**Ely St. John’s Primary**

**Art - Year 3 – British Artists**

Ely St John’s Art Overview [Welcome to Ely St John's Community Primary School (elystjohns.cambs.sch.uk)](https://www.elystjohns.cambs.sch.uk/website/art/575904)

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| **Project &****Artist, designer, style or inspiration** | A storyboard based on the story ‘The Monkey and the Crocodile.’ Inspired by Paula Rego.A drawn and printed memory postcard. Inspired by Sonia Boyce.A sensory box. Inspired by Anish Kapoor. |  **Resources*** Printing Ink
* Paints
* Sketching pencils
* Glass/plastic plates for printing
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| **Key Knowledge** | I know that different pencils give different tonesI can identify and know how to draw different textures, using different pencilsI will recognise primary, secondary and tertiary colours and know how to mix them correctlyI know how to apply paint by using different pressures, brushstrokes and sized brushesI know how to follow a set of instructions correctlyI can identify and talk about a variety of British Artists and their workI know how to mono print using layers of two or more colours |
| **Key Vocabulary** | Sketching-hatching, cross hatching, random hatching, ink washreplicateabstract composition mediummono printing-plan, refine, alterpalette  |
| **Key Skills** | Use sketchbooks to collect and record observations, and to develop their own ideas. Plan, refine and alter sketches as necessary.Use different grades of pencils to show line, tone and texture. Use different media to achieve variations in line, texture, tone, colour, shape and pattern. Continue to observe and develop the drawing of landscapes, patterns, faces and objects, with increasing accuracy. Draw for a sustained period of time at their own level. Develop ideas from starting points throughout the curriculumMix colours effectivelyUse watercolour paint to produce washes for backgrounds then add detailUse layers of two or more coloursComment on artworks using visual languageReplicate some of the techniques used by notable artistsPrint using a variety of materials, objects and techniques, including layering coloursResearch, create and refine a print using a variety of techniques Explore pattern and shape, creating designs for printingTalk about the processes used to produce a simple printSelect and arrange materials for a striking effectExplore ideas in a variety of waysCut materials accurately and safely by selecting appropriate tools |
| **End of Unit Assessment** | All children willTalk about one British Artist and their work- expressing their own opinion about the artist’s work. Draw illustrations.Mix colours to create a warm palette.Create a print with two overlays.Choose and arrange materials to create an effect.Talk about their art work. | Most children willTalk about one British Artist and their work- expressing their own opinion about the artist’s work, and giving reasons for their opinions.Draw illustrations using a variety of sketching techniques.Mix colours to create tints, tones and shades (warm palette)Create a print with two overlays, using clear marks and lines.Choose and arrange materials to create a striking effect.Use topic specific words when talking about their art work. | Some children willTalk about more than one British Artist and their work- expressing their own opinion about the artist’s work, and giving reasons for their opinions.Be able to sketch with increased sophistication and accuracy.Mix colours to create a variety of tints, tones and shades (warm palette)Create a print with two overlays, using clear marks and lines.Choose and arrange materials to create a striking effect.Use topic specific words when talking about their art work, as well as, comparing it to focus artist. |

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|  | **Activity 1** |  **Activity 2** |  **Activity 3** |  **Activity 4** |  **Activity 5** |
| **LO and SC** | LO: To tell a story using pictures1. I can choose my own characters for a story2. I can use different sketching techniques3. I can draw with increasing accuracy | LO: To plan and draw a memory1. I can develop my own idea based on an artist’s work2. I can draw with increasing accuracy to replicate a memory | LO: To develop skills in mono printing through experimentation1. I can use clear mark making2. I can select appropriate background material3. I can show structure and architectural aspect through mono print | LO: To identify and create a warm palette of colours1. I can identify and select colours that are warm2. I can mix colours accurately3. I can apply paint using a variety of different brush strokes | LO: To create an abstract painting1. I can cut paper accurately and safely2. I can arrange my strips for a striking effect |
| **Session Knowledge** | I know that different pencils give different tonesI can identify and know how to draw different textures, using different pencilsI can identify and talk about a variety of British Artists and their work | I know that different pencils give different tonesI can identify and know how to draw different textures, using different pencilsI can identify and talk about a variety of British Artists and their work | I know how to follow a set of instructions correctlyI know how to mono print using layers of two or more colours | I will recognise primary, secondary and tertiary colours and know how to mix them correctlyI know how to apply paint by using different pressures, brushstrokes and sized brushesI can identify and talk about a variety of British Artists and their work | I can identify and talk about a variety of British Artists and their work |
| **Session Vocab** | Sketching-hatching, cross hatching, random hatching, ink wash | Sketching-hatching, cross hatching, random hatching, ink washReplicate | Mono print, plan, refine, alter | PaletteWarm  | Accurately Abstract composition  |
| **Session Skills** | Use sketchbooks to collect and record observations, and to develop their own ideasPlan, refine and alter sketches as necessary Use different grades of pencils to show line, tone and texture Use different media to achieve variations in line, texture, tone, colour, shape and patternContinue to observe and develop the drawing of landscapes, patterns, faces and objects, with increasing accuracyDraw for a sustained period of time at their own level | Use sketchbooks to collect and record observations, and to develop their own ideasUse different grades of pencils to show line, tone and textureUse different media to achieve variations in line, texture, tone, colour, shape and patternContinue to observe and develop the drawing of landscapes, patterns, faces and objects, with increasing accuracyDraw for a sustained period of time at their own levelPlan, refine and alter sketches as necessaryComment on artworks using visual language | Print using a variety of materials, objects and techniques, including layering coloursResearch, create and refine a print using a variety of techniques Explore pattern and shape, creating designs for printingTalk about the processes used to produce a simple printComment on artworks using visual languagePlan, refine and alter sketches as necessary | Mix colours effectivelyUse watercolour paint to produce washes for backgrounds then add detailUse layers of two or more coloursUse different media to achieve variations in line, texture, tone, colour, shape and pattern Comment on artworks using visual language | Select and arrange materials for a striking effectExplore ideas in a variety of waysCut materials accurately and safely by selecting appropriate tools |
| **Session Notes****+ Resources** | Introduce new unit and artist-Paula Rego. Follow power point.Read ‘The Monkey and the Crocodile.’ Model drawing out the story and adding sentences to create a book. Children create their own book based on the story. Remind children to use their sketching techniques from pervious lessons. Children choose their own characters, but keep the theme the same.**Resources**power point art bookssketching pencilssheets | Introduce the artist Sonia Boyce. Work through the power point. Then model completing own memory postcard using questions. Next, children complete their own memory postcards using questions. They plan and draw their own postcard ready for printing in the next session.**Resources**power point art bookssketching pencilscolouring pencils | Continue from last week’s session. Watch you tube video/ work through presentation. Adult model creating their own print. Children then create their mono print using last week’s sketch.**Resources**power point art bookssketching pencilscolouring pencilsprinting resources | Work through the power point. Introduce the artist Howard Hodgkin. Next model choosing three warm colours and paint in large bold strokes onto paper.Leave paint to dry ready for next week.**Resources**power point art bookspaintpaperpaint brushes | Remind children of last week’s session. Now cut painted sheet into strips and arrange however you like to create a new abstract painting. Next children do the same with their painted sheets. Stick into art books. Tell children to bring in a shoe box with a lid ready for next week. Send out an email to parents.**Resources**power pointart booksscissorsglue |

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|  | **Activity 6** |  **Activity 7** |  **Activity 8** |  **Activity 9** |  **Activity 10** |
| **LO and SC** | LO: To create a sensory box based on an artist’s work1. I can plan what to put in my sensory box2. I can refine and alter my ideas as necessary3. I can talk about why I have chosen certain materials | LO: To create a sensory box based on an artist’s work1. I can cut materials accurately and safely2. I can arrange materials for a striking effect3. I can talk about and describe my sensory box |  |  |  |
| **Session Knowledge** | I can identify and talk about a variety of British Artists and their work | I can identify and talk about a variety of British Artists and their work |  |  |  |
| **Session Vocab** | Refine, alter, sensory, plan | Cut, refine, sensory, striking effect |  |  |  |
| **Session Skills** | Use sketchbooks to collect and record observations, and to develop their own ideasPlan, refine and alter sketches as necessaryComment on artworks using visual language | Select and arrange materials for a striking effectExplore ideas in a variety of waysCut materials accurately and safely by selecting appropriate toolsSelect appropriate joining techniquesApply appropriate and shaping techniques that include cuts within the perimeter of the material |  |  |  |
| **Session Notes****+ Resources** | Work through the power point. Introduce the artist Anish Kapoor. Model decorating the inside of the shoe box using a variety of materials. Next plan what you are going to put in the shoe box next week to stimulate all five senses.Remind children to bring in their items.**Resources**power point shoe boxtissue, crepe paperfelt tipscrayons gluescissors | Continue from last week’s session. Add items to shoe box. Next children look at each other’s shoe boxes. Discuss what senses are being used.**Resources**power point shoe boxtissue, crepe paperfelt tipscrayons gluescissors |  |  |  |