

## Art & Design

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<b>YEAR 3</b>	<p><b>AUTUMN FOCUS</b></p> <p><b>Early Forms of Art:</b> <i>Prehistoric art: to include printing, cave paintings, symbols and jewellery.</i></p> <p><b>VISIT/TRIP/DISPLAY:</b></p> <p><b>FINAL PRODUCT:</b> Stone Age style artwork (inc. jewellery)</p> <p><b>Opportunities for Exploring Diversity:</b> Indigenous Australian Art Diwali: Rangoli Patterns</p>	<p><b>SPRING FOCUS</b></p> <p><b>Sculpture: Henry Moore -</b> <i>Sculpture &amp; environment relationship. Where would your sculpture fit in How Wood School?</i></p> <p><b>VISIT/TRIP/DISPLAY:</b> Henry Moore Studios &amp; Gardens Much Hadham</p> <p><b>FINAL PRODUCT:</b> Henry Moore inspired sculpture</p> <p><b>Opportunities for Exploring Diversity:</b> Sokari Douglas Sculpture Chinese New Year (Story Telling) World Book Day</p>	<p><b>SUMMER FOCUS</b></p> <p><b>Painting:</b> <i>Landscape artwork - Hokusai: Mount Fuji The Thirty Six Views of Mount Fuji</i></p> <p><b>VISIT/TRIP/DISPLAY:</b></p> <p><b>FINAL PRODUCT:</b> Watercolour painting of Mount Fuji composition</p> <p><b>Opportunities for Exploring Diversity:</b> Hokusai – Japanese artist (Touched on initially in Yr 1 – Recap)</p>
<b>Artist/Texts/websites</b>	<p><b>ART:</b></p> <p><a href="http://www.bbc.co.uk/news/science-environment-29415716">http://www.bbc.co.uk/news/science-environment-29415716</a></p> <p><a href="https://www.twinkl.co.uk/resource/t2-h-431-stone-age-cave-paintings-photo-powerpoint">https://www.twinkl.co.uk/resource/t2-h-431-stone-age-cave-paintings-photo-powerpoint</a></p> <p><a href="https://www.twinkl.co.uk/resource/es2-ss-3-es-altamira-cave-paintings-powerpoint-english">https://www.twinkl.co.uk/resource/es2-ss-3-es-altamira-cave-paintings-powerpoint-english</a></p> <p><a href="https://www.twinkl.co.uk/resource/t2-h-465-stone-age-cave-paintings-photo-flipchart">https://www.twinkl.co.uk/resource/t2-h-465-stone-age-cave-paintings-photo-flipchart</a></p> <p>Twinkl: Ochre and Aboriginal Art PowerPoint</p> <p>Twinkl: Traditional Inspired Indigenous Australian Art Activity Pack</p>	<p><b>ART:</b></p> <p><a href="https://www.tate.org.uk/kids/explore/who-is/who-henry-moore">https://www.tate.org.uk/kids/explore/who-is/who-henry-moore</a></p> <p><a href="https://www.twinkl.co.uk/resource/ks2-henry-moore-artist-fact-files-t-ad-327">https://www.twinkl.co.uk/resource/ks2-henry-moore-artist-fact-files-t-ad-327</a></p> <p><a href="https://www.twinkl.co.uk/resource/tp2-a-059-planit-art-ks2-bodies-lesson-2-drawing-body-shapes-in-charcoal-lesson-pack">https://www.twinkl.co.uk/resource/tp2-a-059-planit-art-ks2-bodies-lesson-2-drawing-body-shapes-in-charcoal-lesson-pack</a></p> <p>Twinkl: Artists from around the world PowerPoint/ Sokari Douglas</p> <p><a href="#">About Sokari   Sokari Douglas Camp</a></p> <p><a href="#">Artsy Fartsy with Emily - Sokari Douglas Camp - YouTube</a></p> <p><a href="#">Sokari Douglas Camp - Artist's Talk - YouTube</a></p>	<p><b>ART:</b></p> <p><a href="https://www.youtube.com/watch?v=8z9zRbwh43I">https://www.youtube.com/watch?v=8z9zRbwh43I</a></p> <p><a href="https://www.twinkl.co.uk/resource/t2-a-082-hokusai-photo-pack-and-prompt-questions">https://www.twinkl.co.uk/resource/t2-a-082-hokusai-photo-pack-and-prompt-questions</a></p> <p><a href="https://www.twinkl.co.uk/resource/ks2-all-about-hokusai-ppt-t-ad-1627552008">https://www.twinkl.co.uk/resource/ks2-all-about-hokusai-ppt-t-ad-1627552008</a></p> <p><a href="https://www.twinkl.co.uk/resource/t2-a-080-hokusai-fact-cards">https://www.twinkl.co.uk/resource/t2-a-080-hokusai-fact-cards</a></p> <p><a href="https://www.twinkl.co.uk/resource/t2-a-048-artist-fact-sheets-resource-pack">https://www.twinkl.co.uk/resource/t2-a-048-artist-fact-sheets-resource-pack</a></p> <p><a href="https://www.twinkl.co.uk/resource/hokusai-display-banner-t2-a-229">https://www.twinkl.co.uk/resource/hokusai-display-banner-t2-a-229</a></p>
<b>Skills</b>	<ul style="list-style-type: none"> <li>*Research prehistoric art/cave paintings and discuss thoughts, taking into account how old they are. Create drawings using pencil/ charcoal/ paint, recreating images.</li> <li>*Provide opportunities to work with different media developing chn’s awareness of shade, tone, line, texture.</li> <li>*Include clay to make jewellery – this would be simple shapes (in preparation for next unit).</li> <li>*Evaluate work, comparing to originals.</li> </ul>	<ul style="list-style-type: none"> <li>*Research artist and look at most famous pieces. Interpret the different shapes. Draw favourite sculpture, providing reasons for it. What do you think <u>it</u> looks like? Chn to consider where the artwork is placed. How does that effect how we view it? Could you have it in your garden?</li> <li>*Highlight his drawing ability as well as sculptures. Try the technique he invented, wax crayons and water colour paint. Use a similar starting point, people.</li> <li>*Chn to build to final piece, either clay or combination of found materials.</li> </ul>	<ul style="list-style-type: none"> <li>*Research artist and look at famous piece, ‘The Great Wave’. Show PowerPoint, discuss his importance and relevance. Include the point, this iconic image can be viewed in many different places, in a wide variety of settings.</li> <li><a href="https://www.youtube.com/watch?v=8z9zRbwh43I">https://www.youtube.com/watch?v=8z9zRbwh43I</a></li> <li>*Revisit primary and secondary colour knowledge &amp; vocabulary.</li> </ul>

		*Skills based on Sokari Douglas sculptures – bending, crumpling, moulding tin foil	Chn to have opportunities to draw <u>simple observations</u> (outside view & <u>still life</u> view). Refine drawing, then paint in the style.
<b>Key Vocabulary</b> ( <u>new vocabulary in bold underlined</u> )	<b>Prehistoric art, earliest forms of art, 40,000 years ago, cave paintings,</b> walls, ceilings, pencil, <b>charcoal,</b> paint, recreate, <b>shade, tone, line,</b> texture, clay, jewellery, <b>Indigenous Australian,</b>	Sculpture, <b>Henry Moore,</b> St Albans, environment, <b>rural,</b> city, <b>landscape, industrial,</b> material, clay, <b>bronze, marble, harmony, compliment, abstract, techniques, impact, Sokari Douglas,</b>	<b>Hokusai, Chinese art, Mount Fuji, wood block,</b> landscape, <b>'Thirty-Six Views of Mount Fuji',</b> sketch, draw, design, paint, primary, secondary,
<b>Opportunities for Learning / Cross Curricular</b>	History – Timeline/ sequencing periods of time  Design and Technology – Air dry clay: jewellery making, Bone/skeleton representations  Geography – Map where there have been significant early forms of art found.  Geography – Australia: Torres Strait Islander People	History – Timeline of creations (reflecting what they are depicting)  Design and Technology – Air dry clay  Geography – describing similarities and differences between landscapes  Geography – Sokari Douglas's place of birth, Nigeria	History – Timeline of his life  Geography – Where is Japan? Where is Mount Fuji?  Link to Topic – Extreme Earth  English – biography  Geography – Hokusai's place of birth, Tokyo Japan
<b>Learning Overview / WALTs</b>	<p><b>Week 1 (Inc KWL Grid)</b></p> <ul style="list-style-type: none"> <li>WALT: investigate Stone Age art.</li> </ul> <p>KQ Why do you think they painted round their hands? KQ How do you think they did it?</p> <p><b>Week 2</b></p> <ul style="list-style-type: none"> <li>WALT: consider how and why ancient people told stories through art</li> <li>WALA: the Stone Age art man created on cave walls.</li> </ul> <p>KQ What do you think it conveys?</p> <p><b>Week 3</b></p> <ul style="list-style-type: none"> <li>WALT: recreate ancient painting techniques.</li> </ul> <p>KQ Why was cave art used? KQ What sorts of symbols, shapes and objects were included in the art? What colours did they tend to be?</p> <p><b>Week 4</b></p> <ul style="list-style-type: none"> <li>WALT: use-carving techniques.</li> </ul> <p>KQ Why did they do this? KQ What can you see? KQ What shapes are in your clay?</p> <p><b>Week 5</b></p> <ul style="list-style-type: none"> <li>WALT: design and create a stone circle.</li> </ul> <p>KQ How is yours similar/different to Stone Henge?</p> <p><b>Week 6</b></p> <ul style="list-style-type: none"> <li>WALA: Indigenous Australian Art.</li> </ul> <p>KQ What techniques were used? What is ochre? (Note – Chn to produce work in the style of, NOT REPRODUCE – not permitted)</p> <p><b>(Add jewellery making – include as part of Wow Day at the beginning)</b></p>	<p><b>Week 1 (Inc KWL Grid)</b></p> <ul style="list-style-type: none"> <li>WALA: sculpture!</li> </ul> <p>KQ Who is Sokari Douglas? What is she famous for? What material did she like to work with? Can you create a sculpture in the style of one of her designs?</p> <p><b>Week 2</b></p> <ul style="list-style-type: none"> <li>WALT: investigate how the environment affects how we feel about a place.</li> </ul> <p>KQ What does the word environment mean?</p> <p><b>Week 3</b></p> <ul style="list-style-type: none"> <li>WALT: collect visual information and to explore ideas for a sculpture.</li> </ul> <p>KQ Where in the school grounds do you think a sculpture could go to enhance the area and the environment?</p> <p><b>Week 4</b></p> <ul style="list-style-type: none"> <li>WALT: design a site-specific sculpture. Henry Moore inspired.</li> </ul> <p>KQ Where would you build your sculpture? KQ How will you use your ideas in your sculpture design?</p> <p><b>Week 5</b></p> <ul style="list-style-type: none"> <li>WALT: use clay to create our own, 'Henry Moore' inspired sculpture.</li> </ul> <p>KQ What effect do the materials create? KQ How can you manipulate the materials to suit your purpose?</p> <p><b>Week 6</b></p> <ul style="list-style-type: none"> <li>WALT: evaluate our design!</li> </ul> <p>KQ What could we do to make our sculptures even better? KQ How could we add texture to the sculptures?</p>	<p><b>Week 1</b></p> <ul style="list-style-type: none"> <li>WALT: know who Hokusai is.</li> </ul> <p>KQ When and where was he born? What is he famous for? KQ How does the picture make you feel? Would you have this picture at home?</p> <p><b>Week 2</b></p> <ul style="list-style-type: none"> <li>WALT: replicate compositions Hokusai created.</li> </ul> <p>KQ Which is your favourite picture of his? Why?</p> <p><b>Week 3</b></p> <ul style="list-style-type: none"> <li>WALT: create our own composition (using a viewfinder)</li> </ul> <p>KQ What can you see through your viewfinder?</p> <p><b>Week 4</b></p> <ul style="list-style-type: none"> <li>WALT: draw a composition using photographs of Mount Fuji. (Provide the chn with 5/6 different images)</li> </ul> <p>KQ Does your drawing have a similar composition to Hokusai's?</p> <p><b>Week 5</b></p> <ul style="list-style-type: none"> <li>WALT: use watercolours to paint a landscape.</li> </ul> <p>KQ What is essential when using watercolours? (wait for paint to dry before layering the paint) <b>Small version to practise</b></p> <p><b>Week 6</b></p> <ul style="list-style-type: none"> <li>WALT: use watercolours to paint final piece.</li> </ul> <p>KQ Are you happy with your painting? If you had to change something, what would it be?</p>