**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 |
| **Key Knowledge** | I know that different pencils give different tones  I can identify and know how to draw different textures, using different pencils  I will recognise primary, secondary and tertiary colours and know how to mix them correctly  I know how to apply paint by using different pressures, brushstrokes and sized brushes  I know how to follow a set of instructions correctly  I can identify and talk about a variety of British Artists and their work  I know how to mono print using layers of two or more colours | | | |
| **Key Vocabulary** | Sketching-hatching, cross hatching, random hatching, ink wash  replicate  abstract composition  medium  mono printing-plan, refine, alter  palette | | | |
| **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 curriculum  Mix colours effectively  Use watercolour paint to produce washes for backgrounds then add detail  Use layers of two or more colours  Comment on artworks using visual language  Replicate some of the techniques used by notable artists  Print using a variety of materials, objects and techniques, including layering colours  Research, create and refine a print using a variety of techniques  Explore pattern and shape, creating designs for printing  Talk about the processes used to produce a simple print  Select and arrange materials for a striking effect  Explore ideas in a variety of ways  Cut materials accurately and safely by selecting appropriate tools | | | |
| **End of Unit Assessment** | All children will  Talk 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 will  Talk 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 will  Talk 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 pictures  1. I can choose my own characters for a story  2. I can use different sketching techniques  3. I can draw with increasing accuracy | LO: To plan and draw a memory  1. I can develop my own idea based on an artist’s work  2. I can draw with increasing accuracy to replicate a memory | LO: To develop skills in mono printing through experimentation  1. I can use clear mark making  2. I can select appropriate background material  3. I can show structure and architectural aspect through mono print | LO: To identify and create a warm palette of colours  1. I can identify and select colours that are warm  2. I can mix colours accurately  3. I can apply paint using a variety of different brush strokes | LO: To create an abstract painting  1. I can cut paper accurately and safely  2. I can arrange my strips for a striking effect |
| **Session Knowledge** | I know that different pencils give different tones  I can identify and know how to draw different textures, using different pencils  I can identify and talk about a variety of British Artists and their work | I know that different pencils give different tones  I can identify and know how to draw different textures, using different pencils  I can identify and talk about a variety of British Artists and their work | I know how to follow a set of instructions correctly  I 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 correctly  I know how to apply paint by using different pressures, brushstrokes and sized brushes  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** | Sketching-hatching, cross hatching, random hatching, ink wash | Sketching-hatching, cross hatching, random hatching, ink wash  Replicate | Mono print, plan, refine, alter | Palette  Warm | Accurately  Abstract composition |
| **Session 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 | Use sketchbooks to collect and record observations, and to develop their own ideas  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  Plan, refine and alter sketches as necessary  Comment on artworks using visual language | Print using a variety of materials, objects and techniques, including layering colours  Research, create and refine a print using a variety of techniques  Explore pattern and shape, creating designs for printing  Talk about the processes used to produce a simple print  Comment on artworks using visual language  Plan, refine and alter sketches as necessary | Mix colours effectively  Use watercolour paint to produce washes for backgrounds then add detail  Use layers of two or more colours  Use 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 effect  Explore ideas in a variety of ways  Cut 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 books  sketching pencils  sheets | 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 books  sketching pencils  colouring 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 books  sketching pencils  colouring pencils  printing 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 books  paint  paper  paint 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 point  art books  scissors  glue |

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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 work  1. I can plan what to put in my sensory box  2. I can refine and alter my ideas as necessary  3. I can talk about why I have chosen certain materials | LO: To create a sensory box based on an artist’s work  1. I can cut materials accurately and safely  2. I can arrange materials for a striking effect  3. 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 ideas  Plan, refine and alter sketches as necessary  Comment on artworks using visual language | Select and arrange materials for a striking effect  Explore ideas in a variety of ways  Cut materials accurately and safely by selecting appropriate tools  Select appropriate joining techniques  Apply 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 box  tissue, crepe paper  felt tips  crayons  glue  scissors | 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 box  tissue, crepe paper  felt tips  crayons  glue  scissors |  |  |  |