

<b>Year group: 3</b>	<b>Subject Area: Art</b>	<b>Unit: 1 - Drawing</b>	<b>Subject Leader: A Barnett</b>
<b>Focus Artist: Rob Pruitt</b>			
<b>Prior linked knowledge</b>	<b>National curriculum objectives</b>	<b>Future linked knowledge</b>	
To choose and use three different grades of pencil when drawing (4B, 8B, HB) <b>(Y2)</b>	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint and clay). Create sketchbooks to record their observations and use them to review and revisit ideas.	To know how to show facial expressions and body language in sketches and paintings <b>(Y4)</b>	
<b>Notes</b>	<b>Cross-curricular links</b>	<b>Possible hooks/enrichment activities</b>	
See each lesson	<i>To be populated by teachers, as they begin to use the curriculum – subject leader to then update half-termly – HT to oversee</i>		
<b>Objectives – from our Long Term Planning (Quest 1)</b>			
<ul style="list-style-type: none"> <li>To know how to use different grades of pencil (4B, 8B and HB) to shade and to show different tones and textures.</li> <li>To know how to show facial expressions in art.</li> <li>To know how to use sketches to produce a final piece of art.</li> </ul>			
<b>Lesson Sequence</b>			
<b>Introduce</b>	<b>Experiment</b>	<b>Design</b>	<b>Create</b>
<b>Lesson 1:</b> Introduce the focus artist using images of their artwork. Analyse the art looking at content of the art, the emotions and techniques they have used. Research into the background of the artists and what their usual style is.	<b>Lesson 2:</b> Experiment using different grades of pencils to create a grid showing different tones. Experiment with pencils making different kinds of marking techniques including light-heavy, hatch, cross hatch, stippling, etc. Fill in a grid making light to dark tones from the different grade pencils.	<b>Lesson 3:</b> Discuss facial expressions and the different features within each expression. Show examples of the artists art work. Children design a piece of art from the artists inspirations. Know which colours, lines and expression they will be drawing. Know which type of resources and techniques they will use (charcoal, grade pencils).	<b>Lesson 4:</b> Children to begin creating their facial expression (Rob Pruitt) following their ideas carefully. Experiment with what works and make changes if needed.
<b>Notes:</b> Common questions to analyse work could be from the following: <ul style="list-style-type: none"> <li>What colours have been used?</li> <li>How does the colours/art make you feel?</li> <li>What has been used to create the art?</li> <li>What is in the artwork and why has the artist chosen to create this?</li> </ul> Children could create a spider diagram of note taking around the art work in their art books.	<b>Notes:</b> Children could create grid with different texture techniques.  Children could sketch and experiment with drawing different individual areas of the face.	<b>Notes:</b> Rob Pruitt design – children could take photographs of their friends to help with sketch. Use computer or iPad software to create line drawings of expressions.	<b>Notes:</b> Children should be allowed to change their designs/plans if something they have planned doesn't work when they have tried – encourage children to try their design before changing (changes can be noted onto their design through an editing pen)

Key Vocabulary			
Mood Emotions Techniques Diagram Artist Analyse Style	Hatching Cross-hatching Stipples Waves Curly Dashes Circles Texture Tone Facial expressions Experiment	Shape Colour Size Perspective Pastels Charcoal Pencil Plan Design	Create Evaluate Change Edit Sketch Final piece
Key skills throughout unit			
<ul style="list-style-type: none"> <li>To experiment with facial experiments using visual elements of line, shape, pattern, tone and texture.</li> <li>To use and layer different material including grades of pencils</li> </ul>			

Year group: 3	Subject Area: Art	Unit: 2 – Painting/Printing	Subject Leaders: A Barnett
<b>Focus Artist: Paul Klee</b>			
Prior linked knowledge	National curriculum objectives	Future linked knowledge	
Know how to mix paint to create all the secondary colours. Know how to create tints with paint by adding white and know how to create tones with paint by adding black (Y2).	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint and clay). Create sketchbooks to record their observations and use them to review and revisit ideas.	Create all the colours they need. Use a wide range of techniques (layering) (Y4).	
Notes	Cross-curricular links	Possible hooks/enrichment activities	
See each lesson	<i>To be populated by teachers, as they begin to use the curriculum – subject leader to then update half-terminly.</i>		
Objectives – from our Long Term Planning (Quest 1)			
<ul style="list-style-type: none"> <li>To know where each of the primary and secondary colours sit on the colour wheel.</li> <li>To know how to create a background using a wash.</li> <li>To know how to use a range of brushes to create different effects in painting</li> <li>To know how to use digital images and combine with other media.</li> <li>To know how to use IT to create art which includes their own work and that of others.</li> </ul>			

Lesson Sequence				
Introduce	Experiment		Design	Create
<p><b>Lesson 1:</b> Introduce Paul Klee using images of his artwork. Know and discuss the background of the artist and what their usual style is. Identify use of colour, shape, techniques and discuss the effect this may have. Know the primary and secondary colours and how to mix colours. Create a colour pallet from the colours used in artists work.</p>	<p><b>Lesson 2:</b> Experiment with different effects and textures including paint, water colours, thickened paint. Use a wide range of brushes to create different effects. Experiment with colour by adding white to create a lighter shade and black for a darker shade. Experiment with colour by also adding more water to the water colours for a lighter shade.</p>	<p><b>Lesson 3:</b> Know how to create a printing block using a pattern on polystyrene. Use digital images and IT software to experiment with patterns.</p>	<p><b>Lesson 4:</b> Children plan their own Paul Klee style artwork. Choose preferred shape, colours and style for wash background and choose pattern to print. Sketch design into sketchbooks and add colour.</p>	<p><b>Lesson 5:</b> Create own piece of art work following the inspiration from Paul Klee. Planning is used to support design. Painting techniques and printing to be used across design. Use polystyrene printing block from the experiment lesson.</p>
<p><b>Notes:</b> Paul Klee experimented with colour, expression and shape. Paints can be used to show patterns within the artwork.</p>	<p><b>Notes:</b> Painting techniques and textures – water colours, thickened paint, layering. Digital images – looking for textures and patterns in objects and use iPads for close ups images. Computer software – paint, drawing tool on word.</p>		<p><b>Notes:</b> Paul Klee design – colours and patterns.</p>	<p><b>Notes:</b> Art work can be completed outside of sketchbook – photographs in sketchbook</p>
Key Vocabulary				
<p>Effects Texture Colour Shape Style Techniques Water colour</p>	<p>Painting Background Wash Printing - polystyrene Block Objects Patterns Digital images and software</p>		<p>Design Plan Practice</p>	<p>Create Printing - polystyrene Final piece Artwork Inspiration Evaluate Edit</p>
Key skills throughout unit				
<ul style="list-style-type: none"> <li>• Experiment with the styles used by other artists</li> <li>• Use sketchbooks to experiment with different texture</li> </ul>				

<b>Year group: 3</b>	<b>Subject Area: Art</b>	<b>Unit: 3 – Sculpting</b>	<b>Subject Leader: A Barnett</b>
<b>Focus Artist: Antony Gormley</b>			
<b>Prior linked knowledge</b>	<b>National curriculum objectives</b>	<b>Future linked knowledge</b>	
Know how to make and join simple clay products (Y2).	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).	Know how to sculpt clay and other mouldable materials (Y4).	
<b>Notes</b>	<b>Cross-curricular links</b>	<b>Possible hooks/enrichment activities</b>	
See each lesson	<i>To be populated by teachers, as they begin to use the curriculum – subject leader to then update half-termly – HT to oversee</i>		
<b>Objective from Long Term Planning (Quest 1)</b>			
To create sculptures which are life size.			
<b>Lesson Sequence</b>			
<b>Introduce</b>	<b>Experiment</b>	<b>Design</b>	<b>Create</b>
<b>Lesson 1:</b> Introduce Antony Gormley using images of his artwork. Know and discuss the background of the artist and what their usual style is. Discuss local sculptures including Angel of the North.	<b>Lesson 2:</b> Experiment with different body languages and create sketches of different body stances showing different movement. E.g. running, standing, pointing, etc.	<b>Lesson 4:</b> Create a design for chosen human form in line drawing. Choose materials and equipment needed to add around the wire, e.g. foil, modroc, newspaper.	<b>Lesson 5:</b> Use the wire to mould into the desired shape/stance. Then add to the wire using chosen material.
<b>Notes:</b> Antony Gormley creates sculptures of human forms.		<b>Notes:</b> Create design in sketchbook.	<b>Notes:</b> Photographs of sketchbooks to be added in sketchbook.
<b>Key Vocabulary</b>			
Human form Sculptures	Body language Stances Sketches	Design Plan Materials Equipment	Create Final piece Artwork
<b>Key skills throughout unit</b>			
Experiment with different body stances and create a wire sculpture.			