

YEAR 3 2022/23		Art & Design
Topic 1: Amazing Archaeology (5)		
KNOW	DO	UNDERSTAND
Topic 2: Feel The Force (3)		
What is exploratory art? How have you created your surface textures? What media/materials have you used? <u>Perseverance and respect</u>		
KNOW	DO	UNDERSTAND
Know what exploratory art is. Know how to select different media to create different surface texture. Know how to create different textures by combining media. <u>Key vocabulary:</u> Explore Exploratory art Media Surface texture Combine Print Layer	This is an exploratory art unit, with children exploring surface textures: Children print using different textured surfaces, eg bubble wrap, corrugated card – free choice. Consider things with similar textures eg fine/coarse sandpaper. Children print through different textured surfaces, eg open-weave hessian, doilies. Children create their own textured paint, eg adding sand, oats. Create layered images using all three processes. <u>NC Aims:</u> - to use drawing and painting to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern and texture <u>NC Content:</u> 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. - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of painting with a range of materials	This is a Science-based unit where children explore forces and magnets, and spend time learning specifically about friction, water resistance and air resistance. When considering surfaces and how different objects react on different surface textures, children will investigate exploratory art, creating different textured surfaces/patterns.
Topic 3: Genius Geology (5)		
What are different types of colour? Why have you chosen those colours? Explain to me the artistic techniques you used and why you chose them. <u>Perseverance and respect</u>		
KNOW	DO	UNDERSTAND
Can explain primary colours. Can explain secondary colours. Can explain tertiary colours. Can explain complimentary colours. Can select different media to create a purposeful effect in my work.	Children spend focus time learning about different colours: primary, secondary, tertiary, complimentary. How are colours made? How are colours mixed? How does colour impact our feelings/influence us/things they make us consider. Children focus on hot and cold colours, investigating different	This historical/geographical unit focuses on the volcano eruption at Pompeii. In this unit children also explore and respond to the Gladiator soundtrack by Hans Zimmer, focusing on mood and movement. <i>How does a composer use instruments to create mood? What mood words match certain parts of the soundtrack?</i> This feeds into the children's visual

<p>Key vocabulary: Primary colours Secondary colours Tertiary colours Complimentary colours Media Technique Layer Combine</p>	<p>materials and techniques to represent a volcano eruption.</p> <p>NC Aims:</p> <ul style="list-style-type: none"> - produce creative work, exploring their ideas and recording their experiences - become proficient in painting - evaluate and analyse creative works using the language of art, craft and design <p>NC Content:</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> <ul style="list-style-type: none"> - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of painting 	<p>responses of using different materials and techniques to represent a volcano eruption.</p>
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Topic 4: Gods and Heroes (5)


What is a sculpture?
Tell me about the different clay techniques you used.

Justice and courage

KNOW	DO	UNDERSTAND
<p>Can explain what a sculpture is.</p> <p>Can develop my clay techniques.</p> <p>Can use/choose different clay techniques for different purposes eg. Coiling to create a vessel; hatching and slip to attach relief work.</p> <p>Key vocabulary: Sculpture 3D Technique Craft Tradition Vessel Coil Hatching/Cross hatching Slip Contemporary Ceramicist</p>	<p>Sculpture: vessels from different cultures.</p> <p>This unit of work gives children a chance to explore the craft tradition of making vessels and containers (children make Greek clay pots). They develop their own designs and build a three-dimensional form to represent a vessel or container that will hold something special that they would wish for. Children learn to create a coil pot; how to blend clay using water; how to use slip to attach things; how to use hatching/cross-hatching before using slip. They consider examples by contemporary designers and ceramicists and look at work from different cultures.</p> <p>NC Aims:</p> <ul style="list-style-type: none"> - produce creative work, exploring their ideas and recording their experiences - become proficient in clay - evaluate and analyse creative works using the language of art, craft and design <p>NC Content:</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> <ul style="list-style-type: none"> - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of clay - about great artists, architects and designers in history. 	<p>Having learnt about Ancient Greek civilisation, children have explored the concept of Greece being where Western civilisation began. They explored lots of different artefacts and understood how they are used as historical sources of evidence. They will then use some of these artefacts to consider and develop their own designs and create their own vessel or container.</p> <p>Children may have used clay before in sessions such as making divas for Diwali or for Black History Day, but not for specifically planned content from the art curriculum, so this will be a new teaching point.</p>

DT WEEK

KNOW	DO	UNDERSTAND
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Topic 5: You Are What You Eat! (4)		
<p>What is a portrait? Explain the steps it took to create your digital art Explain these painting words to me: blending, tone, shade.</p> <p style="text-align: center;">Compassion and service</p>		
KNOW	DO	UNDERSTAND
<p>Can explain the work of Arcimboldo.</p> <p>Can explain the work of Jason Mecier.</p> <p>Know how to create a sculpture portrait, purposefully choosing food for shape, colour or texture.</p> <p>Know how to photograph art work.</p> <p>Can develop painting techniques: colour selection, blending, shading and tone.</p> <p>Key vocabulary: Arcimboldo Sculpture Portrait Shape Colour Texture Purpose Photograph Technique Tone Blend Shade</p>	<p>Digital art/portraits</p> <ol style="list-style-type: none"> 1. Create fruit portraits/images of self, inspired by Arcimboldo. Children to arrange actual fruit/cut up images of fruit over photographs of their own face, to create their initial images – a sculptural collage. Children can then either draw or collage their final version, to create a “fruit portrait”. Children will then photograph these and use computing skills to either print, or edit the colours and print. 2. Having created a “healthy food” portrait, children will now create “junk food” portraits inspired by Jason Mecier (Miley Cyrus – candy; Big Bird – cereal; Rosie O’Donnell – junk food). Children to arrange actual junk food/pasta/cereal etc, or to cut out pictures of these foods to create their own portrait (on top of a photo of their face). 3. Create Fruit Section painting. Teach children about colour, blending, shading, tone. Children will create a new fruit, by painting four quarters of different fruits.  <p>NC Aims:</p> <ul style="list-style-type: none"> - produce creative work, exploring their ideas and recording their experiences - become proficient in painting, drawing and digital art - evaluate and analyse creative works using the language of art, craft and design - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. <p>NC Content:</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> <ul style="list-style-type: none"> - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and digital art 	<p>Children have learnt about food and diet and the impact on our bodies. In DT, they are designing healthy meals and creating packaging for them. This art content allows children to explore both “healthy” foods and foods that should be eaten in moderation, whilst developing their creativity.</p> <p>Children have not previously created sculptural collages, although they have previously developed their photo-taking skills and their digital manipulation skills in their Year 2 Art/French week. Children have previously used paint throughout Years 1 and 2, and this will build upon the colour knowledge they have developed during Genius Geology.</p>

	- about great artists, architects and designers in history	
Topic 6: Brilliant Botanists (5)		
<p>What is a self-portrait? Explain the features of Picasso and Braque's portraits. How have you been inspired by this style of art in your own work?</p> <p style="text-align: center;">Forgiveness</p>		
KNOW	DO	UNDERSTAND
<p>Can explain the features of the work of Pablo Picasso and Georges Braque.</p> <p>Know how to select and use different media for a purposeful effect.</p> <p>Know how to create a self-portrait inspired by the work of Picasso and Braque.</p> <p>Know how to discuss and use non-standard colour in my portrait.</p> <p>Know how to use a computer programme to create a digital self-portrait.</p> <p>Key vocabulary: Features Self-portrait Media Purpose Inspire Non-standard colour Digital art Manipulate Edit Layer</p>	<p>Abstract portraits. Draw a portrait of themselves to scale focussing on the artist Pablo Picasso, George Braque. Use a range of mediums (eg oil pastel, crayon, cut up sections of coloured paper, paint).</p> <p>Children use the computers to create digital versions of their artwork, in the style of Picasso and Braque.</p> <p>NC Aims: - produce creative work, exploring their ideas and recording their experiences - become proficient in drawing, painting, sculpture and other art, craft and design techniques - evaluate and analyse creative works using the language of art, craft and design - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p> <p>NC Content: 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. - to create sketch books to record their observations and use them to review and revisit ideas - 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] - about great artists, architects and designers in history.</p>	<p>This unit of work builds upon the children's knowledge of abstraction developed from the Autumn term. In this unit they learn how to draw a portrait of themselves to scale and then by exploring the work of Pablo Picasso and George Braque, they develop abstract pictures of themselves. They use a range of mediums and ICT in this unit of work.</p>
MUSIC WEEK: ABBA		
KNOW	DO	UNDERSTAND
Topic 7: The Roman Empire (6)		
KNOW	DO	UNDERSTAND
As below	Mosaic Art	
ART WEEK		
<p>What are features of Roman Art? What did you have to consider when you created your mosaic design? Talk me through the steps of printing</p> <p style="text-align: center;">This is a standalone week.</p>		
KNOW	DO	UNDERSTAND
Know how to explain the features of Roman architecture and mosaics.	SEE ADDITIONAL PLANNING	Children have just finished a topic on Romans, focusing on their impact

<p>Know how to create a mosaic design, focusing on shape, design, colour and layout.</p> <p>Know how to create different types of print.</p> <p>Can develop my clay skills to create a tile.</p> <p>Key vocabulary: Mosaic Architecture Design Shape Colour Layout Repeat Print Technique Hatching/Cross-hatching Slip</p>	<p>Explore Roman architecture/mosaics throughout the historic/modern world.</p> <p>Create mosaic designs in sketchbooks, then develop into collage with squares of coloured paper.</p> <p>Create printed designs with a border and central focus image.</p> <p>Create clay tile with mosaic squares.</p> <p>NC Aims:</p> <ul style="list-style-type: none"> - produce creative work, exploring their ideas and recording their experiences - become proficient in drawing, painting, sculpture and other art, craft and design techniques (<i>printing</i>) - evaluate and analyse creative works using the language of art, craft and design - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. <p>NC Content:</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> <ul style="list-style-type: none"> - to create sketch books to record their observations and use them to review and revisit ideas - 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] - about great artists, architects and designers in history. 	<p>throughout both the historic and modern world. This art week focuses on developing a personal response to roman artwork and mosaic, creating visual mosaic representations.</p> <p>Children have created designs and collaged materials before in Year 1 and 2, although not in the planned art curriculum. They have previously considered images that represent themselves in Year 1 “We are all special”. They will build upon clay skills that they developed earlier in the Year in “Gods and Heroes”.</p>
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