and review ideas through sketchbooks and observational drawings. After studying the style of an artist, describe the techniques used (contour lines, directional lines) and create a personal interpretation of their work linked to a stimulus (animals - pets).

**Recap all vocab**

To know how to apply knowledge of line, texture and different media in an observational drawing. Children to work large scale (A3 or A2). Evaluate final piece against previous drawings and share with the class – exhibition.

## Concepts

### Interpretation

## ELEMENTS

<b>Colour</b>	<b>Texture</b>	<b>Line</b>	<b>Shape</b>	<b>Form</b>	<b>Space</b>	<b>Pattern</b>
<p>The different hues used to express mood and meanings in artwork. The colour wheel is used to split colours into three different groups: primary, secondary and tertiary. Colours are grouped together in different ways to express mood and meanings.</p> <p>[Warm colours, cool colours, wide palettes, narrow palettes, bright colours, dull colours]</p>	<p>The look and feel of a piece of artwork. The texture can be created through the different media (thick/thin paint) being used or the application of the media.</p> <p>[Paintbrushes/palette knives, acrylic paint, watercolour paints, 3D forms].</p>	<p>The tool used in every piece of artwork. It has a length, width, tone, texture and can divide space, define a form, describe contour or suggest direction.</p> <p>[contour lines, directional lines].</p>	<p>The outline of a line creates enclosed spaces in artwork.</p> <p>[square, triangle, rectangle, circle, oval, etc].</p> <p style="text-align: center;">-</p>	<p>Having three-dimensions which encloses volume and has length, width and height.</p>	<p>The area occupying the artwork and surrounding it.</p> <p>[negative or positive space].</p>	<p>The way colour or line has been used in artwork to create patterns. This may be through the repetition of a single or select palette of colours or lines.</p>

--	--	--	--	--	--	--

**ASSESSMENT**  
**KNOW MORE, REMEMBER MORE, DO MORE...**

In this unit of learning, progress has been made when a learner knows more. This 'distance travelled' from the starting point is evidenced through them remembering more and doing more: in books, low stakes quizzes, retrieval, use of mind maps, answering the big question and being able to feel more confident about this unit.