**Medium Term Plan – Autumn 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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| **Session** | **Objectives** | **Activity** |  | **Learning Outcomes** | **Resources** |
| 1 | To evaluate and analyse creative works (Stone age cave paintings) using the language of art, craft and design.To know about great artists/ craft makers and designers (Stone age cave artists) and understand the historical and cultural development of their art forms.To use a range of materials and techniques | Stone age Cave Painting Art Project <https://suite.io/mary-rayme/5z7p282>Refer to website as above for further details of ‘Cave Painting Art Project For Kids Ages 5-12’.Children explore Stone Age cave paintings from Chauvet and Lascaux in France, and create a drawing of a Paleolithic animal with oil pastels on kraft (wood chip) paper.Review the animals shown on cave paintings. For example, this list might include: horses, aurochs, bison, deer, lions, etc. Direct the children to pick a Stone Age animal and to sketch it out to fill the page as much as possible |  | * To create a Stone age cave drawing in the same style as Stone age artists paying particular attention to colours, shape and form of drawings.
* To use a range of materials and techniques with increasing confidence e.g painting on coarse paper.
 | Roll of kraft paper (wood chip), 2/3-feet cut for each childOIl pastels in earth tones (black, white, grey, sepia, ochre, deep red, tan, beige, umber)Spray bottle of watered down paint |
| 2 | To use a range of materials and techniquesTo experiment with colour mixing to make a desired colour.To know about great artists/craft makers and designers (Stone age cave artists) and understand the historical and cultural development of their art forms. | Discuss with chn how stone age people made different colours. What materials do they think were used?Chn to look at materials eg fruit/spices to decide what colour they think could be achieved. Chn to prepare different colours using resources eg fruit |  | * To create a new colour using raw materials in the style of stone age artists.
* To experiment with colour mixing.
 | FruitSpicesCoffeeCharcoalRecording sheet |
| 3 | To develop and improve mastery drawing and painting techniques.To combine stencilling and painting to create an effective animalTo experiment with colour mixing to make a desired colour.  | Noah’s ark paintings – X curricular links with REUsing stencils/ pictures provided, children produce observational drawing of animal ( Each pair create 2 animals). Use sketch books to develop ideas. Children pay close attention to markings of animals and replicate using paints. Children cut out finished animals for class display. |  | * To develop and improve mastery drawing and painting techniques.
* Mix paint colours effectively to produce a desired colour
* Observe and replicate animal patterns
* Develop a range of skills e.g. observational drawing, cutting, stencilling
 | Variety of resources e.g. animal information books, selection of animal photos / pictures, online resources.Animal stencils.Colour wheel for mixing paints. |
| 4 | To combine visual and tactile qualities of materialsTo analyse and evaluate the way in which different patterns are madeTo 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/ MathsChildren 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 materialsDigital images / photographs of pattern/ texture Taken by children using a digital camera |
| 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 clayFollowing 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 paintingsChildren 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 clayClay toolsBandagesTea bags, paints, charcoalVarious tomb paintings of Egyptian people. |
| 7 | To explore how shape, colour and texture can be organised and combined to create patterns for different purposesTo comment on the similarity / differences between their own and others’ work | Rangoli Patterns – x curricular links with REUse 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 ppfColoured chalks, rice , lentils etc.Sugar paper |
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