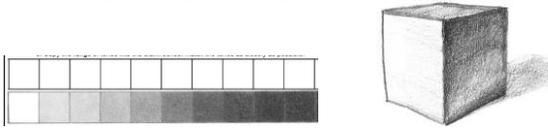
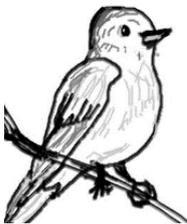


### Autumn term - Prehistoric art – Year 3

<p><b>Skills</b></p> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Use sketchbooks to collect and record information, famous artwork, annotations and drawn ideas. Start to draw for a sustained amount of time at their own level.</li> <li>• <b>Line</b>-make marks and lines with a wide range of drawing implements, including different grades of pencil.</li> <li>• <b>Tone</b>-apply different tones by drawing in a different way.</li> <li>• <b>Texture</b>-create texture with a wider range of drawing implements.</li> </ul> <p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>• Plan, design and make models from observation and own imagination.</li> <li>• Join clay with increasing accuracy and construct a simple base for extending and modelling.</li> </ul> <p><b>Artists</b></p> <ul style="list-style-type: none"> <li>• Find out about the work of different artists, craft makers and designers.</li> <li>• Make links to their own artwork.</li> <li>• Look at different cultures.</li> </ul>	
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<p><b>Drawing and shading (2 hours)</b> Identifying and accurately drawing shapes found in objects. Applying tone when shading, using the side of the pencil and holding it flat to the paper and applying the four rules of shading (work evenly and neatly, one direction, straight edged, no gaps).</p>	
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<p><b>KAPOW – Formal elements- Year 3 – L1&amp;2 Seeing simple shapes/Geometry</b></p> <p><b>KAPOW – Formal elements- Year 3 – L4 &amp;5 Four rules of shading/Shading from light to dark</b></p>	
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<p><b>Prehistoric Art Unit</b> Drawing, painting and working with charcoal. Painting animal designs inspired by cave artists including a class creation and creating paints.</p> <p><b>Exploring Prehistoric Art (1 hour)</b> Learning how prehistoric man-made art, painting with muted earth colours and reflecting this style in their work. Lascaux. Look at origins and reasons behind them.</p>	
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<p><b>KAPOW – Prehistoric Art – Year 3 –L 1 Exploring Prehistoric Art</b></p>	
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<p><b>Charcoal Animals (2 hours)</b> Scaling up drawings, identifying key 2D shapes within an image, applying, and blending charcoal to create tone and texture.</p>	
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<p><b>KAPOW – Prehistoric Art – Year 3 – L2 Charcoal Animals</b></p>	
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<p><b>Cave paintings (2 hours)</b> Experimenting with the pigments in natural products to make different natural colours. Developing painting skills and experimenting with techniques to create different textures. Create own story using chalk pastels and charcoal. Try drawing in sand. Try painting with sticks, feathers, fingers, twigs.</p>	
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<p><b>KAPOW – Prehistoric Art – Year 3 – L3 &amp; 4 – Painting on the Cave Wall</b></p>	
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### Fabric dyeing (2-4 hours)

Use natural materials to dye fabric as stone age people would have done e.g., flowers, berries, bark, leaves, and walnuts. Creating dyed and/or tie-dyed materials.



### KAPOW – Year 3 Craft – L2 tie-dyeing materials

Natural sources that could be used; - apple tree bark, white onion skins, turmeric, saffron, paprika, pomegranate rind, orange and lemon peel, blackberries, blueberries, red cabbage, purple grapes, beetroot, raspberries, cranberries (note: you can use juice directly from thawed berries or canned beetroot), spinach, oak bark, crab apple leaves and bark, coffee, tea and walnut hulls.

Step 1 – Cut up the vegetables/fruits/natural material into small pieces (approximately 1- 2cm squares).  
Step 2 – Place the chopped fruit etc. into a pan and pour water over it until it is covered. You need twice as much water as plant matter.  
Step 3 – Add the fabric or cotton wool that you want to dye.

### Sculpture (4 hours)

Stone age bowls for food and drink. Make simple coil pots.



- Study a range of stone age earthenware, looking at design and purpose. Notice engraving, patterns and markings.
- Plan and design a simple coil bowl.
- Annotate design with notes showing colour and decoration from observation and own imagination.
- Pattern will be incised (etched into clay).
- Demonstrate how to roll out base, make a coil and join 2 coils together. This should include cross-hatching and use of slip.
- Demonstrate smoothing out of sides and edges before adding patterns.
- When dry (1 week), kiln fire. (See AOH for kiln usage).
- Pot to be painted using design colour.
- Paint base colour first, then patterns. Fine detailed patterns will need brush size 2.

### Spring term - Romans – Year 3

#### Skills

##### Drawing

- Use sketchbooks to collect and record information, famous artwork, annotations and drawn ideas. Start to draw for a sustained amount of time at their own level.
- **Shape** - Use of symmetry and shape in artwork.

##### Painting

- Use paint and printing to create repeated patterns.
- Mix a variety of colours and know which primary colours make secondary colours.
- Print using a variety of materials, objects and techniques including layering.
- Talk about the processes used to produce a simple print.

##### Digital

- Use the printed images they have taken to combine with various media.
- Use the computer to alter images and combine other images.
- Use digital software to change and manipulate work into a desired effect.

##### Collage

- Copy images using a range of media and create own work.
- Experiment with various textures, colours and patterns and create contrasting images.

##### Artists

- Find out about the work of different artists, craft makers and designers.
- Make links to their own artwork.
- Look at different cultures.

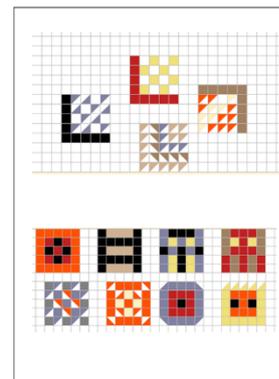
#### Roman Mosaics Unit

Looking at examples of Roman mosaics, reading and learning about who had these and what they indicated about the owners' place in society. Investigate Roman mosaics, discovering where they have been found and what they depicted, understanding the role of archaeologists in uncovering remains and how the past can be pieced together. Children will know the significance of mosaics in Roman art. Explore and discuss mosaics as an art form brought to Britain by the Romans, looking particularly at borders. Explore and develop different border patterns to use for a large, printed mosaic.



#### Drawing (2 hours)

- Look at real examples of Roman mosaics using artefacts and videos.
- Explore and design different patterns or borders and corners that can be made from 5 rows of squares and either 2 or 3 colours.
- Look at the examples – chequerboard, zigzags, castle top.
- Note limited colour palette that is repeated.
- Generate a repeating mosaic style pattern of coloured squares on a grid.



#### Drawing and printing (2 hours)

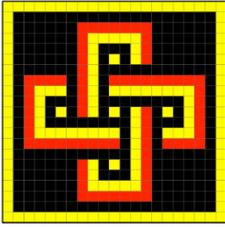
To explore Roman patterns, zooming into the patterns and trying to copy and create. Explore how shapes tessellate. Recreate tessellating patterns. Use of printing to create tessellating patterns.



- Keep design simple to be most effective. It is on a small scale so a simple design will help.
- Roll the paint to a thin, even layer in the tray and push the end of the wooden printing stick into the paint.
- Hold the paper down with the fingers of your free hand close to the place where you will print.
- Leave a small space between each printed square to represent the mortar of a Roman mosaic.
- Each successive print will become fainter, so you will need to reload the stick with paint after 3 or 4 prints.
- When changing colour, wash the stick or change to clean one.

**Digital (1 hour)**

Making a mosaic design on Paint or similar program. Various websites offer free access to design programs. Cross-curricular computing. Using shapes on paint. This can be used as a plan for collage design.



<https://www.theedkins.co.uk/jo/mosaic/index.htm>

<https://www.broadervisions.co.uk/art-design/create-a-mosaic-online/>

<https://www.learningplayground.co.uk/mosaic/>

**Collage (4 hours)**

Plan design for own mosaic collage  
Create mosaic collage inspired by Roman mosaics. Use a range of materials, colours, and textures to tell 'own' mosaic story.



- Cut out and trial patterns drawing and using coloured paper. Recap what the Romans depicted on their mosaics.
- Think about what design could show. Maybe gods/ goddesses, birds, animals, flowers, mythical creatures.
- The Romans covered whole floors with mosaics, but children will only have a small rectangle, so designs will need to be quite simple.
- Try drawing the basic outline of central motif in sketch books first. When happy with design, draw it in pencil on the page, trying to make the best use of the space.
- Think about the type and colour of paper and fabric that will be need.
- Annotate design to show notes.
- Design and begin to build mosaic collage.
- Remember to - Keep in line, keep it close, but leave a little gap (which would be the mortar)
- When beginning collage, start with the border and complete that first.
- Move onto the rest of the image. Check that tiles are correct before gluing. Then apply glue carefully.

## Summer term - Plants – Year 3

### Skills

#### Drawing

- Use sketchbooks to collect and record information, famous artwork, annotations and drawn ideas. Start to draw for a sustained amount of time at their own level.
- **Line**-make marks and lines with a wide range of drawing implements, including different grades of pencil.
- **Tone**-apply different tones by drawing in a different way.
- **Texture**-create texture with a wider range of drawing implements.

#### Painting

- Experiment with different effects and textures.
- Work on an increasing range of scales. E.g., thin brushes on a small picture.
- Mix a variety of colours and know which primary colours make secondary colours.
- Print using a variety of materials, objects and techniques including layering.
- Talk about the processes used to produce a simple print.

#### Sculpture

- Plan, design and make models from observation and own imagination.
- Join clay with increasing accuracy and construct a simple base for extending and modelling.

#### Collage

- Copy images using a range of media and create own work.
- Experiment with various textures, colours and patterns and create contrasting images.
- Use a variety of techniques.
- Develop skills in stitching, cutting and joining.

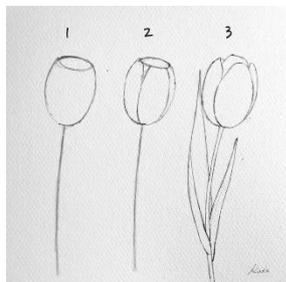
#### Artists

Find out about the work of different artists, craft makers and designers.

#### Drawing (2 hours)

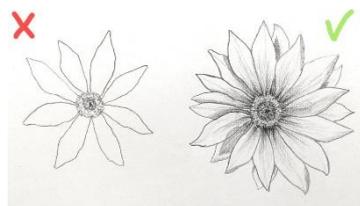
Develop skills from previous sessions.

Still life drawings from observation using shade and tone.



#### KAPOW- Formal elements. Year 3

- Recap prior knowledge (autumn term). Drawing shapes accurately, tone and the four rules of shading (work evenly and neatly, one direction, straight edged, no gaps). know that tone is the areas of dark and light and can identify this in a painting or photograph.
- Draw an item from observation from the natural world e.g., leaf, plant.
- Note if drawing flowers, petals overlap. Begin with outline to ensure proportion is correct.
- Build up layers of shade and tone.
- HB, 2B, 4B pencils.



#### Still life – Flowers and plants (2 hours)

Drawing through careful observation. Look at outdoor habitat. Use of water colours, inks, pen and ink.

#### Artist study - Botanical art

##### Julia Trickey

Further development – to include use of textiles through weaving, or applique. Link to DT



#### KAPOW- Skills Year 3

##### Painting – shades and tints

- Know that tone is the areas of dark and light and identify this in a painting or photograph.
- A tint is to make a colour lighter by adding white and that a shade is to make a colour darker by adding black.
- Use tints and shades to paint from light to dark in smooth and neat strokes. Study **An Old Woman Cooking Eggs, 1618, by Diego Velázquez**.
- Look at a range of botanical artwork. Understand that botany is the scientific study of plants.
- Complete sketch and water colour of natural form e.g., flower, leek, carrot with fronds etc.

<https://www.juliatrickey.co.uk/>

### Artist study (2 hours)

#### Georgia O Keeffe

Study flower series. Be inspired by her style to create own flower study using pastels.



- Georgia O'Keeffe was an American artist who painted nature in a way that showed how it made her feel.
- Georgia began experimenting with painting close up views of flowers. She used oil paints in vibrant, bold colours. Painting the flowers at such a close range makes the viewer see the object in a completely different way.
- The vibrancy of colour used, and the simplified images of leaves and petals, resulted in dramatic and innovative paintings, exploring the idea of abstraction.
- Children to think about the part of the flower they would like to study closely. Flowers with vibrant colours and clear stamen would be good choices e.g., tulips, gerberas lilies.
- Start from the centre of the flower, then draw the petals, which would come off the paper.
- Build detail and a range of colour using pastels. Oil pastels give more vibrant colours, chalk is softer (chalk-like) and more easily blended).

### 3D unit (2 hours)

Plaster of Paris moulds from found materials e.g., bark, leaves, pinecones.



- If your leaf is thin and tears easily, apply a thin coat of Vaseline on the back of the leaf. This will ensure it releases from the plaster.
- Use an old yogurt container for mixing plaster. Mix up a small amount of plaster. It's 2 parts plaster to 1 part water. Mix f to get it smooth. It will be like batter in consistency. Keep mixing and when it becomes like yogurt start pouring. Do not pour excess down the sink – dispose in bin.
- Have your leaves ready. Pour out and gently shake the hessian to flatten it and release the air bubbles.
- Place your object into the plaster. Leaves would be face up with the veins and texture side on the plaster. Using your fingertips lightly press those edges down and make sure the whole back surface is touching the plaster.
- Let the plaster set up for about 10 - 15 minutes and then remove the object to reveal the print.
- Paint.

### Clay unit (4 hours)

#### Nature sculptures

Inspired by outdoor learning and nature, create own nature sculpture using clay.



- Use ideas from outside observation to inspire sculpture.
- Children should build on their knowledge gained over the whole unit to show direction that want to take with their final piece. This may be a leaf or flower shaped tile which has incised relief, or found materials, based sculpture in relief.
- Prior knowledge of how to join clay with slip, cross-hatching needs to be built on.
- Allow to dry, then kiln fire after 1 week. (See AOH for kiln usage). If using air dry clay, these can be paint finished without firing.

