



Art – Year 3 – Medium Term Plan
Autumn 1, Unit 1: Drawing: Growing artists

Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: See like an artist	To recognise how artists use shape in drawing.	<ul style="list-style-type: none">- I can recognise and draw simple shapes in objects.- I can identify both organic and geometric shapes.- I can use shapes to form the basis of my own drawing.	<ul style="list-style-type: none">- 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, charcoal, paint, clay.	<ul style="list-style-type: none">- Arrangement- Geometric- Line- Objects- Organic- shape	Watch: Teacher video: See like an artist Pupil video: Drawing with shapes Have ready: Presentation: See like an artist. A pre-prepared still-life arrangement for the whole class or a small group of children A selection of organic objects and geometric shapes objects for children to choose from to draw one at a time (children can swap objects throughout the activity with other children to try a different object) The pictures of objects provided in the printable Activity: Still life objects. Sketchbooks. Drawing pencils

					to include HB, 2B, 4B, 6B. Print in advance: Activity: Still life arrangement Activity: Still life objects
Two: Shading	To understand how to create tone in drawing by shading.	<ul style="list-style-type: none"> - I know that tone refers to the light and dark areas of an object or artwork. - I can use the side of a pencil so that the lead is flat to the paper. - I can shade in one direction, with no gaps and straight edges. - I can blend from light to dark to dark light creating smooth tones. 	<ul style="list-style-type: none"> - 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, charcoal, paint, clay. 	<ul style="list-style-type: none"> - blend - dark - even tones - grip - light - shading - smooth - tone 	Watch: Teacher video: Shading skills Pupil video : Shading Part 1 Pupil video : Shading Part 2 Have ready: Presentation: How would you? Presentation: Shading. Presentation: Four rules of shading. Sketchbooks. HB pencils. Sketching pencils (2B, 4B, 6B). Print in advance: Activity: Shading skill Activity: Tonal picture templates
Three: Texture pictures	To understand how texture can be created and used to make art.	<ul style="list-style-type: none"> - I can create different textures on paper by using a rubbing technique. - I can change the tool or colour that I use to change how my rubbing looks. - I can apply the technique of another artist. - I can tear and shape my rubbings to create a final piece. 	<ul style="list-style-type: none"> - 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, charcoal, paint, clay. - about great artists, architects and designers in history. 	<ul style="list-style-type: none"> - cut - frottage - pressure - rubbing - surface - tear - texture - tool 	Watch: Teacher video: Texture rubbings Pupil video: Creating texture pictures Have ready: Presentation: Brain dump. Presentation: Frottage.

					<p>A selection of objects pupils can obtain textured rubbings from (textured wallpaper, plastic file cover, lego bases, plastic chair) and/or find a space in an outside area that has several surfaces for rubbings (trees, hardboard, wood, wire mesh/chicken wire, walls, concrete, drain service covers, wire fences, leaves). Chunky wax crayons. 2B/3B pencils Graphite sticks Scrap/plain paper. Sheets of A4 plain paper (you could allow them to use coloured plain paper alongside white, 3-4 per child). A3 plain paper (white, black or colour)</p>
<p>Four: Botanical drawings</p>	<p>To apply observational drawing skills to create detailed studies.</p>	<ul style="list-style-type: none"> - I can use simple shapes to sketch the form of an organic object. - I can add detail using careful observation. 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - Botanical - Botanist - Flower - Form - Magnified 	<p>Watch: Teacher video: Botanical drawing</p>

		<ul style="list-style-type: none"> - I can add tone using shading skills. 	<ul style="list-style-type: none"> - sculpture with a range of materials for example, pencil, charcoal, paint, clay. - about great artists, architects and designers in history. 	<ul style="list-style-type: none"> - Petal - Scientific - shape 	<p>Pupil video: Botanical drawing Have ready: Presentation: 3, 2, 1. Presentation: Botanical drawing. Real flowers and plants (to be either collected at the start of the lesson or shop-bought bunches s enough for each child to have at least one flower). Sketchbooks Sheets of paper Magnifying glasses Sketching pencils to include HB, 2B, 4B, 6B. Fineliner pens Watercolour paints Pots of water Fine brushes Teabags to create a tea stain</p>
Five: Abstract flowers	To explore composition and scale to create abstract drawings.	<ul style="list-style-type: none"> - I can select an interesting composition. - I can draw in a large scale. - I can experiment with drawing skills and tools. 	<ul style="list-style-type: none"> - 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, charcoal, paint, clay. - about great artists, architects and designers in history. 	<ul style="list-style-type: none"> - abstract - composition - frame - gestural - mark making - scale - viewfinder 	<p>Watch: Teacher video: Exploring composition and scale Pupil video: Abstract drawing Have ready: Presentation: Quizmaster. Presentation: Abstract flowers. Sketchbooks. A</p>

					<p>cardboard viewfinder Large scale paper, at least A3 A selection of drawing pencils. A range of drawing materials to explore, such as inks, brushes, wax crayons, pastels. Link: Tate Kids - Georgia O'Keeffe Print in advance: Activity: Flower photographs</p>
<p>Assessment:</p> <ol style="list-style-type: none"> 1- Which technique is being shown here? 2- Which picture shows someone holding a pencil in the shading grip? 3- Which of the following is NOT one of the four rules of shading? 4- Max Ernst was known for using what technique in his artwork? 5- In art, 'tone' means 6- Which drawing shows a good example of using tone? 7- What tool can be used to create abstract drawings? 8- Which artist was famous for their artwork of close-up flowers? 					



*Art – Year 3 – Medium Term Plan
Spring 1, Unit 2: Painting and mixed media: Prehistoric painting*

<i>Lesson</i>	<i>Learning Objective</i>	<i>Success Criteria</i>	<i>National Curriculum Links</i>	<i>Vocabulary</i>	<i>Resources</i>
<i>One: Exploring Prehistoric art</i>	<i>To apply an understanding of prehistoric man-made art.</i>	<i>- I can identify features that prehistoric paintings have in common.</i>	<i>- to create sketch books to record their observations and use them to review and revisit ideas.</i>	<i>- prehistoric - proportion - sketch</i>	<i>Watch: Teacher video: Prehistoric art Pupil video: Prehistoric art</i>

		<ul style="list-style-type: none"> - I can look for basic shapes within an animal drawing to help get the proportions of my drawing accurate. - I can describe why prehistoric people often painted animals. 	<ul style="list-style-type: none"> - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. - 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. 		<p>Have ready:</p> <p>Presentation:</p> <p>Prehistoric art.</p> <p>Presentation:</p> <p>Line drawings of native British animals</p> <p>Sketchbooks</p> <p>Colouring pencils and/or crayons</p> <p>Print in advance:</p> <p>Resource: Line drawings of animals</p>
Two: Charcoal animals	To understand and use scale to enlarge drawings in a different medium.	<ul style="list-style-type: none"> - I can identify key 2D shapes in an image. - I can scale up a drawing by sketching the simple shapes first. - I can successfully apply and blend charcoal to create form, tone and shape. 	<ul style="list-style-type: none"> - to improve their mastery of art and design techniques, including drawing, painting and sculpture. - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. - 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. 	<ul style="list-style-type: none"> - Charcoal - Prehistoric - Proportion - scaled up - smudging - texture - tone 	<p>Watch Teacher video:</p> <p>Charcoal animals</p> <p>Pupil video:</p> <p>Charcoal animals</p> <p>Have ready:</p> <p>The children's sketchbook</p> <p>drawings of animals from Lesson 1:</p> <p>Exploring prehistoric art.</p> <p>Charcoal</p> <p>Large beige or grey sugar paper</p> <p>White chalk</p> <p>Earthy-toned pastels</p> <p>Paper towels</p> <p>Hairspray or fixative</p> <p>Paper stumps, made by tightly rolling paper towels and sticking them</p>

					together with tape
Three: Prehistoric palette	To explore how natural products produce pigments to make different colours.	<ul style="list-style-type: none"> - I can identify and collect coloured natural items to paint with. - I can describe which natural items make the most successful colours and give reasons. - I can create paints using all natural ingredients as prehistoric artists did. 	<ul style="list-style-type: none"> - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials for example, pencil, charcoal, paint, clay. - 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. 	<ul style="list-style-type: none"> - cave drawings - pigment - prehistoric 	<p>Watch Teacher video: Prehistoric palette Pupil video: Prehistoric palette Have ready: Sketchbooks Natural products to supplement what the children find Colourful spices such as turmeric, paprika, cinnamon and nutmeg Flour Water. Brushes. Plastic pots or cups. Palettes for colour mixing Thick paper or card Materials to create a textured cave wall Suitable materials include couscous, bulgur wheat, lentils, coarse flour, seeds, sand or Modroc PVA glue</p>
Four: Painting on the cave wall	To select and apply a range of painting techniques.	<ul style="list-style-type: none"> - I can mix paint to create a range of natural colours. - I can experiment with techniques to create different textures. 	<ul style="list-style-type: none"> - 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. - to improve their mastery of art and design techniques, including drawing, painting and 	<ul style="list-style-type: none"> - composition - cave-style painting 	<p>Watch: Teacher video: Painting on the cave wall Pupil video: Painting on the cave wall</p>

		<ul style="list-style-type: none"> - I can add fine detail using smaller brushes. 	<ul style="list-style-type: none"> - sculpture with a range of materials for example, pencil, charcoal, paint, clay. - about great artists, architects and designers in history. 		<p>Have ready: Presentation: Explain the answer. The children's animal drawings from Lesson 1: Exploring prehistoric art and Lesson 2: Charcoal animals. The children's textured backgrounds from Lesson 3: Prehistoric palette. Paintbrushes of varying sizes Poster paints Paint palettes. Pencils. Twigs, elastic bands and sponges to make paintbrushes</p>
<p>Five: Hands on a cave wall</p>	<p>To apply painting skills when creating a collaborative artwork.</p>	<ul style="list-style-type: none"> - I can work in a group to create a large piece of artwork. - I can create designs using both positive and negative impressions of my hand. - I can create natural colours using paint. - 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - handprint - negative image - positive image 	<p>Watch: Teacher video: Hands on a cave wall Pupil video: Hands on a cave wall Have ready Presentation: 3, 2, 1. Sugar paper, wallpaper or lining paper Child safe poster paint Brushes</p>

					<i>Rags, sponges, spray bottles and charcoal to create textured backgrounds</i> <i>Link:</i> <i>Google Arts and Culture:</i> <i>The drawings of the Chauvet cave</i>
<i>Assessment:</i>					
<ul style="list-style-type: none"> <i>1- Why were the colour of paints limited in prehistoric times?</i> <i>2- Pick three materials that prehistoric people might have used to make art?</i> <i>3- Which colour would not have been easy make in prehistoric times?</i> <i>4- What does the word 'pigment' mean?</i> <i>5- What happens to a paint colour if you add more water?</i> <i>6- What term is used in art to make a drawing bigger?</i> <i>7- Is picture A or B a negative image?</i> <i>8- Pick three words or phrases that suggest why prehistoric people made art.</i> 					



Art – Year 3– Medium Term Plan
Summer 1, Unit 3: Sculpture and 3D: Abstract shape and space

Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: Structural shapes	To join 2D shapes to make 3D structures.	<ul style="list-style-type: none">- I can define 'sculpture'.- I can try different ways to join card shapes.- I can build a 3D structure that stands up on its own.	<ul style="list-style-type: none">- 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.- about great artists, architects and designers in history.	<ul style="list-style-type: none">- Sculpture- structure- three dimensional	Watch: Teacher video: Art in 3D Pupil video: 3D structures Have ready Presentation: Sculpture Link: 'Body space motion things' by Robert Morris at the Tate on Videolink Cereal boxes Scissors Rulers Pencils Cardboard shape templates (squares, rectangles, triangles, circles and some irregular shapes) Cameras to take photos of 3D work for use in lesson 3.

<p>Two:</p> <p>Constructing in 3D</p>	<p>To join materials in different ways when working in 3D.</p>	<ul style="list-style-type: none"> - I can try out more than one way to join 3D shapes. - I can work with a partner to make larger structures. - I can problem solve if something I try doesn't work first time. 	<ul style="list-style-type: none"> - 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. - about great artists, architects and designers in history. 	<ul style="list-style-type: none"> - abstract - sculptor - found objects - sculpture 	<p>Watch:</p> <p>Teacher video: Techniques for joining shapes</p> <p>Pupil video: Joining shapes</p> <p>Have ready: Presentation: Sir Anthony Caro A range of cardboard packaging large enough to cut out shapes with sides of at least 25 cm Newspaper to roll into tubes - separated into sheets Table coverings Kitchen roll PVA glue Old paintbrushes for applying glue Pots for glue. String Pipe cleaners Scissors Pencils Rulers</p>
<p>Three:</p> <p>Seeing space</p>	<p>To develop ideas for 3D artwork.</p>	<ul style="list-style-type: none"> - I can identify 2D shapes in photos of 3D objects. - I can identify shapes in the background space between objects (negative space). - I can use drawings to plan a sculpture. 	<ul style="list-style-type: none"> - 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, charcoal, paint, clay. - about great artists, architects and designers in history. 	<ul style="list-style-type: none"> - abstract - positive space - negative space - sculptor 	<p>Watch:</p> <p>Teacher video: Drawing for sculpture</p> <p>Pupil video: Seeing space</p> <p>Have ready: Presentation: Abstract sculpture Sketchbooks Drawing materials, for</p>

					<p>example, pencils, crayons, pastels, charcoal</p> <p>include coloured drawing materials for working on the photocopies</p> <p>Cardboard constructions from lesson 1 and photographs of sculptures from lesson 2.</p> <p>Print:</p> <p>Activity: Playground space</p> <p>Activity: Playground space</p>
<p>Four:</p> <p>Abstract sculpture</p>	<p>To apply knowledge of sculpture when working in 3D.</p>	<ul style="list-style-type: none"> - I can follow my sketchbook plan. - I can make choices about how to join materials. - I can adapt my ideas if things don't go to plan. 	<ul style="list-style-type: none"> - 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, charcoal, paint, clay. 	<ul style="list-style-type: none"> - Abstract - Sculpture - three dimensional 	<p>Watch:</p> <p>Teacher video: Creating sculpture</p> <p>Pupil video: Large-scale sculpture</p> <p>Have ready:</p> <p>Link: 'Early One Morning' by Anthony Caro on Google Arts and Culture</p> <p>Sketchbooks</p> <p>Table coverings.</p> <p>Scissors</p> <p>Pencils and rulers</p> <p>Cardboard that can be cut with scissors</p> <p>Cardboard tubes</p> <p>Parcel paper</p>

					<p>Art straws Junk modelling materials, for example, smaller boxes and containers like clean foil trays Newspaper Pipe cleaners or wax-coated strips String Kitchen roll PVA glue Pots Brushes.</p>
<p>Five: Surface decoration</p>	<p>To evaluate and improve an artwork.</p>	<ul style="list-style-type: none"> - I can compare two sculptor's work. - I can say what I like and what I could change about my sculpture. - I can choose how to add texture and colour to the surfaces of my sculpture. 	<ul style="list-style-type: none"> - 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. - about great artists, architects and designers in history. 	<ul style="list-style-type: none"> - Detail - Negative space 	<p>Watch: Teacher video: Surface decoration Pupil video: Finished sculptures Have ready: Individual whiteboards and pens Link: 'Double Cone Form With Central Sphere', 1953, by Ruth Asawa on Google Arts and Culture Link: 'Asawa in her studio' by Paul Hassel, 1956 on Google Arts and Culture. Link: 'Early One Morning' by Anthony Caro on Google Arts and Culture</p>

					Pupil's sculptures from Art and design, Year 3, Sculpture and 3D, Lesson 4: Abstract sculpture Sketchbooks Ready-mix paint Pots to mix paint Large paint brushes PVA glue Old brushes to apply glue Tissue or crepe paper Sheets of newspaper or parcel paper Corrugated cardboard Scraps of wool for wrapping Acetate sheets
Assessment:					
<ol style="list-style-type: none"> 1. Which image is NOT sculpture? 2. What does 'sculpture' mean to you? Pick three words or phrases. 3. An artist who produces three-dimensional artwork is called a 4. Which British abstract sculptor helped to design the London Millennium footbridge? 5. The space around objects is called 6. Suggest three ways to join materials to form a sculpture. 7. Which picture best represents an abstract sculpture? 8. Which description matches Ruth Asawa's wire sculptures? 					