**Medium Term Plan – Autumn Year 3 – Art**

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| **Prior Learning** | **Pastel work (Year 1- Bonfire night pictures. Year 2- Drew lighthouses, fruit observations, portrait of Mary Seacole)**  **Silhouettes (Year 2- Skyline of the GFoL)**  **Clay work (Reception- Diwali lamps, Year1- hedehogs and leaf sculptures, Year 2- Sculptures of animals and fire marks)** | | | | |
| **Key Knowledge and Skills to commit to long term memory** | **Children to develop techniques, including control and use of materials.**  **To be creative and experiment with different art, craft and design.**  **Improve their mastery of art and design techniques, including drawing, painting, and sculpture with a range of materials.** | | | | |
| **Session** | **Objectives** | **Activity** |  | **Learning Outcomes** | **Resources** |
| 1 | WALT: use a variety of mediums to create an Egyptian scene. | Discuss the climate in Egypt. What colours would the children use to create a hot picture. Why would the children associate these colours with the climate? Create a warm coloured backdrop using water colour.  Share images with the children of the location of the pyramids and give an idea of what may have surrounded them. Discuss with the children what a silhouette is. Children to then create silhouettes for the pyramids and things that may have surrounded them on black paper to stick on their warm climate backdrop. |  | To improve their art and design techniques using different mediums.  To understand what a silhouette is and create these without the detail of a normal sketch. | Water colour paints  Black paper |
| 2 | WALT: use a variety of mediums to create an Egyptian scene. | Explain to the children how they are going to create another Egyptian scene today. Explain how they will be using a different medium today; pastels.  Explain how the children will be using more detail today using the colours available with pastels. Children to create a scene today showing more detail.  After completing this picture, children to be given a comparison sheet to compare the two scenes they have created using the different mediums. Which picture do they prefer and why? Which medium did they find the easiest to use and why? What effect does each medium give on what time of day the picture is from? |  | To improve their art and design techniques using different mediums.  To compare and contrast using different mediums.  To evaluate their artwork. | Pastels  Evaluation Sheet |
| 3+4 | WALT: design an Egyptian collar. | Look at Egyptian jewellery with the children. Why did they wear jewellery? Look closely at an Egyptian Collar. Children to look closely at the patterns the Egyptians used and the colours.  Children to design their own Egyptian Collar in their sketch books. Children to also be given time to paint their collars gold ready to stick their designs on for next week.  Second Week- children to use coloured paper to stick on their collars using their designs they created last week. |  | To design their own Egyptian collar based on the examples from Egyptian times. |  |
| 5 + 6 | To develop and improve their mastery of techniques involved and required for working with clay.  To create an Egyptian amulet using clay:  To try out tools and techniques and apply these to materials and processes.  To create an Egyptian tomb painting image on papyrus paper.  To adapt and improve their own work according to its purpose.  (Art week activity) | Egyptian amulets using clay  Following on from history lessons/ discovery of Egyptian artefacts from Tutankhamen’s tomb, children use clay to create an Egyptian amulet. Children experiment with a variety of tools and techniques e.g. rolling, imprinting etc. Chn paint/varnish amulet when dry.  Egyptian Papyrus paintings  Children research / experiment with their chosen tomb painting and adapt/ improve their own work. Children develop and experiment with their ideas in sketch book.  Using bandages and PVA glue, chn make ‘papyrus paper’. To make paper look more authentic, children stain with chosen materials e.g. coloured paints, tea bags.  When dry children draw chosen/adapted image onto ‘papyrus paper’, paint and cut as required. |  | * To develop and improve mastery of techniques required for working with clay. * Experiment with a variety of techniques / tools to produce an effective clay amulet. * Identify the key features of Egyptian art e.g. people shown side on * Review and improve their own work | Self hardening clay  Clay tools  Bandages  Tea bags, paints, charcoal  Various tomb paintings of Egyptian people. |
| 7 (Arts Week) |  | Children create:  Egyptian landscapes on papyrus paper.  Tutankhamun masks  Sarcophagus designs using pastels  Class mosaics  Canopic Jar designs |  |  |  |
| 8 | To combine visual and tactile qualities of materials  To analyse and evaluate the way in which different patterns are made  To use different media (digital image) and to incorporate a digital image into a piece of artwork. | Weaved material pictures – x curricular links with science/ ICT/ Maths  Children use digital camera to photograph image of their choice depicting chosen texture/pattern. Using ruler (x curricular – Maths) , children cut paper image and variety of textured materials into strips. Children weave strips together to create textured image. |  | * Understand that photography can be used as an art form. * To experiment with a range of materials and media * To analyse and evaluate their own and others’ work | Variety of textured materials  Digital images / photographs of pattern/ texture Taken by children using a digital camera |
| 9 | To explore how shape, colour and texture can be organised and combined to create patterns for different purposes  To comment on the similarity / differences between their own and others’ work | Rangoli Patterns – x curricular links with RE  Use ppt to discuss key features of Hindu art – Rangoli patterns. Discuss significance/ importance of this art form.  Children create their own rangoli pattern using coloured chalks, rice, lentils etc. Children pay attention to symmetrical pattern, colour. |  | * Develop use / techniques of working with coloured chalks / grains * To analyse and evaluate use of colour, shape, symmetry and texture to create an effective rangoli pattern * To identify similarities/differences between their own and others’ work and to evaluate same. | Rangoli patterns ppf  Coloured chalks, rice , lentils etc.  Sugar paper |
| Next Steps in Learning: | Learn about great artists, architects and designers in history (Lowry) | | | | |