**Medium Term Plan – Summer 1st Year 3 – Art**

**(amended in line with 2014 National Curriculum)**

**Aims**

The national curriculum for art and design aims to ensure that all pupils:

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.

**Key stage 2**

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.

Pupils should be taught:

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.

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| **Prior Learning** | **To create an accurate self portrait. Year 1**  **To study the work of Britto and identify and create the foreground and background in a composition. To colour mix and make different shades of a particular colour. Year 2.** | | | | |
| **Key Knowledge and Skills to commit to long term memory** | **To use perspective within drawing and be able to talk about it.**  **To be able to discuss likes and dislikes about art.**  **To know and use the terms tone and shading.**  **To be able to divide the scene into foreground, middle ground and background.** | | | | |
| **Session** | **Objectives** | **Activity** |  | **Learning Outcomes** | **Resources** |
| 1 | * To examine some of Lowry’s industrial scenes, focussing on the use of colour and sense of perspective. * To divide one of Lowry’s industrial scenes into foreground, middle ground and background. * To know about great artists, (L.S Lowry), and understand the historical and cultural development of their art forms. | * Examine the use of colour/ sense of perspective in the Lowry scenes on the PowerPoint presentation. * Examine likes and dislikes of the different scenes. * Divide the scene on page 6 of the Study Guide in to foreground, middle ground and background. * Choose one of the scenes to copy – concentrating on the sense of perspective. * Evaluate their work. Paired or small group discussion   Key Questions:   * *What sorts of colours has Lowry used?* * *Why do you think he chose to use these colours?* * *What can you see in the foreground/ middle ground/ background of the scene?* * *Where would you divide this scene into foreground, middle ground and background?* * *Why do you like/ dislike this scene?* * *Where do you think Lowry started when he created this scene – foreground, middle ground or background?* * *Where do you think you will start when creating a similar scene?*   *How would you evaluate your scene? What do you like/ dislike about your scene?* |  | * To have contributed to a discussion on the colours used in Lowry’s industrial scenes. * To be able to comment on the sense of perspective in some of Lowry’s scenes. * To be able to divide a scene into foreground, middle ground and background.   ***To understand what is meant by perspective by creating a drawing showing clear perspective of buildings, etc - background, middle ground and foreground.*** | * Smart board. * PowerPoint presentation. * Study Guide. * Printed copies of Lowry scenes (6 of each, 1 per table). * Pencils. * Paper. * Rulers. |
| 2 | Continuation of Lesson 1 | | | | |
| 3 | * To listen to the song ‘Matchstalk Men and Matchstalk Cats and Dogs. * To explore 3D Media including clay, straws and matchsticks. * To create either a) a model of a face/ figure using clay, or b) a figure using any combination of straws, matchsticks, newspapers, masking tape – using Lowry’s work as inspiration.   To evaluate their pieces of work   * To know about great artists, (L.S Lowry), and understand the historical and cultural development of their art forms. | * Listen to and discuss the song. * Revise how to use, join and sculpt clay – teacher 2 minute demonstration. * Discuss how matchsticks and straws might be used to create a human figure. * The children should work individually to create a figure.   Evaluate the project and the pieces of work created  Key questions:   * Why do you think someone *chose to write a song about Lowry’s work?* * *Do you think the words fit with the works of Lowry which you have seen during this topic?* * *What should we do when joining clay?* * *How might we mould clay?*   *Could you show me how you might create a Lowry style figure using straws/ newspapers/ matchsticks?* |  | * To have contributed to a discussion about the song ‘Matchstalk Men and Matchstalk Cats and Dogs’. * ***To have used clay or any combination of straws, newspapers, matchsticks and masking tape to create a figure.*** * To evaluate pieces of work | * Smart board. * PowerPoint presentation. * Study Guide. * Song: ‘Matchstalk Men and Match Stalk Cats & Dogs’. * Clay – boards, cutting/ moulding implements, water pots, etc. * Straws. * Matches. * Newspaper. * Masking tape.   Scissors. |
| 4 | To sketch and paint a portrait depicting a relationship  to improve their mastery of art and design techniques, including drawing, painting | **Self Portrait with Friend** – x curricular link with PSHEE (Personal Social Health & Economic Education)  Children will have previously taken a digital photograph of their friends. They use their own photograph in which they are depicted to sketch/paint.  Evaluate their work with a partner. Discussing observations and ways in which the image could be improved. |  | * Use ICT as a starting point for practical work. Understand that photography can also be an art form. * To develop observational skills and represent an image with increasing accuracy. * To develop pencil sketching and painting skills. | * Digital camera * Prints of all class members with friend. * Paper, pencils, paint, palettes, brushes. |
| 5 | Continuation of lesson 4 | | | | |
| 6 | To sketch a portrait depicting a relationship .  To select and use appropriate shading pencils to create an accurate replication of a well known painting. | **Portraying relationships**  Examine and discuss range of paintings depicting relationships from a range of well known artists from a variety of historical periods e.g. Pablo Picasso.  Using sketch books, chn observe and replicate portrait image taking into account line, tone, shading, perspective etc.  Chn use a range of graded shading pencils |  | * To develop observational skills and represent an image with increasing accuracy. * To develop pencil sketching skills. * To increase understanding of shading skills and appropriate equipment to use. | Range of sketching pencils e.g. HB, “b, 4B / H , 2H, 4H etc.  Examples of paintings depicting a relationship.  Sketch books |
| 7 | To use sketch books to record ideas/ observations and use them to review and revisit ideas  to improve mastery of art and design techniques, i.e pencil drawing/ sketching | **Art Assessment - Observation Drawing – Still Life**  Chn are presented with arrange of still life objects e.g. jar of flowers. Chn use sketch books and draw image ensuring that they attempt to make their image as accurate as possible.  Chn evaluate each others’ work.  Discuss the image seen from various view points and how the image will change. |  | * To use sketch books to record/ plan their ideas/observations and use them to review and revisit ideas * To experiment and develop drawing / pencil sketching techniques * To evaluate their own and others’ work | Still life objects  Sketch books |
| Next Steps in Learning: | To develop sketching techniques and be able to add tone and shade into their art work. Year 4  To study and compare the work of modern and past architects. To review and evaluate work and suggest possible improvements. Year 4. | | | | |