

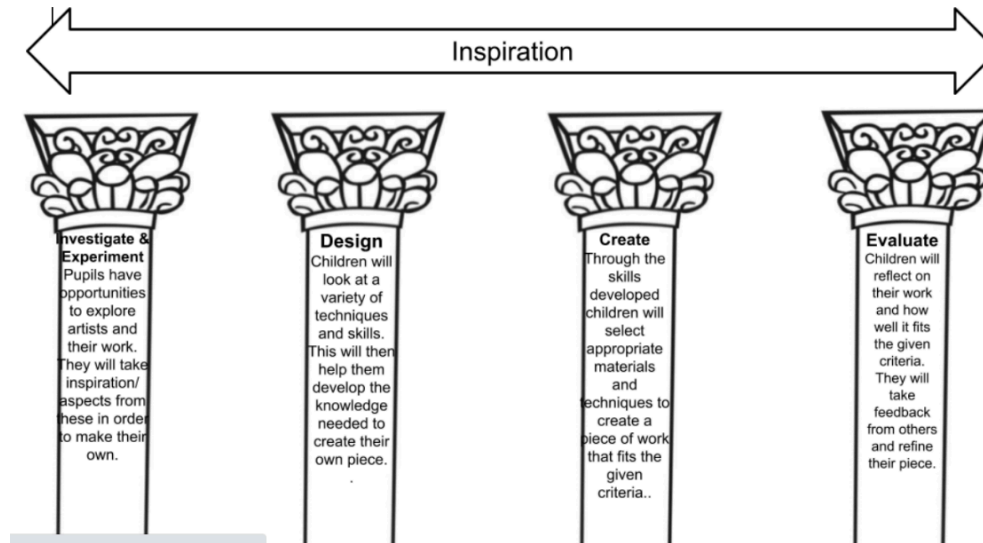
Wragby Primary School – Art Long term Plan Year 3

Key Stage 2
Programme of study

Pupils should be taught:

- 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
- To create sketchbooks 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 (e.g.: pencil, charcoal, paint, clay)
- About great artists, architects and designers in history

**GOLDEN
THREADS
FOR ART
AND
DESIGN**



	Drawing and sketchbooks	Surface and colour (Painting, Printing, collage)	Working 3D (Sculpture, textiles)
Objectives	• To explore and experiment with graded pencils and charcoal to show tone and texture and annotate findings in sketchbooks • To draw from secondary sources images. (e.g. artists' copies) applying tone and texture	• To explore creating lines, tones, shades and hues • To explore complementary colour combinations	To use and explore clay and experiment with mark making tools • To explore famous artists who create clay sculptures • To press shapes into clay, engrave shapes and textures using tools • To use sketchbooks to plan and develop ideas • To make a slip to join to pieces of clay

Autumn Term Stones and Bones	Create line drawings using charcoal and chalk pastels. Art knowledge ● Begin to collect observations and ideas in sketch books. ● Begin to use their sketches to develop a final piece of work ● Use a range of different materials (e.g. pastels, charcoal, pencil etc) ● in their drawing. ● Use drawing as a tool to express an idea. Look at Lascaux Stone Age cave paintings. 	Use powder paint to produce secondary/tertiary colours and to create light/dark shades. Art knowledge - ● Develop colour mixing and matching skills. ● Develop brush control skills and use brushes in different ways. ● Use items other than a paintbrush to create different effects (e.g. feathers, fingers, card). ● Explore different ways to lighten and darken. Look at Lascaux Stone Age cave paintings.  Use relief printing or mono printing to create fossil or rock prints. Art knowledge- Refine techniques learnt in KS1. Add layers. Experiment with layered printing using 2 colours or more. Understand how printing can be used to make numerous designs. Transfer a drawing into a print. Create stencil cut work. Look at the work of Xgaoc'o X'are 	Use clay to explore textures & patterns. Art knowledge - ● Begin to show confidence in modelling forms and structures. ● Begin to investigate carving. ● Use the correct terminology. ● Add detail to a piece of work. ● Add texture to a piece of work. Look at Neolithic stone balls 
--	---	--	---

	Drawing and sketchbooks	Surface and colour (Painting, printing, collage)	Working 3D (Sculpture, textiles)
Objectives	• To explore and experiment with graded pencils to shown tone and texture and annotate findings in sketchbooks • To draw from secondary sources images. (e.g. artists' copies) applying tone and texture • To explore hatching and cross hatching to show tone and texture • To draw from first-hand observation applying tone and texture • To identify areas of shadow and light and blend tones accurately to create soft gradients		
Spring Term Explorers and Settlers	• Begin to collect observations and ideas in sketch books. • Begin to use their sketches to develop a final piece of work 		DT - project - Pupils will design and make an Anglo-Saxon purse. Look at the Sutton Hoo purse lid 
	Drawing and sketchbooks	Surface and colour(Painting, printing, collage)	Working 3D(Sculpture, textiles)
Objectives	• To explore and experiment with graded pencils and charcoal to show tone and texture and annotate findings in sketchbooks • To draw from secondary sources images. (e.g. artists' copies) applying tone and texture • To explore hatching and cross hatching to show tone and texture • To draw from first-hand observation applying tone and texture	• To explore creating lines, tones, shades and hues • To create a colour wheel that displays tertiary colours • To explore complementary colour combinations • To create own painting of 'Surprised' by Henri Rousseau	

	To identify areas of shadow and light and blend tones accurately to create soft gradients		
Summer Term Rainforest	Create a drawing of 'Surprised' by Henri Rousseau. Art knowledge - - Begin to collect observations and ideas in sketch books. - Begin to use their sketches to develop a final piece of work - Begin to show perspective and depth in their drawing. Indicate movement using lines. Look at 'Surprised' by Henri Rousseau  Create drawings of leaves Create a drawing by Oenone Hammersley Art knowledge - - Show patterns and textures in their work which differentiate tones - Create texture by adding dots and lines. Look at the work of Oenone Hammersley  Create an animated drawing using shadow puppets. Art knowledge - - Begin to collect observations and ideas in sketch books.	create a painting of 'Surprised' by Henri Rousseau. Art knowledge – - Develop colour mixing and matching skills. - Develop brush control skills and use brushes in different ways. - Use items other than a paintbrush to create different effects - Explore different ways to lighten and darken. - Explore a wider range of paint types and techniques. - Identify what colours work well together. - Create a background using a wash. - Begin to work more abstractly. - Experiment with mood using colour. Look at 'Surprised' by Henri Rousseau  Create a stained-glass window (RE link) Art knowledge - - Use collage as a tool to develop a piece in mixed media. - Use fabrics to build an image. Look at work of Flora Jamieson 	

	• Begin to use their sketches to develop a final piece of work 		
EVALUATING		GREATER DEPTH	DEEPER THINKING QUESTIONS
• Make their own choices • Annotate a sketch book. • Create artwork following an idea or towards a specific purpose. • Make comments on the work of others, including both ideas and techniques • Communicate what they are trying to express in their own work.		• Evaluate their learning process and make suggestions for improvement in their own and others' artwork. • Adapt or improve their original ideas. • Explain why they have selected specific materials for their artwork. • Begin to communicate influences of their artwork e.g. mood boards, artists, objects, nature.	• What do you think this piece of art is about? • If you could interview the artist, what would you ask? • Does the title fit the piece of art? What do you like/not like about the artist's style? • What would you do with this piece of art if you owned it? • If you could change one thing about this piece, what would it be?