



YEAR: 3 TERM: Autumn 1

TITLE: Egyptians-Death Masks

REVISION / REMIND / REVISIT - Previous work in Year 1 using clay and Year 2 drawing natural objects.	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
	<p>NC LINKS</p> <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) <p>Key Vocabulary</p> <p>Detail Features Charcoal Papier Mache Clay Slip</p>	<p>Skills Developed</p> <ul style="list-style-type: none"> To observe the face making accurate drawings of features. Use of pencil, charcoal, clay and Papier Mache. Observational skills. <p>Knowledge Acquired</p> <ul style="list-style-type: none"> Using pencil, charcoal and pen to draw faces and self-portraits. Revisiting clay techniques. Understanding the use of death masks in Ancient Egypt. 	<ul style="list-style-type: none"> Drawings of faces/self portraits using mixed media. Observing and drawing Egyptian Death masks. Creating Egyptian masks with Papier Mache. 	<ul style="list-style-type: none"> Appreciation of types of art through time-Egyptian death masks. 	<ul style="list-style-type: none"> Show case work as a display in a communal area for people to see. Museum visit.
	<p>ASSESSMENT CRITERIA:</p> <p>Line More accurate drawings of people-particularly faces looking closely at where features are.</p> <p>Pattern I can make Egyptian style designs in clay.</p> <p>Shape I can soften and roll clay.</p> <p>I can use clay tools to make marks and shapes.</p> <p>Colour I can mix and select colours appropriately.</p> <p>I can paint our model to make it look like an Egyptian death mask</p> <p>Form and Shape</p> <p>Can shape form model and construct from observation with increasing confidence.</p> <p>I can roll and scrunch paper. I can fix modelled paper into place with tape to make a death mask shape. I can cover my death mask model with layers of papier mache.</p> <p>Artist Appreciation I can tell you about the artist Leger.</p>			<p>SUGGESTED TIME FRAME</p> <p>At least 7 sessions. This may work better grouping sessions 1-5 over 2 consecutive days. Sessions 6 and 7 would then need to be spread out to allow for drying.</p>	

SUGGESTED SEQUENCE OF LESSONS

Session 1 Looking at faces and creating drawings (sketchbook work)

Twinkl Lesson 1-Drawing faces in pencil

- The children complete an observational drawing of their own faces in sketchbooks using pencil.

Session 2 Drawing faces with charcoal

Twinkl Lesson 2 Drawing faces in charcoal

- Investigating different marks in charcoal (sketchbooks)
- Create a self portrait in charcoal (photos for sketchbook)

Session 3 Drawing masks

Twinkl Lesson 3 Drawing Death Masks

- Read about how the Ancient Egyptians used masks after death.
- Look at what a good drawing in pen looks like.
- Create an Egyptian mask drawing in sketchbooks or on paper (copy in sketchbooks)

Session 4 and 5 Clay faces

Twinkl lesson 4 Clay faces (Only 1 lesson in Twinkl planning but will take more time to design then investigate and use the clay to good effect)

- In sketchbooks, design an Egyptian face mask. (Session 4)
- Investigate clay and revisit clay techniques from year 1. (Session 4)
- Create a mask from clay (possible collaborative work on a larger scale) (Session 5)

Session 6 Modelling masks

Twinkl Lesson 5 Modelling masks (possible continuation of collaborative work)

- Children model their masks in card as a base and add Papier Mache covering.

Session 7 Finishing masks

Twinkl Lesson 6 Painting masks

- Children look again at the death masks and think about colour.
- Paint their death masks.



YEAR: 3 TERM: Autumn 2 TITLE: Carl Giles (shallow swim)

REVISION / REMIND / REVISIT - Previous work on drawing realistic faces this year. (moving into cartoon)	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
	<p>NC LINKS</p> <ul style="list-style-type: none"> 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 About great artists, architects and designers in history <p>Key Vocabulary</p> <p>Cartoon Figure Character Features</p>	<p>Skills Developed Drawing in the cartoon style.</p> <p>Knowledge Acquired</p> <ul style="list-style-type: none"> Know that Carl Giles is a cartoonist. I can draw my family in a minimalist, graphical/cartoon style I can give each character in my drawing a distinctive feature to identify them I can compare the style of my work to the work of other artists 	<ul style="list-style-type: none"> Children will discuss the cartoon style of art. Children all produce their own cartoon with characters from their own family. 	<ul style="list-style-type: none"> Comparing their work to the work of other artists-Carl Giles. 	<ul style="list-style-type: none"> Display in school.
	<p>ASSESSMENT CRITERIA:</p> <p>Line Can draw from imagination with increasing confidence. To draw cartoon characters, inspired by the style of other artists I can draw my family in a minimalist, graphical/cartoon style</p>		<p>SUGGESTED TIME FRAME 2 sessions</p>		

	<p>I can give each character in my drawing a distinctive feature to identify them.</p> <p>Artist Appreciation I know that Carl Giles is a cartoonist</p> <p>I can compare the style of my work to the work of other artists</p>	
	<p>SUGGESTED SEQUENCE OF LESSONS</p> <p>Session 1 Learning about Carl Giles</p> <p>Kapow lesson Skills Learning about the work of Carl Giles</p> <ul style="list-style-type: none"> Children discuss the work of Carl Giles as a class. <p>Session 2 Creating my own Carl Giles Cartoon</p> <p>Kapow lesson Skills Learning about the work of Carl Giles.</p> <p>Following the lesson plan children create their own cartoon using characters from their own family.</p>	



YEAR: 3 TERM: Spring 1/2

TITLE: Prehistoric art

REVISION / REMIND / REVISIT - Work in year 3 mixing paints. Work on	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
	<p>NC LINKS</p> <ul style="list-style-type: none"> Create sketchbooks to record their observations and use them to review and revisit ideas Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of 	<p>Skills Developed</p> <ul style="list-style-type: none"> experimentation with different mediums cave art. Creating natural paints and painting mediums. Creating natural canvasses. <p>Knowledge Acquired</p> <ul style="list-style-type: none"> I can identify animals important to people of prehistory I understand the process of making art in prehistory I know that prehistoric people painted with muted earth colours 	<ul style="list-style-type: none"> Children all produce their own drawings of animals. All children will experiment with creating texture, natural paint and natural canvasses. Producing animal and hand 'cave paintings'. 	<ul style="list-style-type: none"> Children look at pre-historic art and what the chosen topic of artworks was at the time-natural world. 	<ul style="list-style-type: none"> Show case work as a display in a communal area for people to see. Possibility of creating a large scale cave painted wall for display.

	<p>different kinds of art, craft and design</p> <p>Key Vocabulary</p> <ul style="list-style-type: none">• Cave painting• Positive and negative printing• Natural paint/canvas• texture	<ul style="list-style-type: none">▪ I can start to understand why early man created art			
	<p>ASSESSMENT CRITERIA:</p> <p>Texture I can create own paints and colours from natural materials.</p> <p>I can create negative and positive prints.</p>		<p>SUGGESTED TIME FRAME</p> <p>At least 5 hour sessions. May require more, e.g.lesson 3 suggests creating different surfaces to paint on which could be an additional session.</p> <p>Additional work on a large collaborative display piece may continue into next half term.</p>		
	<p>SUGGESTED SEQUENCE OF LESSONS</p> <p>Session 1 – Pre-historic art</p> <p>Kapow Year 3 Pre-historic art Lesson 1</p> <ul style="list-style-type: none">• Sketchbook work drawing pre-historic animals. <p>Session 2 – Charcoal animals</p> <p>Kapow Year 3 Pre-historic art Lesson 2</p> <ul style="list-style-type: none">• Creating rock texture using crushed charcoal (photos for sketchbooks) <p>Session 3 – Pre-historic palette</p> <p>Kapow lesson 3 pre-historic palette</p> <ul style="list-style-type: none">• Children will make their own paint from natural products.• Children investigate mark making with their paints in sketchbooks.• Creating different painting surfaces (in books or on a larger scale) <p>Session 4 – Painting on the cave wall</p> <p>Kapow lesson 4 Painting on the cave wall.</p> <ul style="list-style-type: none">• painting the animal they sketched in Lessons 1 and 2, using the colours skills from Lesson 3. <p>Session 5 – Hands on a cave wall</p> <p>Kapow lesson 5 Hands on a cave wall</p> <ul style="list-style-type: none">• Creating negative and positive hand prints.				



YEAR: 3 TERM: Summer 1

TITLE: Materials

ie-dye, weave, sew

REVISION / REMIND / REVISIT – Previous work with weaving in year 1.	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
	<p>NC LINKS</p> <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 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 Improve their mastery of art and design techniques, including weaving and sewing. <p>Key Vocabulary</p> <ul style="list-style-type: none"> Mood board Tie dye Warp and weft Weave Sew Running stitch 	<p>Skills Developed</p> <ul style="list-style-type: none"> Children will tie dye materials. Children will develop weaving skills. Children will develop a basic running stitch. <p>Knowledge Acquired</p> <ul style="list-style-type: none"> To know what a mood board is. To know the process of tie-dyeing To know what the 'warp and 'weft' are in weaving. To understand how to sew a basic stitch and the necessity for sewing. 	<ul style="list-style-type: none"> Children will create a mood board, tie dyed T-shirt, and experiment with weaving and sewing techniques. 	<ul style="list-style-type: none"> Thinking about their personalities in terms of colour and design. Cross curricular links- sewing in D and T. 	<p>Show case work as a stand-alone art instillation in a communal area for people to see.</p> <p>T-shirts could be worn as part of an event celebrating themselves.....</p>
	<p>ASSESSMENT CRITERIA:</p> <ul style="list-style-type: none"> Children can sew a basic running stitch. Children know what warp and weft mean in weaving. 		<p>SUGGESTED TIME FRAME</p> <p>At least 6 hours/sessions.</p>		

	<ul style="list-style-type: none"> Children will investigate colour to reflect mood and personality. 	
	<p>SUGGESTED SEQUENCE OF LESSONS</p> <p>Session 1 - Creating a mood board Kapow lesson 1 Year 3 Craft- Mood board Creating a mood board to show their personalities (in sketchbooks)</p> <p>Session 2 - Tie Dyeing (needs 2 sessions several hours apart at least) Kapow lesson 2 Year 3 Craft- Tie dyeing materials (photos in sketchbooks) Tie dyeing T-shirts to reflect their personalities as set out in their mood boards.</p> <p>Session 3 -Paper weaving Kapow lesson 3 year 3 Paper Weaving</p> <ul style="list-style-type: none"> Weaving paper to reflect their mood board.(Photos for sketchbooks) <p>Session 4 - Weaving other materials Kapow lesson 4 Year 3-Weaving other materials</p> <ul style="list-style-type: none"> Children will weave with different materials onto a loom card using the colours from their mood board. <p>Session 5 - Sewing onto T-shirts Kapow lesson 5 Year 3- Sewing T-shirts</p> <ul style="list-style-type: none"> Children will sew shapes they chose in their mood board onto their T-shirts using a running stitch. 	