

YEAR 3

KEY CONCEPT YEAR 3&4 - What does art tell us about history?

"Art speaks where words are unable to explain" Threadless Artist Mathiole

| 3 | ART SKILLS & KNOWLEDGE - Sketching TOPIC- History, Stone age to Iron Age. DRAWING CC LINK HISTORY – THE STONE AGE | ART SKILLS & KNOWLEDGE - Self Portraits – In the style of Van Gogh (Traditional artist) PAINTING | ART SKILLS & KNOWLEDGE – TOPIC – History, 'What did the Roman's bring to Britain?' PRINTING CC LINK HISTORY – THE ROMANS |
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| | <p>During the first week of term, each child creates a self-portrait using their choice of media. They will discuss and compare the self-portraits of the traditional artist Giuseppe Arcimboldo with the modern artist's self-portraits of Mark Rothko (remind children of art work from Year 1).</p> <p>Children recap on previous learning in Key Stage 1 where they experimented with and used different drawing media to sketch Florence Nightingale and ocean images.</p> <p>The children use their learning about Stone Age cave paintings to create Stone Age sketches. They use images from real stone age caves as their inspiration to create messages through images.</p> | <p>Children recap on previous learning about the artists Arcimboldo and Mark Rothko.</p> <p>Children recap on previous learning in Key Stage 1 where they mixed paint and learnt about primary colours. They also produced block colour paintings based on Mark Rothko's art work.</p> <p>The children are introduced to Van Gogh and research his work and style. Using sketch books, they aim to imitate that style and build up the skills required to paint like Van Gogh.</p> <p>Following on from the fluency and experimentation elements of the curriculum children develop authenticity. Children decide on final authentic piece using skills learnt.</p> | <p>Children recap on previous learning about the artists Arcimboldo, Mark Rothko and Vincent Van Gogh.</p> <p>Children recap on previous learning in Year 1 where they created simple repeating pattern prints.</p> <p>Children learn how The Romans introduced decorative tiles and patterns and used mosaic for effect. Children look at real images of roman tiles and explore the intricate patterns within them. Compare the ancient Roman tiles with those created by Gaudi. They design and make a printing block of their own, inspired by Roman tiles. They practise the technique of printing in sketch books and then print their own roman patterns. The create layers and patterns and start to have an awareness of objects having a third dimension.</p> |

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| | <p>They experiment with different grades of pencil and charcoal to create different effects.</p> | | <p>Following on from the fluency and experimentation elements of the curriculum children develop authenticity. Children decide on final authentic piece using skills learnt.</p> |
| | <p>KEY KNOWLEDGE & SKILLS: CREATIVITY, EXPERIMENTATION AND EVALUATION/ARTISTS, CRAFT MAKERS AND DESIGNERS:</p> <ul style="list-style-type: none"> • Select and record from first hand observation, experience and imagination and explore ideas for different purposes. • Compare own and others' work and say what they feel about it. • Think critically and develop an understanding of art and design. • Know how art and design reflect and shape our history <p>DRAWING KEY KNOWLEDGE & SKILLS:</p> <ul style="list-style-type: none"> • Experiment with ways in which surface detail can be added to drawings. • Draw for a sustained period of time at an appropriate level. <p><u>Line and Marks</u></p> <ul style="list-style-type: none"> • Experiment with different grades of pencil and other implements to create lines and marks. <p><u>Form and Shape</u></p> <ul style="list-style-type: none"> • Experiment with different grades of pencil and other implements to draw different forms and shapes. | <p>KEY KNOWLEDGE & SKILLS: CREATIVITY, EXPERIMENTATION AND EVALUATION/ARTISTS, CRAFT MAKERS AND DESIGNERS:</p> <ul style="list-style-type: none"> • Select and record from first hand observation, experience and imagination and explore ideas for different purposes. • Compare own and others' work and say what they feel about it. • Think critically and develop an understanding of art and design. <p>PAINTING KEY KNOWLEDGE & SKILLS:</p> <ul style="list-style-type: none"> • Experiment with different effects and textures including block colour, washes, thickened paint creating textural effects. • Become increasingly confident using paint brushes to create different effects and textures. • Begin to make appropriate choices regarding paper and scale. <p><u>Colour</u></p> <ul style="list-style-type: none"> • Mix colours and know which primary colours make secondary colours. • Begin to explore the colour wheel. • Begin to develop colour language. | <p>KEY KNOWLEDGE & SKILLS: CREATIVITY, EXPERIMENTATION AND EVALUATION/ARTISTS, CRAFT MAKERS AND DESIGNERS:</p> <ul style="list-style-type: none"> • Select and record from first hand observation, experience and imagination and explore ideas for different purposes. • Compare own and others' work and say what they feel about it. • Think critically and develop an understanding of art and design. • Know how art and design reflect and shape our history <p>PRINTING KEY KNOWLEDGE & SKILLS:</p> <ul style="list-style-type: none"> • Create printing blocks using a relief or impressed method • Print simple pictures using printing techniques • Continue to explore both monoprinting and relief printing. • Print with two colour overlays. |

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| | <ul style="list-style-type: none"> • Begin to show an awareness of objects having a third dimension. <p><u>Tone</u></p> <ul style="list-style-type: none"> • Experiment with different grades of pencil and other implements to achieve variations in tone. • Apply tone in a drawing in a simple way. <p><u>Texture</u></p> <ul style="list-style-type: none"> • Create textures with a wide range of drawing implements. | | |
| | <p>KEY STICKY KNOWLEDGE</p> <ul style="list-style-type: none"> • Know that Stone Age people communicated through their art work. • Know that historians find out about life in The Stone Age by examining cave paintings. • Know that mark making can be used to experiment with different drawing media. • Know that pencils can create lines of different thickness in drawings. • Know what tone is and how it can be applied to art work. • Know that the paintings were drawn with different natural materials. | <p>KEY STICKY KNOWLEDGE</p> <ul style="list-style-type: none"> • Know how to show facial expressions in art. • Know how to use a range of brushes to create different effects in painting • Know how to create a background using different techniques. • Know that Van Gogh was a Dutch artist. • Know how to create a textural effect by thickening paint etc. | <p>KEY STICKY KNOWLEDGE</p> <ul style="list-style-type: none"> • Know that the Romans introduced decorative tiles and patterns and used mosaic for effect. • Know that printing is the process of transferring an image by pressing something into ink or paint and then pressing it onto a flat surface. • Know how to create a printing block using a relief or impressed method. • Know how to print with two colour overlays. • Know that mosaic decorations were a way of showing off how rich people were. • Know that ink is a coloured liquid that can be used in printing. |