



'We enjoy. We achieve.'

Care Growth Teamwork

Pudsey Bolton Royd Primary School Art & Design Long-Term Plan

Year 3

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>
Enquiry Questions		
Why are Stone Age cave paintings/drawings important to historians? Can I create a Stone Age inspired piece of Art?	Why is tone important in observational drawing? Can I realistically draw part of a skeleton?	Who is Gauguin? Who is Constable? How are the artists style similar/different?
Outcomes		
A piece of work incorporating a natural paint background and charcoal sketches depicting life in the Stone Age. Children should also have an understanding of why Cave paintings were used. (https://www.benjonson.towerhamlets.sch.uk/files/year-groups/art/Y3%20Cave%20Art.pdf) Useful link with images and explanations	An observational drawing of part of a skeleton, as realistic as possible with use of tone and shade to show light and shadow creating a labelled, detailed page on still life (skeletons) https://www.bitternemanor.co.uk/art-2/ Useful link for observational drawing	Gauguin/Constable Artist comparison study. Double page on the artist, comparing/contrasting their work. Create a piece of art of Saint Lucia, inspired by Gauguin.
Linked Texts		
The First Drawing by Mordicai Gerstein https://www.youtube.com/watch?v=53XBvGqjwBo	N/A	N/A
Linked Experiences		
National Coal mining museum - look at caves and imagine living here	N/A	N/A
Overview		
1. https://www.youtube.com/watch?v=h1CGXy_h-iI Look at Cave painting and discuss themes and purpose. In sketchbooks, children annotate with their learning, label with colour, materials used and try to recreate (in pencil) some specific animals from the cave paintings. Discuss how this can be 'Narrative Art' from the time.	1. Practise a variety of mark making techniques on your page to get used to the variety of pencil grades.	Artist study of both artists, compare and contrast in book using images of their art work and annotating using key vocabulary. Also annotate information learnt about the artists. Include headings in the style of each artist.

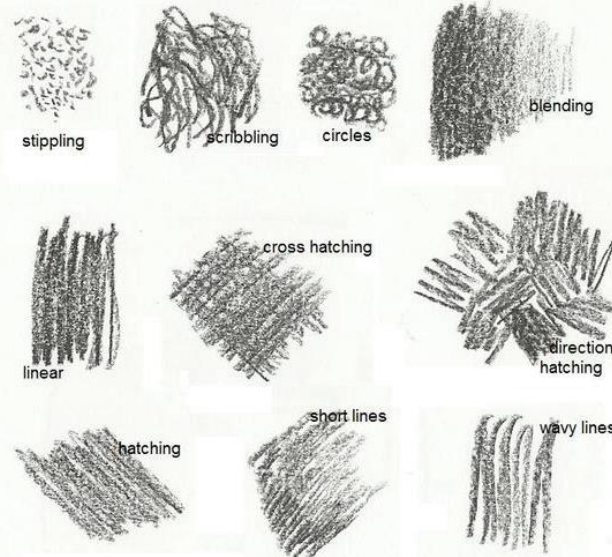


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- Children create natural paint using spices and label the colours in their sketch book. Write a short explanation of what they learnt and why this was used in the Stone Age. Discuss warm tones and shade, light and dark areas.
- Decide on a cave painting to use as inspiration, plan out orientation of cave painting in pencil. Then paint a background using natural paint.
- Practise charcoal techniques then transfer this to the natural paint background to create your Narrative Art cave painting.
GD: children go back in and add colour with natural paint to specific areas of sketch,



- Create a tonal ladder with a scale of HB/B pencils.
- Draw a realistic sphere using tone and thinking about pencil grades.
<https://youtu.be/hB49pdLOUTY>
Begin with drawing a circle (2D) accurately and progress onto a sphere. Discuss similarities and differences.
- Look at sections of skeletons and zoom in. Children to focus on one part of skeleton and sketch outline lightly with pencil, add tone and depth with variety of pencil grades using skills from previous input. Children will need to redraft to get desired effect.

<https://www.tate.org.uk/kids/explore/who-is/who-paul-gauguin>
<https://www.tate.org.uk/art/artworks/constable-salisbury-cathedral-from-the-meadows-t13896/in-depth-salisbury-cathedral-from-the-meadows/discussion-activities-resource>

Plan and produce a piece based on Saint Lucia in the style of Gauguin. Create a colour palette using pastels of the colours they want to use in their piece. Think about what kind of message the piece is trying to convey.

Evaluate their pieces and their classmates pieces.



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Knowledge and/or Skills Covered

PLAN: Children will verbally explain their plans for art or craftwork, linking to technique.
PRODUCE:
Realism
Beginning of perspective/scale; no 'x-ray' or 'plan-elevation' drawings
Start to use shading, line direction, mixing, pattern etc
to change the value, intensity and texture
Control & precision
Awareness of hand-position (i.e. smudging) and table
Create
Work creatively with a range of materials
EVALUATE: Appreciate
Start to describe the artistic aspects (e.g. that they like or dislike)
Evaluate
Politely discuss the effect of their peers' work
Willingness to redraft.

PLAN: Verbally explain their plans for art or craftwork, linking to techniques and using artistic vocabulary
PRODUCE:
Realism
Beginning of perspective/scale; no 'x-ray' or 'plan-elevation' drawings
Start to use shading, line direction, mixing, pattern etc
to change the value, intensity and texture
Control & precision
Awareness of hand-position (i.e. smudging) and table
Reproduce
Reproduce 2D shapes accurately (e.g. a Union Jack where the internal lines intersect at the centre-point)
Create
Work creatively with a range of materials (e.g. grades of pencil)
EVALUATE: Ask questions
Start to frame questions and answers in artistically valid ways
Evaluate
Politely discuss the effect of their peers' work
Willingness to redraft

LAN: Verbally explain their plans for art or craftwork, linking to techniques and using artistic vocabulary
PRODUCE:
Realism
Beginning of perspective/scale; no 'x-ray' or 'plan-elevation' drawings
Start to use shading, line direction, mixing, pattern etc
to change the value, intensity and texture
Control & precision
Awareness of hand-position (i.e. smudging) and table
Reproduce
Reproduce 2D shapes accurately (e.g. a Union Jack where the internal lines intersect at the centre-point)
Create
Work creatively with a range of materials (e.g. pastels)
EVALUATE: Appreciate
Start to describe the artistic aspects (e.g. that they like or dislike)
Start to verbalise other people's opinions that differ from their own
Ask questions
Start to frame questions and answers in artistically valid ways



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		<u>Compare</u> Start to identify themes within and between artworks, and to link artwork to its historical and geographical context <u>Evaluate</u> Politely discuss the effect of their peers' work Willingness to redraft
National Curriculum Attainment Targets		
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 and painting with a range of materials [for example, pencil, charcoal, paint]	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]	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, pastel]
Important Vocabulary		
Artefact, draft, infer, interpret, opinion, function, purpose, theme, repetition, cool/warm, tone, shade, tint, hue, process, narrative art, realism, origin, change, approximate, chronological.	Draft, opinion, function, purpose, tone, shade, realism, still life, crop.	Perspective, pastel, construct, organise, complementary, primary, secondary, genre.



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<u>Spring 2</u>	<u>Summer 2</u>
Enquiry Questions	
Can I make a clay brooch in the style of the iron age?	Can I create an effective collage?
Outcomes	
Children to learn about art use for jewellery during the iron age. Create an iron age piece of jewellery (brooch) using clay.	Design and create an effective collage.
Linked Texts	
N/A	N/A
Linked Experiences	
N/A	N/A
Overview	
<p>Create a page in their sketchbooks about Iron Age art (include photos of jewellery, artefacts, patterns). Include a heading. Annotate what they have learnt and any observations they have made i.e. I noticed that ... This makes me think of ... I like this style because ...</p> <p>https://www.timetrips.co.uk/rom-art-celtbrooch.htm</p> <p>https://khalsaprimarieschool.com/wp-content/uploads/2021/01/Thursday-History-Presentation.pdf</p> <p>Design and plan their own iron age brooch in sketchbooks. Plan colour, material (clay), shape, purpose.</p> <p>Practise using clay techniques https://www.bbc.co.uk/teach/class-clips-video/art-and-design-making-sculptures-dry-materials-clay/zd28qp3</p> <p>Sculpt their brooch including using tools to carve their design on. Paint and evaluate.</p>	<p>Look at a range of collages in art throughout history. Discuss effectiveness and annotate this in art book.</p> <p>Look at magic carpets from the circus. Design own flying carpet, ensuring colours are bright and the pattern is intricate.</p> <p>Use magazines, tissue paper and other textures of paper to find and cut out shapes of the colours needed for their flying carpet.</p> <p>Create final piece.</p> <p>Evaluate against their plan.</p>



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Knowledge and/or Skills Covered

PLAN: Verbally explain their plans for art or craftwork, linking to techniques and using artistic vocabulary

PRODUCE: Realism

Beginning of perspective/scale; no 'x-ray' or 'plan-elevation' drawings

Start to use shading, line direction, mixing, pattern etc to change the value, intensity and texture.

Control & precision

Awareness of hand-position (i.e. smudging) and table

Reproduce

Reproduce 2D shapes accurately (e.g. a Union Jack where the internal lines intersect at the centre-point)

Create

Work creatively with a range of materials (e.g. grades of pencil)

EVALUATE: Ask questions

Start to frame questions and answers in artistically valid ways

Evaluate

Politely discuss the effect of their peers' work

Willingness to redraft

PLAN: Verbally explain their plans for art or craftwork, linking to techniques and using artistic vocabulary

PRODUCE: Realism

Beginning of perspective/scale; no 'x-ray' or 'plan-elevation' drawings

Start to use shading, line direction, mixing, pattern etc to change the value, intensity and texture

Control & precision

Adequately cut e.g. Xmas tree shape from card

Awareness of hand-position (i.e. smudging) and table clutter (e.g. card cuttings under the paper they draw on)

Reproduce

Reproduce 2D shapes accurately (e.g. a Union Jack where the internal lines intersect at the centre-point)

Create

Work creatively with a range of materials (e.g. grades of pencil)

EVALUATE: Ask questions

Start to frame questions and answers in artistically valid ways

Evaluate

Politely discuss the effect of their peers' work

Willingness to redraft

National Curriculum Attainment Targets

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

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revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, clay]	revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, collage]
Important Vocabulary	
During, while, recently, chronological, approximate, change, carve, etch, clay, sculpt.	Weave, fabric, material, adhesive, tissue paper, cellophane, mosaic, collage.