**Ely St. John’s Primary**

**Art - Year 3 – Giuseppe Arcimboldo**

Ely St John’s Art Overview Welcome to Ely St John's Community Primary School (elystjohns.cambs.sch.uk)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Project &**  **Artist, designer, style or inspiration** | To create an oil pastel self-portrait based on the work of Giuseppe Arcimboldo.  To replicate the artistic style of Giuseppe Arcimboldo. | | | **Resources**   * Printing Ink * Oil pastels * Sketching pencils * Glass/plastic plates for printing |
| **Key Knowledge** | I know who Giuseppe Arcimboldo is and can recognise/describe his art work  I know that different pencils give different tones  I 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 mono print using layers of two or more colours | | | |
| **Key Vocabulary** | Replicate, primary, secondary and tertiary colours, tone, texture,sketch-hatching, contour hatching, cross hatching, random hatching, stippling, ink wash, techniques, layer, mono print, line drawing, portrait | | | |
| **Key Skills** | Comment on artworks using visual language  Develop ideas from starting points throughout the curriculum  Replicate some of the techniques used by notable artists, artisans and designers  Use different hardness of pencils to show line, tone and texture  Sketch lightly (no need to use a rubber to correct mistakes)  Mix colours effectively  Use watercolour paint to produce washes for backgrounds then add detail  Use layers of two or more colours  Adapt and refine ideas as they progress  Replicate patterns observed in natural forms  Print using a variety of materials, objects and techniques, including layering colours.  Explore pattern and shape, creating designs for printing.  Talk about the processes used to produce a simple print. | | | |
| **End of Unit Assessment** | All children will  Talk about Arcimboldo and his work- expressing their own opinion about the artist’s work.  Draw illustrations.  Create a print with two overlays.  Talk about their art work.  To create a portrait that includes the key features.  Apply pastel in layers to create smooth graduated tones.  Use blending to help create different textures.  Create expressive marks by leaving them unblended, or applying them as hatched or cross-hatched lines. | Most children will  Talk about Arcimboldo and his work- expressing their own opinion about the artist’s work, and giving reasons for their opinions.  Draw illustrations using a variety of sketching techniques.  Create a print with two overlays, using clear marks and lines.  Use topic specific words when talking about their art work.  To create a portrait that includes the key features, and different sketching techniques.  Carefully apply pastel in layers to create smooth graduated tones.  Create expressive marks by leaving them unblended, or applying them as hatched or cross-hatched lines to create a more 3D portrait. | Some children will  Talk about Arcimboldo and hiswork- expressing their own opinion about the artist’s work, and giving reasons for their opinions.  Be able to sketch with increased sophistication and accuracy.  Create a print with two overlays, using clear marks and lines.  Use topic specific words when talking about their art work, as well as, comparing it to focus artist.  To create a portrait that includes the key features which have been drawn proportionally accurately, including different sketching techniques.  With sophistication and ease, apply pastel in layers to create smooth graduated tones.  Create expressive marks by leaving them unblended, or applying them as hatched or cross-hatched lines to create a more 3D and realistic portairt. | |

**Art - Year 3 – Giuseppe Arcimboldo**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Session 1** | **Session 2** | **Session 3** | **Session 4** | **Session 5** |
| **LO and SC** | LO: To be able to understand how to create tone using pencil  1. I can use shading to create light, medium and dark tones  2. I can identify and use a variety of shading techniques to achieve tone  3. I can identify what successful tonal shading looks like | LO: To know how to mix colours and how to control paint to create different effects  1. I can experiment with paint and successfully mix different colours  2. I can control my brush to create/replicate patterns | LO: To develop a wide range of art and design techniques, such as using drawing to create a self-portrait  1. I can draw my face as an egg shape  2. I can add my eyes, nose, and mouth in the right place  3. I can use shading to create light, medium and dark tones  4. I can use a variety of shading techniques to achieve tone | LO: To create art in the style of Giuseppe Arcimboldo  1. I can use different media to achieve variations in line, texture, tone, colour, shape and pattern  2. I can plan, refine and alter sketches as necessary  3. I can produce a final self-portrait similar to an artist | 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 natural lines through mono print |
| **Key Knowledge** | I know who Giuseppe Arcimboldo is and can recognise/describe his art work  I know that different pencils give different tones  I 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 that different pencils give different tones  I know how to draw different textures, using different pencils | I know who Giuseppe Arcimboldo is and can recognise/describe his art work | I know how to mono print using layers of two or more colours |
| **Key Vocab** | Medium, Sketch-hatching, contour hatching, cross hatching, random hatching, stippling, ink wash, texture, tone | Primary, secondary, tertiary colours | Portrait, medium, Sketch-hatching, contour hatching, cross hatching, random hatching, stippling, ink wash, texture, tone | Replicate, portrait, medium, refine | Layer, mono print, line drawing, medium |
| **Key Skills** | Comment on artworks using visual language  Develop ideas from starting points throughout the curriculum  Use different hardness of pencils to show line, tone and texture  Sketch lightly (no need to use a rubber to correct mistakes)  Replicate patterns observed in natural forms | Mix colours effectively  Use watercolour paint to produce washes for backgrounds then add detail  Use layers of two or more colours  Replicate patterns observed in natural forms | Use different hardness of pencils to show line, tone and texture  Sketch lightly (no need to use a rubber to correct mistakes) | Comment on artworks using visual language  Develop ideas from starting points throughout the curriculum  Replicate some of the techniques used by notable artists, artisans and designers  Adapt and refine ideas as they progress | Print using a variety of materials, objects and techniques, including layering colours.  Explore pattern and shape, creating designs for printing.  Talk about the processes used to produce a simple print. |
| **Session Notes**    **+ Resources** | Introduce Giuseppe Arcimboldo and discuss art-linked to Harvest.  Tell children that they will be creating their own portrait in the same style later in the term. First we need to practise sketching.  Discuss and show Twinkl powerpoint and the different sketching techniques. Model sketching into sketching circles.  **Activity**-Children complete the same activity- use this as a reference throughout art lessons.  Then adult sketch vegetable/fruit. Discuss scale, textures, tone, different techniques as you sketch.  **Activity**-Children then create their own fruit/vegetable sketch.  **Resources**  **-**Notebook  -Vegetables/fruit  -Circle Posters  -Sketching pencils  -Examples of different sketching techniques  -Twinkl presentation | Remind children of previous lesson. Today we are going to paint using water colours.  Recap on the colour wheel. (primary and secondary colours) Model mixing colours and then painting vegetable. Remind children not to use too much paint/water. Wash first of all and then paint outline and add detail.  Prompt children to look back at previous lesson to help create texture.  **Activity**- children paint their own fruit/vegetable.  **Resources**  -Notebook  -Vegetables/fruit  -Posters  -Twinkl presentation  -Paints  -Brushes  -Pots  -Newspaper | Remind children about Giuseppe Arcimboldo. Show examples of his art work.  Tell children that they are going to draw self-portraits. Using a mirror model how to draw your face and then turn your features into vegetables to replicate Arcimboldo art. Model using previous learnt sketching techniques.  **Activity**-children sketch their own self-portrait.  **Resources**  -Notebook  -Mirrors  -Posters  -Sketching pencils  -Examples of different sketching techniques  -Twinkl presentation | Remind children about Giuseppe Arcimboldo. Show examples of his art work.  Model adding to last week’s portrait. Oil pastel over pencil.  **Activity**-Children re-work their pencil portraits using oil pastels.  **Resources**  **-**Notebook  -Twinkl presentation  -Sketch books  -Oil pastels | Using fruit/vegetables model creating a mono print. Begin by showing children quick sketch of fruit/veg, focusing on lines and detail. Remind children of previous learnt sketching techniques.  Next watch video of how to mono print and replicate using own sketch.  **Activity**-children quick sketch fruit/vegetable and then mono print.  **Resources**  -Notebook  -Vegetables/fruit  -Ink  -Paper assortment  -Rollers  -Pieces of glass/plastic to roll on |

**Art - Year 3 – Giuseppe Arcimboldo**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Session 6** | **Session 7** | **Session 8** | **Session 9** | **Session 10** |
| **LO and SC** | LO: To develop skills in mono printing through experimentation  1. I can use clear mark making  2. I can show natural lines through mono print  3. I can refine and alter prints as necessary |  |  |  |  |
| **Key Knowledge** | I know how to mono print using layers of two or more colours |  |  |  |  |
| **Key Vocab** | Layer, mono print, line drawing, medium, alter, refine |  |  |  |  |
| **Key Skills** | Print using a variety of materials, objects and techniques, including layering colours.  Explore pattern and shape, creating designs for printing.  Talk about the processes used to produce a simple print. |  |  |  |  |
| **Session Notes**    **+ Resources** | Refine and alter mono print from previous session. Add a different colour and include more detail. Show children how to alter/refine previous mono print.  **Activity**-children refine/alter mono sketch.  **Resources**  -Notebook  -Vegetables/fruit  -Ink  -Rollers |  |  |  |  |