



Year 3	Topic Title – African Tribal Designs		Key Vocabulary
<p>National Curriculum Objectives:</p> <p>Pupils should be taught:</p> <p>to 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>about great artists, architects and designers in history</p>	<p>Know that African masks are a big part of their culture and often represent an ancestor or a spirit</p> <p>To know that tribal designs are found in artwork, tattoos, clothing and masks</p> <p>Compare a range of African Tribal Designs both black and white and coloured images</p> <p>Discuss similarities and differences, i.e. repeated patterns, shapes, lines etc.</p> <p>Use viewfinder to talk about their favourite designs.</p> <p>Use a range of materials i.e. charcoal, chalk, pencil, pen, ink to experiment with the patterns and shading</p> <p>Watch video clip of Maui in Moana when tattoos come to life</p> <p>Using a photoshopped image of Maui from Moana, children to design their own tattoo (tribal pattern) for him with a meaning i.e. spirit in the sky, loved one</p> <p>Experiment with ink and different a variety of tools to draw tribal designs.</p> <p>Evaluate and improve until they are happy with their final design</p> <p>Using lino board, indent chosen pattern using tools</p> <p>Use printing ink in black to print their final designs</p> <p>On a blank outline of Maui’s body, use children’s final designs to add tribal tattoos to his body for a class display.</p> <p>Create a final display of Maui images and evaluate their own and others work.</p>		<p>Africa</p> <p>African masks</p> <p>Culture</p> <p>Ancestor</p> <p>Spirit</p> <p>Tribal</p> <p>Tattoo</p> <p>Similarities</p> <p>Differences</p> <p>Repeated patterns</p> <p>Shading</p> <p>Shapes</p> <p>Lines</p> <p>Pencil</p> <p>Charcoal</p> <p>Chalk</p> <p>Pen</p> <p>Ink</p> <p>Evaluate</p> <p>Improve</p> <p>Lino board</p> <p>Indent</p> <p>Tools</p> <p>Printing ink & Rollers</p>
<p>Key Learning in Art and Design – Printing</p> <ul style="list-style-type: none"> • Create printing blocks using a relief or impressed method. • Create repeating patterns. <p>Print with two colour overlays</p>			
<p>Possible community Links</p>	<p>Previous learning experiences:</p>	<p>Future learning experiences:</p>	
	<p>Year 1 – Printing using foam board and indenting using pencils and then printing using paint. Understand what repeated patterns are.</p>	<p>Year 6 – triple layered lino printing – North American animals.</p>	



Year 3	Topic Title – Portraits – Mona Lisa		Key Vocabulary
<p>National Curriculum Objectives:</p> <p>Pupils should be taught:</p> <p>to 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>about great artists, architects and designers in history</p>	<p>Know who famous Artist; Leonardo Da Vinci is – Leonardo da Vinci was an artist, scientist and inventor who lived in Italy. He was born in 1452 and died in 1519. This time period in Europe is known as the Renaissance. It was a time when many advances were made in education, science, art, literature and music.</p> <p>Know that he painted one of the most famous paintings in the world -</p> <p>The Mona Lisa – also known as La Gioconda – is considered one of the most famous paintings in the world.</p> <p>It was painted in Florence, Italy, during the Renaissance era between 1504 and 1519 by Italian artist, Leonardo da Vinci. The subject of the painting is unusual for the time as most paintings were inspired by the Bible.</p> <p>The painting is on display at the Louvre Museum in Paris. It is 77cm x 53cm and is still the most valued painting in the world.</p> <p>Using a close-up image of the Mona Lisa – Discuss proportions and look at some videos or tutorials on how to draw a face.</p>		<p>Artist</p> <p>Leonardo Da Vinci</p> <p>Mona Lisa</p> <p>Renaissance</p> <p>Famous</p> <p>Florence</p> <p>Italy</p> <p>Proportions</p> <p>Features</p> <p>Position</p> <p>Art pencils</p> <p>Charcoal</p> <p>Chalk</p> <p>Sketch</p> <p>Attention</p> <p>Zoom</p> <p>Close up</p> <p>Photograph</p> <p>Pose</p> <p>Details</p> <p>Colour</p> <p>Shade</p> <p>Analyse</p> <p>Improve</p> <p>Skills</p>
<p>Key Learning in Art and Design – Drawing - Form and Shape</p> <p>Experiment with different grades of pencil and other implements to draw different forms and shapes.</p> <ul style="list-style-type: none"> Begin to show an awareness of objects having a third dimension. <p>Experiment with different grades of pencil and other implements to create lines and marks.</p> <p>Use journals to collect and record visual information from different sources.</p> <ul style="list-style-type: none"> Draw for a sustained period of time at an appropriate level. 	<p>Discuss the position of the different features of the face, the eyes, nose, mouth, ears.</p> <p>Use a mirror to look at your own face and talk to a partner about where your features are.</p> <p>Use Art pencils, charcoal, chalk, pen to sketch different features of the face paying particular attention to the eye.</p> <p>Use the zoom feature on the iPad to take close up photographs of a friend’s eye to really look at the details and colours.</p> <p>Take photographs of your friend posing in the style of Mona Lisa, print the images and recreate the drawing and colour using coloured pencils paying particular attention to the features of the face.</p> <p>Analyse their work and discuss how they could improve their drawing skills.</p>		
Possible community links	Previous learning experiences:	Future learning experiences:	
Tate Art Gallery	<p>Year 1 & 2 – Form and Shape Observe and draw shapes from observations. Draw shapes in between objects.</p> <ul style="list-style-type: none"> Invent new shapes. 	<p>Year 4 – pointillism</p> <p>Year 5 – Landscapes</p>	



Year 3	Topic Title – 3D Art Sculpture – Skelmersdale Landmark		Key Vocabulary
<p>National Curriculum Objectives:</p> <p>Pupils should be taught:</p> <p>to 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>about great artists, architects and designers in history</p>	<p>Research Skelmersdale sculptures and paintings that have improved the look of Skelmersdale over time – The graffiti Art in the subways, the light cube and daffodil and other 3D sculptures on the roundabouts, the large rock areas to landmark arriving in Skelmersdale.</p> <p>Discuss how this has changed over the years by looking at images of how Skelmersdale used to look (without the artwork and sculptures)</p> <p>Compare the Skelmersdale sculptures and artwork to other landmark sculptures around the country – Angel of the North, The Iron Men of Crosby Beach, Tatton Park Wire Sculptures, Lamb Bananas in Liverpool, Singing Ringing Tree in Lancashire etc.</p> <p>Discuss how the artwork improves the landscape.</p> <p>Look at wire sculptures of nature i.e. flowers, leaves, trees etc.</p> <p>Talk about how we can design and make a new sculpture for one of the roundabouts in Skelmersdale using the wire.</p> <p>Take a walk to the Toby Roundabout in Ashurst and discuss how big the sculpture would need to be (discuss perspective and how their sculpture would not be true to size)</p> <p>Create a mood board of ideas including sketches and ideas.</p> <p>Experiment with craft wire, manipulating different shapes and creating depth and texture by twisting and joining the wire together to create different shapes and thickness.</p> <p>Make a nature sculpture out of wire for the roundabout.</p> <p>Present sculpture to the rest of the class discussing how it would be beneficial and why their sculpture would be a good asset to the local community.</p> <p>Have a panel of ‘judges’ from the council to choose a winning sculpture.</p> <p>Peer evaluate each sculpture using 2 stars and a wish.</p>		<p>Skelmersdale Sculpture Painting Graffiti Subways Roundabouts Compare Country Nature Design Ashurst Perspective True to size Mood board Sketch Ideas Manipulating Twist Wire Joining</p>
<p>Key Learning in Art and Design – Drawing</p> <p>Form and Shape</p> <p>Experiment with different grades of pencil and other implements to draw different forms and shapes.</p> <ul style="list-style-type: none"> Begin to show an awareness of objects having a third dimension. <p>Experiment with different grades of pencil and other implements to create lines and marks.</p> <p>Use journals to collect and record visual information from different sources.</p> <ul style="list-style-type: none"> Draw for a sustained period of time at an appropriate level. 			
<p>Possible community links</p>	<p>Previous learning experiences:</p>	<p>Future learning experience:</p>	
<p>Tate Art Gallery</p>	<p>Year 1 – DT – 3D Houses Year 2 – Victorian Clay Tiles</p>	<p>Year 5 – Mayan ceramics</p>	