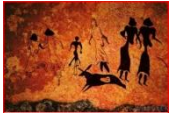









**South Gosforth First School – Art and Design**










**Long Term Planning – Year 3**



| <b><u>Term:</u></b>                                     | <b><u>Autumn 1</u></b>   | <b><u>Autumn 2</u></b>   | <b><u>Spring 1</u></b>  | <b><u>Spring 2</u></b>  | <b><u>Summer 1</u></b>   | <b><u>Summer 2</u></b>   |
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| <b><u>History/<br/>Geography/<br/>Science units</u></b> | History: What was better – Stone, Bronze or Iron?<br><br>Science: How strong is a magnet?  | Geography: Why should you visit Newcastle?<br><br>Science: How strong is a magnet?   | History: Should the Ancient Egyptians have been proud of their pyramids?<br><br>Science: How does light change in our classroom over time?  | Geography: Why are the Alps awesome?<br><br>Science: Do animals have skeletons?   | History: How vicious were the Vikings?<br><br>Science: How do plants disperse their seeds?   | Geography: Volcanoes and earthquakes – What is the Pacific Ring of Fire?<br><br>Science: What is beneath our feet?   |
| <b><u>Art Unit</u></b>                                  | <b><i>‘Hunters and Gatherers’</i></b><br><br><br>Pupils explore prehistoric art by experimenting with charcoal, berries, leaves, homemade paints and more. Pupils develop a sense of what it was like to create art thousands of years ago and why these pieces were created. | <b><i>‘Our City’</i></b><br><br><br>Pupils explore two of the formal elements of art: shape and tone. They identify shapes in everyday objects and in buildings and structures. They create cityscapes inspired by Paul Klee, Georgia O’Keeffe, Ton Schulton and Stephen Wiltshire. | <b><i>‘Egyptian Art’</i></b><br><br><br>Pupils explore Egyptian art. They make portraits in profile and add colour using oil pastels and metallic paint. They design and make canopic jars, inspired by surviving Egyptian art. | <b><i>‘Human Form’</i></b><br><br><br>Pupils make large-scale paintings of human form using the work of Leonardo Da Vinci and Jean Michel Basquiat as inspiration. They create block tiles from polystyrene and experiment with colour mixing, layering and overlapping when printing. | <b><i>‘The Vikings’</i></b><br><br><br>Pupils explore Viking art, looking at pattern, colour and form. Pupils create drawings and abstract seascapes of Vikings. They also work with wire and foil to form dragonheads and Viking broaches. | <b><i>‘Materials’</i></b><br><br><br>Pupils share experiences about what they have learned about colour, texture, pattern and places. They will create a mood board to work as a visual mind map and source of inspiration. Pupils learn to tie-dye, weave and sew to create a range of effects using fabric, culminating in a finished t-shirt which showcases these skills. |
| <b><i>Artist Study Work</i></b>                         | Online galleries of prehistoric art including the Great North Museum, Hancock.   | Paul Klee, Georgia O’Keeffe, Ton Schulton and Stephen Wiltshire.   | Online galleries of prehistoric art including the Great North Museum, Hancock.  | Leonardo Da Vinci and Jean Michel Basquiat.   | Alexander Calder, Ruth Asawa and Vladimir Nezdiimynoha.  | Anni Albers and Lucy Poskitt.  |

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| <p><b><u>Broken Down Objectives &amp; Suggested Content</u></b></p> | <p><b>Exploring prehistoric art</b><br/>Pupils are introduced to cave art and reflect upon the purpose of the drawings before working on developing their sense of proportion in drawing.</p> <p><b>Prehistoric art – charcoal animals</b><br/>Pupils scale up their drawings from the previous session and use a different medium, charcoal, in their work.</p> <p><b>Prehistoric Art – Prehistoric palette</b><br/>After experimenting with the colours and effects that can be created using natural materials, pupils make their own paints using spices and objects found on a nature walk.</p> <p><b>Prehistoric art – Painting on the Cave Wall</b><br/>Pupils paint their prehistoric animal picture that they drew earlier in the unit.</p> <p><b>Prehistoric art – Hands on a Cave Wall</b><br/>Pupils work on a collaborative class piece of prehistoric inspired art, creating hand prints onto a textured background.</p> <p><b>Formal elements of Art – The four rules of Shading</b><br/>Pupils learn and apply the four rules of shading; to work evenly and neatly, in one direction, with straight edges and no gaps.</p> <p><b>Formal elements of Art – Shading from light to dark</b><br/>Pupils work on tone by smoothly shading from light to dark. They fill the outline and background of animal templates with tone, contrasting the background with the inside of the template.</p> | <p><b>Formal elements of Art – Seeing simple shapes</b><br/>Pupils identify and draw the different shapes that make up objects. They identify shapes in images of Newcastle landmarks.</p> <p><b>Cityscapes- seeing shapes in buildings and structures</b><br/>Pupils explore cityscapes by Paul Klee, Georgia O'Keeffe, Ton Schulton and Stephen Wiltshire, comparing styles. Think about colour, tone, style and composition. Then they create their own cityscape to represent the skyline of Newcastle and Gateshead.</p> <p><b>Colour Mixing- Claude Monet</b><br/>Pupils look at 'The Waterlily Pond' by Claude Monet. They think about the colours, textures and objects seen within his artwork. They recap their knowledge of colour mixing, naming the primary and secondary colours. They use sketchbooks to colour mix, trying to create colours seen within 'The Waterlily Pond'.</p> <p><b>Painting-Tints and shades</b><br/>Explore the work of Pewter Flagon and Jan Jansz and identify light and dark areas within their work. Learn that a 'tint' is made by adding white to a colour and a 'shade' by adding black. Pupils mix colours to paint a Christmas-themed template.</p> | <p><b>Drawing- Portraits in Profile</b><br/>Pupils practise drawing faces in profile. They begin by looking at examples of Egyptian art and learn how to draw a face from the side.</p> <p><b>Drawing- Portraits in Profile</b><br/>Pupils transfer their sketches to paper and add colour. They work mainly in chalk pastel or oil pastels. They use black felt-tip pens to draw an outline for their pictures. Finally, they add copper paint.</p> <p><b>Drawing- Canopic Jars</b><br/>Pupil's design and making canopic jars, originally used by the ancient Egyptians to preserve the organs of a deceased person for use in the afterlife. The lids of later jars, from the nineteenth dynasty onwards, were modelled in the form of the heads of the four sons of Horus: Hapy, Duamutef, Imsety and Qe behsenuet. The pupils choose which version they are going to create and to draw their design, using examples of surviving Egyptian art to inspire their designs.</p> <p><b>Clay- Canopic Jars</b><br/>Pupils manipulate air-drying clay and create their figureheads. They place the clay directly onto plastic lids to ensure that they are the correct size and shape. They manipulate the clay with their fingers and add detail using tools. During the next session, the children paint and decorate their canopic jars lids.</p> | <p><b>Human Form- Drawing</b><br/>Pupils look at the work of Leonardo Da Vinci and Jean Michel Basquiat. They explore black and white images of skulls and skeletons. They use their sketchbooks and tracing paper to draw different bones and sections of skeletons. They experiment with adding tone using shading, or colour using oil pastels.</p> <p><b>Human Form - Large-scale painting</b><br/>Pupils make large-scale paintings of skulls using the work of Leonardo Da Vinci and Jean Michel Basquiat as inspiration. They mix colours on the paper to create a background, using paint and paint rollers. They etch patterns and shapes into the paint to add extra detail. When the paint is dry, they use charcoal, graphite and oil pastels to create an image based on human form.</p> <p><b>Human form- Lino Printing</b><br/>Pupils use the sketches from the first session to trace or draw sections of skeletons onto polystyrene tiles to create simple print blocks. They add patterns to blank sections of the tiles. Pupils apply paint using rollers and create repeating patterns, overlapping and overlaying to create effects.</p> <p><b>Foil Sculptures</b><br/>Pupils learn about the sculptor Alberto Giacometti. Then they practise sketching human form to create different balances and positions (stickmen drawings). They create foil sculptures of people, adding layers of foil by wrapping and binding using foil and wire.</p> | <p><b>Formal Elements- drawing Viking Longboats</b><br/>Explore images of Viking artwork including the Lindisfarne Raid. They practise drawing longboats in sketchbooks. They apply skills taught in the previous unit to add tone, so that sketches appear 3D.</p> <p><b>Formal elements of Art – Working with Wire</b><br/>Explore the carved heads of dragons and other magical beings mounted on the stem of the Viking Longboats. Work with wire, they bend and twist it to create 2D images of dragonheads. They use smaller pieces of wire to add features.</p> <p><b>Abstract Art – Abstract Viking Seascape</b><br/>Pupils explore the abstract work of Vladimir Nezdiiymynoha. They work with paint to create a textured Viking collage.</p> <p><b>Craft- Viking Broaches</b><br/>Pupils look at images of Viking broaches and discuss the colours, patterns and designs. Pupils use their sketchbooks to create a design for their own Viking broach. They create broaches using plastic, card, string and embossing them using foil. Finally, they add sequins and gems to decorate them.</p> | <p><b>Craft: Mood Board</b><br/>Pupils carefully select and curate fabrics, colours, textures and images to inspire them in this unit through making a mood board. They talk about the colours, textures, patterns and places that have inspired them in art this year.</p> <p><b>Craft – Tie-dyeing materials</b><br/>Relating the technique to wax resist, pupils learn how to create patterns on materials using tie-dye, exploring different effects.</p> <p><b>Craft – Paper weaving</b><br/>Pupils will explore the work of Anni Albers and Lucy Poskitt. They will look at how to use strips of paper to create a weave, familiarising themselves with terms such as warp and weft.</p> <p><b>Craft – weaving other materials</b><br/>Using their weaving skills from the previous lesson and their tie-dyed materials from session 2, pupils weave with fabric using a loom.</p> <p><b>Craft – sewing a T-shirt</b><br/>Using their tie-dyed t-shirt, pupils sew a shape or fabric weave onto the front, inspired by their mood board.</p> |
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| <p><b><u>National Curriculum Objectives</u></b></p>                            | <p>-Create sketchbooks to record their observations and use them to review and revisit ideas</p> <p>-Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</p> <p>-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> <p>-Improve their mastery of art and design techniques, including drawing, painting and sculpture [for example, pencil, charcoal, paint, clay]</p> <p>-To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> | <p>-Pupils should be taught to develop their techniques, including their control and their use of materials</p> <p>-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]</p> <p>-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> <p>-To create sketch books to record their observations and use them to review and revisit ideas</p> | <p>-Create sketchbooks to record their observations and use them to review and revisit ideas</p> <p>-Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</p> <p>-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> <p>-Improve their mastery of art and design techniques, including drawing, painting and sculpture [for example, pencil, charcoal, paint, clay]</p> <p>-To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> | <p>-Learn about great artists, architects and designers in history</p> <p>-Create sketch books to record their observations and use them to review and revisit ideas.</p> <p>-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]</p> | <p>-Create sketch books to record their observations and use them to review and revisit ideas</p> <p>-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]</p> <p>-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</p> | <p>-Create sketchbooks to record their observations and use them to review and revisit ideas</p> <p>-Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</p> <p>-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> <p>-Improve their mastery of art and design techniques, including drawing, painting and sculpture [for example, pencil, charcoal, paint, clay]</p> <p>-To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> |
| <p><b><u>Prior Learning &amp; Understanding – ‘Why here, why now?’</u></b></p> | <p><b><u>‘Why here, why now?’</u></b></p> <p>This unit supports the Year 3 History unit of ‘Stone Age to Bronze Age.’ It builds on their experience of drawing skills from the previous unit.</p>   | <p><b><u>‘Why here, why now?’</u></b></p> <p>This unit builds on the drawing, composition and colour mixing skills taught in KS1. It also links to the Year 3 Geography topic on ‘Why should you live in Newcastle?’</p>   | <p><b><u>‘Why here, why now?’</u></b></p> <p>This unit links to the Year 3 History unit of ‘Should the Ancient Egyptians have been proud of their pyramids?’ It builds on their experience of drawing portraits by learning how to draw them in profile and it develops their skills when using clay.</p>   | <p><b><u>‘Why here, why now?’</u></b></p> <p>This unit builds on from experience of drawing human form in Year 2. Pupils also develop printing techniques using rollers and ink paint. This unit links to the Year 3 Science unit ‘Why do animals have skeletons?’</p>  | <p><b><u>‘Why here, why now?’</u></b></p> <p>This unit links to the Year 3 History unit of ‘How vicious were the Vikings?’ It develops their drawing skills by introducing them to drawing with wire and allows pupils to practise adding tone to create 3D pictures.</p>  | <p><b><u>‘Why here, why now?’</u></b></p> <p>This unit brings together elements of art that have inspired pupils throughout the year. They build on their weaving skill from Year 2 by making their own loom boards and use fabric to tie-dye and sew.</p>  |
| <p><b><u>Key Vocabulary</u></b></p>  | <p>Shade, shading, light, dark, shadow, shading grip, negative, positive, tints, natural form names, charcoal, scaling, texture, fixative.</p>  | <p>Pattern, tone, shape, form, techniques, geometry, 3D, city, cityscape, structure, monument, landmark, skyline.</p>  | <p>Portrait, profile, position, symmetry, alignment, features, facial, prominent, afterlife, mummified, pharaoh, hieroglyphics Archaeologist, Canopic Jars.</p>   | <p>Lino printing, relief plate, relief print, incising, skull, skeleton.</p>  | <p>Viking, raids, longboat, warrior, monastery, settlement, Danelaw, invade, settle, form, wire, foil, attach, join, secure, manipulate, emboss.</p>   | <p>Running stitch, fabric, weave, over-and-under, woven, reverse, warp, weft, tie-dyeing, wax resist, mood board.</p>   |

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| <b><u>Enhancement<br/>s, Enrichment<br/>&amp; 'Hooks'</u></b>   | <b><u>Y3 Painting Exhibition for<br/>Parents</u></b><br><br><br><br>Prehistoric artwork to be displayed on exhibition for parents to visit. Pupils discuss work completed and possible improvements. | <b><u>Y3 Drawing Working Wall</u></b><br><br><br><br>Working examples (photographs, labels, videos etc) of formal element lessons on shape. Cityscapes to be displayed as final pieces of artwork. | <b><u>Y3 Canopic Jars Artwork<br/>Display</u></b><br><br><br><br>Pupils' Canopic jars and Egyptian artwork to be displayed at the front of the school. | <b><u>Y3 Printing Working Wall</u></b><br><br><br><br>Working examples (photographs, labels, artwork etc) of simple lino printing using various materials, rollers and pallets.  | <b><u>Y3 Wire Artwork Display</u></b><br><br><br><br>Pupils' dragonhead sketches and wire artwork to be displayed at the front of the school. | <b><u>Y3 Materials Exhibition</u></b><br><br><br><br>Materials artwork to be displayed on exhibition for parents to visit. Pupils discuss work completed and possible improvements.   |
| <b><u>Whole school<br/>Enrichment &amp;<br/>Enhancement</u></b> | Whole School Christmas Card making and Christmas crafts.<br><br>   |   |  | Whole school visit to Baltic Centre for Contemporary Art. Pupils will have a tour of the gallery, explore the artwork on exhibition and take part in some practical art activities. There will be a whole school art afternoon where pupils will create their own artwork inspired by the collections visited. Artwork will be displayed within the school for parents to visit.<br><br> |  | Whole school visit to the Laing Art Gallery. Pupils will have a tour of the gallery and will choose 1 piece of artwork per class to study. There will be a whole school art afternoon where pupils will create a piece of visual art, dance, music or other form of expressive art inspired by the chosen piece of artwork.<br><br> |
| <b><u>Pupil<br/>Outcomes</u></b>                                | Pupils understand what prehistoric art is and why it is significant. They know how paint and colour can be made using natural materials and they develop their drawings skills, learning to apply the four rules of shading.  | Pupils know how to improve their drawings by looking for shapes in objects. They can draw shapes accurately and apply this to abstract work. They know how to mix colors, tints and shades.   | Pupils can draw a portrait in profile and can add detail using shading skills. They can use their hands and simple tools to make sculptures from clay.   | Pupils can draw on small and large-scale. They can mix colours directly onto paper using rollers and by layering when printing. They learn how to join materials together through winding and binding.  | Pupils know how to draw with wire, showing improved ability when joining wire together. They know how to mould or emboss materials.  | Pupils can weave with knowledge of what is a warp and weft. They know how to tie-dye fabric and can sew simple shapes onto fabric.   |