

Overview of Art and Design study Medium term plan Year 3

Overall aim of St Luke's CE First School Art and Design programme of study

For children to have greater proficiency in drawing by the end of Year 4, with a specific focus on proficiency in drawing people. Through the theme of 'Proud to be Me', children will be able to create portraits, realistic representations of people, expressive forms of people and abstract representations of people. Children will be taught different techniques using a wide range of media and develop greater proficiency in painting, sculpture, photography and graphic design.

		Autumn	Spring	Summer
Substantive Knowledge	Proficiency	Children will have begun to represent a person in expressive ways; with a specific focus on representing emotions and motion. Children will show a secure knowledge of colour mixing and tone within the theme of people.	Children will use influences from artists to develop their own ideas and create people in both 2D and 3D form.	Children will have developed greater control when painting and when using pastels and charcoal, and in sculpting clay. Children will be able to work with a range of media to create line, colour, shape and pattern.
	Knowledge progression	<p>Drawing:</p> <p><i>Shape to communicate movement. Accurate positioning of limbs to describe the body with consideration of factors such as gravity.</i></p> <p>Know how to draw the 2D & 3D geometric shapes in nature and the world around them.</p> <p>Know how to control drawing media to create dark and light tones.</p> <p>Know how to shade tones with few gaps, that are neat to the edges.</p> <p>Know how to blend shading and rub out rough edges or refine them.</p> <p>Know how to develop their confidence making marks & lines to describe a wide range of surfaces, textures & forms.</p> <p>Know how to use a range of drawing media including graphite sticks, charcoal, crayons, coloured pencils, felt pens, biro, drawing ink and pastels.</p>	<p>Sculpture and 3D:</p> <p><i>Modelling (wire)– abstract body sculpture</i></p> <p>Know how to design and make forms in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials, understanding how to finish and present their work to a good standard.</p> <p>Digital art:</p> <p><i>Photography for reference and observation</i></p> <p>Know how to make art using digital means; drawing & painting programmes, vector drawing, photo manipulation.</p>	<p>Sculpture and 3D:</p> <p><i>Modelling (clay)– abstract body sculpture</i></p> <p>Know how to design and make forms in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials, understanding how to finish and present their work to a good standard.</p> <p>Digital art:</p> <p><i>Photography for reference and observation</i></p> <p>Know how to make art using digital means; drawing & painting programmes, vector drawing, photo manipulation.</p>

		<p>Know the differences and similarities between these materials and select which one is most suitable for the task they need.</p> <p>Painting and mixed media:</p> <p><i>Colour to communicate emotion</i></p> <p>Know how to increase control, & precision when painting detail, lines and edges of shapes.</p> <p>Know and have used different types of paint and painting surfaces.</p> <p>Know how to identify different paintbrushes and painting equipment, understand the various purposes they have.</p> <p>Know how other artists' paint, applying elements of this to their work.</p> <p>Know how to mix secondary and tertiary colours to paint with and use colours, textures, lines and shapes imaginatively and appropriately to express ideas.</p> <p>Know how depth is created by varying the tones or colours, such as in skies and landscapes and how much more interesting this makes the painting</p>		
--	--	---	--	--

	Artwork/ Design work	<p>Sketching emotion – how the face alters when felling; happy, sad, bored, shocked or angry</p> <p>Use of colour to evoke emotion.</p> <p>Application of paint – textured and free</p>	<p>Mind mapping ideas about movement/action at playtime – choosing an action and exploring through own photographs, sketches (as stick people), sketches from mannequins, sketches of action through to sculpture.</p> <p>Sketching body – shapes, proportions and movement positions.</p> <p>Manipulating and sculpting using pipe cleaners and wire; creating shapes with wire.</p>	<p>Mind mapping ideas about different emotions we have and how these appear through our expressions and body language.</p> <p>Sketching body – shapes, proportions and positions.</p> <p>How to use clay to create shape, form and proportions.</p>
	Sketchbooks progression	<p>Continuous provision – Bits and Bobs drawing, doodling, still life drawings, feelings drawings (<i>to be done in down times outside of art lessons</i>)</p> <p>Exploring expressionism through;</p> <ul style="list-style-type: none"> sketching facial features to display emotion from own photographs using charcoal and pastel to practise line, shape and colour free painting using textured paint on cardboard and paper canvas <p>Ideas for activities: Animal cartoon characters (charcoal) – Drawing Project book (75-76) Autumn Floor drawings (pastel) – Drawing Project book (66-67) Capturing Texture (pastels/paint) – Drawing project book (64-65) Making Drawings Move - https://www.accessart.org.uk/making-moving-drawings-with-children/ Thoughtful mark making - https://www.accessart.org.uk/thoughtful-mark-making/</p>	<p>Continuous provision – Bits and Bobs drawing, doodling, still life drawings, feelings drawings (<i>to be done in down times outside of art lessons</i>)</p> <p>Exploring expressionism through;</p> <ul style="list-style-type: none"> sketching movement through observations of children at play and photographs of the class at play using mannequins to explore movement and shape Mind mapping ideas about movement in sketch books <p>Ideas for activities: Bumpman 3D picture -Henry Moore institute - https://www.henry-moore.org/whats-on/2020/04/20/bumpman-drawing-competition Sculpture Toolkit (Yorkshire Sculpture International) – Task 1 and task 2 - https://yorkshire-sculpture.org/works/toolkit-for-sculpture-learning/ (Toolkit in staff shared/art/Tigers planning – mind map ideas of how sculpture might feel and use Henry Moore – Draped Reclining Figure as focus piece.</p>	<p>Continuous provision – Bits and Bobs drawing, doodling, still life drawings, feelings drawings (<i>to be done in down times outside of art lessons</i>)</p> <p>Exploring expressionism through;</p> <ul style="list-style-type: none"> sketching body positions in different poses – exploring shape and proportion using mannequins to explore shape and proportions Mind mapping ideas about showing emotions through our body language in sketch books Exploring gravity by acting out different positions in hall (style of Critical Mass by Anthony Gormley) – take photos and use for sketches <p>Ideas for activities: Quick Clay Figurative sketches – Access Art - https://www.accessart.org.uk/quick-clay-figurative-sketches/ Sculpting form sketches – exploring through playdough Access Art - https://www.accessart.org.uk/make-first/ Using craft resources to make their own park sculpture in pairs. Modelling with Lego – creating shapes and form with Lego models Creating and designing their own emojis to show different emotions.</p>

	Artists study	Edvard Munch – The Scream, The Sick Child Georges Rouault – The Italian Woman, untitled Jenny Saville – contemporary artist	Anthony Gormley – Angel of the North & other sculptures Henry Moore – Reclining figures & other sculptures	Rodin – The Thinker, The Kiss Franz Messerschmidt – Character Heads
	Vocabulary	Application, textured, canvas, texture, intense, non-naturalistic, expressionism, modernist movement, perspective, effect, distorted, symbolism, fauvism.	Wire, cutters, mannequin, sculpt, bend, twist, shape, sculpture, motion, avant-garde.	Mannequin, sculpt, bend, twist, shape, proportions, gravity, stone, clay, extreme, naturalism.
Pedagogy	Project	How I feel A self-portrait representing an emotion of their choice. <i>Pupils to make decisions about their canvas, choice of colour and size of portrait.</i>	Playtime Wire sculpture of a child at play showing motion.	Inside out Create a sculpture using clay which represents themselves expressing a chosen emotion through their body language or facial expression; <i>they can choose whether to do a 'bust' style sculpture or a whole-body sculpture.</i> <i>Leave unpainted.</i>