




Y3 Art and Design	TERM 1		TERM 2		TERM 3	
	Richmond Park Visit: Local church		ARTS WEEK Stone Age		Paint techniques and paper types Romans	
	Key knowledge To know which pencil to use for a specific tone.  To know about <b>Friedensreich Hundertwasser</b> and his artistic style.  To know that art was used to record scientific observations.  To know that there are infinite ways to mark make and the density of marks dictates the depth of tone or movement in a piece.  To know that the heavier the pressure of the pencil, the darker the tone and vice versa.  To know that accurate observational drawings were used before photography as key records for scientific research such as with 17th-century polymath, Robert Hooke.  To know how to analyse the representations of animals in prehistory art, looking at the line and form (through physical tracing) to create designs for an animal of their choice.  To know that art can be made out of natural materials and might not last ( <b>Andy Goldsworthy</b> ).  To know different pencils have different functions when sketching (building on Y3 leaf work on form).	Key skills To be able to confidently build up a repertoire of intricate mark making with HB, 4B and 6B pencils.  To be able to use pastels in sketchbook work to explore design ideas.  To be able to use pressure of hand blending and graduating tone.  To be able to discuss the role and meaning of art.	Key knowledge To know that art explores and records our identity and experiences.  To know that art can be used as a metaphor.  To know that collage is a technique where images and shapes are attached and can be overlapped to create depth, contrast and pattern.  To know that there are infinite ways to mark make and the density of marks dictates the depth of tone or movement in a piece.  To know that the heavier the pressure of the pencil, the darker the tone and vice versa.  To know that accurate observational drawings were used before photography as key records for scientific research such as with 17th-century polymath, Robert Hooke.  To know what artistic representations have been discovered from prehistory, and to know the limitations we have in interpreting them, but that we can also learn from their approach and admire their expression.  To know that charcoal can be useful for larger, flowing mark making and blending.	Key skills To be able to consider what colours to layer up and what the result will be of their mixing.  To be able to confidently build up a repertoire of intricate mark making with HB, 4B and 6B pencils.  To be able to use pastels in sketchbook work to explore design ideas.  To be able to use pressure of hand blending and graduating tone.  To be able to draw from observation a realistic representation of a fossil or an animal.  To be able to use their knowledge of cool and warm colours to create earthy neutrals out of poster paint, similar to those found in cave paintings.  To be able to have good paint brush control to confidently create smooth, bold representations, with added chosen mark making patterns and outlines.  To be able to create a wash to prepare watercolour paper for painting over once dry.  To be able to graduate colour by blending: cool – blues and greens; warm – red, orange and yellow.  To be able to add depth by layering.  To be able to consider what colours to layer up and what the result will be of their mixing as they are working.  To use scissors safely and accurately cut out intricate images.  To be able to identify photos or images that could represent an idea or a different object.  To be able to use colour and shape impactfully.  To be able to critically reflect on others’ art and give positive responses and constructive criticism with relevant explanation.  To be able to select and use different media to create and enrich a collage design.	Key knowledge To know that art can be used to remember.  To know that the Roman Republic valued power through age and experience and as such they wanted their busts to be realistic and sober, showing the sitter’s influence, rather than the youthful Greek ‘perfectionist’ portraiture.  To know that many portraits were created as a family heirloom, to remember their dead.  To know that many artists were Greek slaves and their names were not recorded.	Key skills To be able to create a watercolour wash.  To be able to use salt on wet to create the desired effect.  To be able to closely observe proportions of face and model them in clay relief, using selfies.  To be able to roll a tile in clay.  To be able to build up the face systematically, first by sectioning it, then by adding clay for those parts that protrude such as the nose.  To be able to add smooth additions into the face when building up cheeks.  To be able to use clay tools to mould and sculpt details.  To be able to roll a coil.  To be able to securely attach parts to a tile using cross hatching and slip.  To be able to add tone to air dried clay to give a 3D image.
						<b>Key question</b> How would you like to be remembered and if you could, what artistic style would you use to record yourself?

			To know which colours mix together to create a specific colour.		
<b>Enquiry/question/outcome/activity/genre of unit/text</b> Sketching at Richmond Park. A number of studies in pencil of rocks and fossils showing a combination of tone and mark making in pastels, graphite and charcoal.		<b>Enquiry/question/outcome/activity/genre of unit/text</b> Watercolour paint their own animal design on heavy grade watercolour paper (pre-coloured with a wash). Cut around children’s work and display together as a large collage to create a cave wall – consider how to group the class’s animals to create the effect. To draw an animal that would have been featured in prehistoric art in a light pencil outline. To create a watercolour image linked to the arts week theme. To produce a collage outcome linked to the arts week theme.		<b>Enquiry/question/outcome/activity/genre of unit/text</b> Roman style self-portrait in clay relief tile.	
<b>Key vocabulary (tier 2)</b> blend cool colours darker explore hard lighter mark make observational drawing observe photography pressure research scatter soft space tone warm colours	<b>Key vocabulary (tier 3)</b> <b>Andy Goldsworthy</b> charcoal density disintegrate disperse dissolve exploration studies <b>Friedensreich Hundertwasser</b> gradation graduate graduation of colour graduation of tone graphite intricate pastel pressure of hand representation <b>Robert Hooke</b>	<b>Key vocabulary (tier 2)</b> accurate attach blend blend bold brush strokes collage contrast control cool colours dark depth detail Earth expression glue hard identify imagination imaginative interpret interpretation layer light	<b>Key vocabulary (tier 3)</b> mark making neutral observational drawing observe outline overlap paint pattern pressure represent scale shade smooth soft solid space tone warm colours watercolour	<b>Key vocabulary (tier 2)</b> apply attach clay facial fix influence material model observe perfect portrait realistic relief remember rough scale section secure smooth solid throwing tile tool	<b>Key vocabulary (tier 3)</b> ‘a wash’ 2D 3D bust coil cross hatch heirloom impressing mould plinth profile proportion protrude remembrance sculpt sculptor sculpture sitter slave slip sober