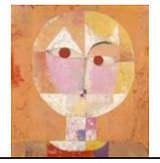
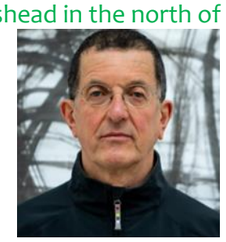
Badger Hill PRIMARY SCHOOL

ART Long Term Plan Year Three 2023-24

	Autumn Term	Spring Term-A Wonderful World	Summer Term-Back to the Future
Topic	**Focus Medium Drawing** **Focus element/s: line, shape, tone, value** **Artist: Yayoi Kusama** 	**Focus Medium Painting** **Focus element/s: colour, texture, tone, value** **Artist: Paul Klee (scratching) Georges Seurat (dotting)** **Paul Klee (scratching)** 	**Focus Medium Sculpture** **Focus element/s: texture, form** **Artist: Antony Gormley**
Sticky Knowledge	To know the difference between H and B pencils To draw using positive and negative space in their drawing To use cross hatching to add light and dark	To know how to use a colour wheel effectively To know how to use a colour wash To use a paint brush at a shallow angle To use layers effectively in a painting	To investigate different plan a range of sculptures To create a mini instillation To use a range of joins effectively
Vocabulary	H pencils, B pencils, grade, line, contrast, hatching, tone, negative and positive space, form, polka dots	Colour wheel, dotting, splashing, scratching, texture, actual texture, visual texture, surrealism, abstract expressionism,	Instillation art, flange, tabs, sewn, tile, brace, tape, stick, fold, slot
Artist Knowledge	Yayoi Kusama Born in Japan 1929 Yayoi Kusama is a Japanese artist known for her extensive use of polka dots. 	Paul Klee Born in Switzerland in 1879 Fish magic is a surrealist painting. Surrealism is a style in art and literature in which ideas, images and objects are combined in a strange way, like in a dream. 	Born 30/08/1950 Sir Antony Mark David Gormley OBE RA is a British sculptor. His works include the Angel of the North, a public sculpture in Gateshead in the north of England. 
Suggested Tasks	**Focused Sessions** **Session 1 Artist Study** Recall previous artist knowledge (see EYFS, Y1, Y2) Introduce Yayoi Kusama and her artwork including Mushrooms. **Pencil Knowledge** Know that H pencils are hard and will produce light marks – best for technical drawing. Know that B pencils are soft and will produce darker tones – best used for tonal drawings and shading. Practise using these pencils in sketchbooks	**Focused Sessions** **Session 1 Artist Study** Introduce Paul Klee and his artwork Fish Magic Introduce Georges Seurat and his artwork The Eiffel Tower Introduce Jackson Pollock and his artwork, Autumn Rhythm Number 30 Begin to learn the facts about the artists **Colour Skills** Recall prior knowledge (see Y2) Learn what a colour wheel is and how to make one Make their own colour wheel in their sketch book Learn that blue, green and purple belong to the cool colour family and create a sad, calming or cold feeling. Red, yellow and orange belong to the warm colour family and create a feeling of anger, warm or energy.	**Focused Sessions** **Session 1 Artist Study** **Sculpture Skills** Recall prior artists and skills (see EYFS, Y1, Y2) Introduce Sir Antony Mark David Gormley and his work. **https://www.twinkl.co.uk/search?q=Anthony+gormley+ks2&c=244&ca=21&ct=ey&r=teacher&fa=1.4.5.6.7**

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Positive and Negative Space

Negative space is the area around and between a subject.
Positive space refers to the main focus of a picture

Practise using your drawing skills to create your own positive and negative space piece of work.

Session 2 Cross hatching and hatching

Know that cross-hatching and hatching can be used to show areas of light and dark. Close and layered lines show darker areas of an object.

Cross-hatching

The layering of multiple lines to achieve tone. Artists draw in the direction of the shape they are drawing to achieve a realistic and lifelike appearance. The more layers you use the darker the tone achieved.

Hatching

Tone is created by a row of (usually) straight lines that are all facing in the same direction. Lines are closer together in darker areas; in lighter areas, the lines are further apart. Sometimes, the lines can be slightly curved to follow the shape of the object.

Practise these skills in your sketchbook to create a piece of work.

Session 3 Tone and form

Know that when adding different tones, it must be completed with a pencil at a shallow angle – produces a softer finish.

Know that tone can create contrast in a drawing (difference between light and dark).

Using shading, their objects can begin to possess form. Directional and contour shading aids this.

The blending of tones is becoming smooth without clear intervals of contrast.

Practise these skills in your sketchbook to create a piece of work.

Session 4 Artist Inspired piece of work

Inspired by Yayoi Kusama, and practising some learned skills, children are to create a piece of artwork using her polka dot style.

Learn that tone can create contrast in a painting (difference between light and dark) of a certain colour by adding the correct ratio of white or black.

Lesson 2 Paintbrush knowledge and skills and Georges Seurat

Recall prior paintbrush knowledge (see Y2)
Recap artist facts about Georges Seurat

Learn that when using a paintbrush at a shallow angle increases surface area that can be used for colour washes.

Practise a colour wash in sketch books
Learn that paint application on a surface shows a clear process that resembles that of the artist in study. E.g. The work of Georges Seurat and Pointillism.
Learn how to use dotting to apply colour and practise in sketch book
Produce my own piece of work in the style of Georges Seurat

Lesson 3 Splashing and Jackson Pollock

Recap artist facts about Jackson Pollock

Learn that paint application on a surface shows a clear process that resembles that of the artist in study. E.g. The work of Jackson Pollock and the layering of paint strokes and splatters.
Learn how to use splashing to apply colour and practise this skill (evidence in sketchbook)
Produce my own piece of work in the style of Jackson Pollock in sketchbook.

Paint Knowledge

I know that paints have different properties and can be more suited for certain projects, for example:
- Watercolour = translucent, soft images.
- Oil paint = thick and textured
Begin to suggest why certain paints are more appropriate for a project. E.g. Watercolour for still life as requires less equipment and can be utilised quickly. It also dries quickly.

Lesson 4 Scratching and Paul Klee

Recap artist facts for Paul Klee

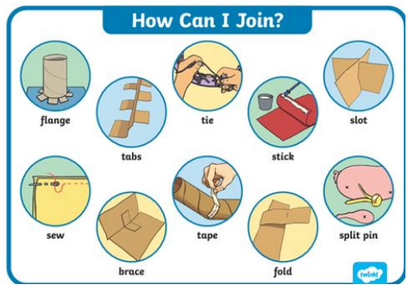
Work in groups to use Lego, wooden bricks, Multi link etc. to create a sculpture similar to the one above in the style of Antony Gormley. Take photos for your sketchbook.

Session 2

Junk modelling inspired by Antony Gormley

Work in groups to create a human figure shape with junk modelling. Plan first and decide which materials to use for what and then work together to create your masterpiece! Study the joins below and learn their names. Which ones can you include in your sculpture?

Take lots of photos for your sketchbook and to show other people.
Present your model to the class in groups talking about which joining techniques you used and any problems or improvements that you could make.



Lesson 3

Making a clay sculpture inspired by Antony Gormley's Field

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			Learn that paint application on a surface shows a clear process that resembles that of the artist in study. E.g. The work of Paul Klee in Fish Magic and scratching into the paint Learn how to use scratching to apply colour and practise this skill (evidence in sketchbook) Produce my own piece of work in the style of Paul Klee in sketchbook.		 Watch the video and follow it to make your own sculpture in this style. Collect the class sculptures together to create a mini installation for everyone to see and admire https://www.pinterest.co.uk/pin/367887863280722302/ **Lesson 4** Making a more detailed Antony Gormley sculpture https://www.twinkl.co.uk/resource/ks2-art-sculpting-video-lesson-t-ad-599 Watch the video and children create their own detailed Antony Gormley inspired sculpture using the techniques shown. Take photos of the sculpture in process and the final piece for the sketchbook.
Skills and Knowledge linked to outcomes	**Drawing Skills** Lines and shapes can be applied with increasing accuracy, showing control.	**Drawing Knowledge** Know that when adding different tones, it must be completed with a pencil at a	**Colour Skills** Know what a colour wheel is and how to make one Mix colours effectively	**Paint Skills** Choose a paintbrush appropriate to the task from a selection	**Sculpting Skills and Knowledge** Revise the four main types of sculpting, carving, modelling, casting, constructing https://kids.britannica.com/kids/article/sculpture/353751 (guidance for staff)

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	The application of tone shows a clear contrast between dark, mid and light. Using shading, their objects can begin to possess form. Directional and contour shading aids this. The blending of tones is becoming smooth without clear intervals of contrast. Composition is considered with regards to placement of the object. Cross-hatching shows areas of dark and light areas of an object. Lines that are closer together and layered show darker areas.	shallow angle – produces a softer finish. Know that tone can create contrast in a drawing (difference between light and dark). Know that H pencils are hard and will produce light marks – best for technical drawing. Know that B pencils are soft and will produce darker tones – best used for tonal drawings and shading. Know that directional shading can influence a shape's 3D appearance. Know that cross hatching and hatching can be used to show areas	Know how to use dotting to apply colour Know how to use splashing to apply colour Know how to use scratching to apply colour Know that paint can be layered to add texture Know that paints have different properties and can be more suited for certain projects, for example: - Watercolour = translucent, soft images. - Oil paint = thick and textured Begin to suggest why certain paints are more appropriate for a project. E.g. Watercolour for still life as requires less equipment and can be utilised quickly. It also dries quickly. Know that red, blue and yellow are primary colours and orange, green and purple are secondary colours. Can mix primary colours confidently to create secondary colours. Know that blue, green and purple belong to the cool colour family and create a sad, calming or cold feeling. Red, yellow and orange belong to the warm colour family and create a feeling of anger, warm or energy. Use knowledge of shade and tint, and know how to mix variations of dark, mid and light Know that colours can be blended using a gradient.	Chooses correct paintbrush grip for purpose. E.g. holding the paintbrush with three-finger grip close to the tip to add detail. Know that paintbrushes can differ in appearance and purpose: - Flat brush – are not as versatile as round brushes but they are useful for blending and creating washes. - Rounded brush – are the most versatile and widely used brushes. Their shape makes them suitable for small details and delicate lines. Know that when using a paintbrush at a shallow angle increases surface area that can be used for colour washes. Paint application on a surface shows a clear process that resembles that of the artist in study. E.g. The work of Jackson Pollock and the layering of paint strokes and splatters.	Carving is the process of turning such substances as stone, wood, or ivory into a desired shape by cutting or chipping away pieces. Modelling involves shaping a soft material such as clay by hand. It can then be baked until it hardens. Models can also be used in casting. Casting is used to reproduce a piece of sculpture through the use of a mould Construction is a sculpture built of many parts, such as pieces of wood, cardboard, or metal. Installation art is a term mostly used to describe artworks that are made "in situ". This means that the work is created or installed within the specific space where it is meant to be viewed. For this reason, Installation art is sometimes also called "environments" and it is often large in scale and created with a variety of different media and mediums. To Air dry is to make or become dry through contact with unheated air.

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Assessment Opportunities	Inspired by Yayoi Kusama, and practising some learned skills, embark on a final piece using her polka dot style. Encourage children to think about pencil choice, grip and angle, use of eraser, tone, blending, contrast (dark, mid and light) and shading. When completed, evaluate piece and decide on next steps for improving drawing.		Inspired by one of the three artists studied embark on a final piece using their style. Encourage children to think about colour choice, brush choice and paint choice, which would be best and why? When completed, evaluate piece and decide on next steps for improving painting.		Inspired by Antony Gormley, plan a final sculpture piece a final piece using his style. Ensure it is significantly different to those already done. Encourage children to think about which medium/media, would be best and why? Use two lessons for this. When completed, evaluate piece and decide on next steps for improving sculpting skills
Previous and Past learning experiences	**Why this topic now?** Y2 To add cross hatching to their knowledge of how to create light and dark **Next Steps Learning: Y4**		**Why this topic now?** Y2 To build upon their knowledge of cool and warm colours **Next Steps Learning: Y4**		**Why this topic now?** Y2 To build upon their knowledge of different sculptures **Next Steps Learning: Y4**
National Curriculum	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 Create sketch books to record their observations and use them to review and revisit ideas Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]		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 Create sketch books to record their observations and use them to review and revisit ideas Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Know about great artists, architects and designers in history.		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 Create sketch books to record their observations and use them to review and revisit ideas Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

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