



Year 3 Autumn Term

	Autumn 1 st Half		Autumn 2 nd Half			
Theme	Through the Ages (Stone Age)		Tremors			
British Key Question	How has modern Britain been shaped by our Prehistoric ancestors?		Why live in Natural Disaster Hotspots? Would you?			
Enhancements	Trip: Visit to a local hillfort – Castle An Dinas Iron Age Hill Fort, near St Columb Major? Walk: Minions/Hurlers on Bodmin Moor? Visitor Kresen Kernow		Trip: Launch at beach to search for rocks – have some rocks selectively hidden on location – this can be adapted for in school launch on field/in environmental area.			
Books	The BFG - (Classic and novel study) Stone Age Boy- Satoshi Kitamura		The Firework Maker's Daughter, Philip Pullman (novel study)			
Addressing Stereotypes	Satoshi Kitamura- looking at race, ethnicity and diversity		Lila wants to become a firework-maker, like her father Lalchand, who thinks this is an unsuitable job for girls.			
British Values	Democracy – Explore the differences in democracy through time – what's changed? Rule of Law – difference between Stone Age and now – what laws have changed? Individual Liberty – difference between then and now – why the change? Mutual Respect & Tolerance – difference between then and now – why the change?		Democracy – Should I stay or go when a tremor strikes? Rule of Law – Why are evacuations enforced? Individual Liberty – Should evacuations be enforced even when people want to stay? Mutual Respect & Tolerance – Is respecting authority a must?			
Art & Design (All NC subject content covered)	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. Pupils should be taught: <ul style="list-style-type: none"> ☆ To create sketch books to record their observations and use them to review and revisit ideas ☆ 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. ☆ About great artists, architects and designers in history. 		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. Pupils should be taught: <ul style="list-style-type: none"> ☆ To create sketch books to record their observations and use them to review and revisit ideas ☆ 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. ☆ About great artists, architects and designers in history. 			
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Key questions / knowledge and understanding to be explained
Key Knowledge and facts to be recalled

Charcoal Sketching inspired by Cave Art and Stone Age Boy

1. Review cave art images from across the world – elicit the content of the drawings – animals and human form and discuss the ways in which they would have been created – through charcoal burnt from used firewood. Elicit the story telling element of the pictures created in those time when language was very basic (if used at all).



Research Teyjah McAren -

<https://inspiredlivingart.com/pages/teyjah-mcaren>

Teyjah (pronounced Tey-a) is a full-time professional artist, teacher, and lecturer. Her contemporary, original paintings are created in acrylics, oils, watercolour and mixed media. Teyjah is fascinated by clouds, geographical features and weather systems which translate to her vibrant abstracts, as well as the mythology behind the petroglyphs and symbols found in existing cave walls and rock art, represented in her caveman series.

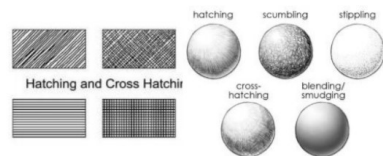
Experimenting with different techniques: use charcoal to develop subjects for their cave art. **Experiment and Investigate – sketchbook work**

2. Shading

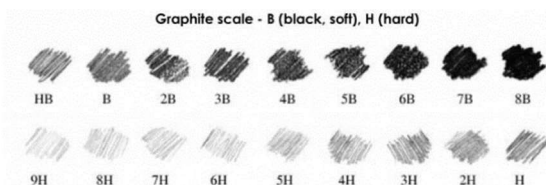
Shading is used in drawing to show the levels of light and darkness on an object. This makes it look more 3D and gives in depth. There are lots of different types of shading. Some are achieved by adding layers of pencil whilst others are created by smudging the pencil with your finger to create a softer look.

Hatching and Cross-Hatching

Hatching is a technique used to create depth, shade and texture in a drawing. It involves drawing closely spaced parallel lines. Cross-hatching involves drawing further parallel lines at a different angle, which has the effect of making the area look darker. The more lines you add, the darker the appearance. Different effects can be created by experimenting with the thickness and spacing of the lines.



Pencil Types



Drawing - sketching a landscape; Painting – mixing colours – Monochromatic painting.

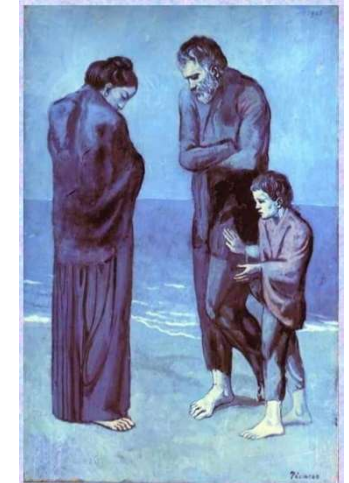
1. Focus on The Tragedy by Picasso and the watercolour painting, 'Stripes and Ceramics' by Brittany Cartie and Cheerios by Depaynearteacher . **Experiment and Investigate – sketchbook work**

All three paintings use a Monochromatic palette of colour. How many different shades can the children find – each child to have a copy of each painting to annotate in their sketch books. What do they like/dislike?

Research the artist:

Pablo Picasso 1881-1973:

Picasso was born in Malaga in Spain in 1881, but in 1904 when he was 23 he moved to Paris. At the time Paris was the creative capital of the world. He is one of the most famous and recognisable artists in the history of art. Even as a child he was better at drawing than many adults. He could draw and paint just about anything, and in any style. He liked to experiment and try out new ideas. Picasso was so experimental, and created so many different kinds of art that historians have divided his life and the art he made into stages. The Blue Period and the Rose Period came first. These were followed by primitivism, cubism, classicism, surrealism, wartime and Late Works.



The Tragedy (1903)
by Pablo Picasso



'Stripes and Ceramics' by Brittany Cartie

Grade	Description	Use
B (Black)	Very soft and easy to rub out. Blunts quickly. Leaves a black mark.	Sketching and drawing
H (Hard)	Very hard and difficult to rub out. Blunts slowly. Leaves a light mark.	Technical drawing
HB (Hard Black)	Average pencil	Writing
F (Fine)	Sharpens to a fine point	Technical drawing

3. (a) Painting a back wash using watercolour:

Children to use an orange/brown tint of watercolour to create a backwash for their cave art drawing. Experiment with the use of water colours and how adding water lightens colour/adding paint darkens it. Work on created a dappled effect for the background of different shades using more/less water and paint.

(b) Adding their subject once backwash is dry:

Once dry, children to add their subject(s) to their cave art backwash, using charcoal techniques practised in step 2.

4. Share and review success and look for improvements:

Through a class gallery, look at each other's 'first drafts.' Record likes and dislikes for their painting and compare to original cave art. What would they change? How? Why?

5. Edit and improve their cave painting or make a second draft.

6. Review skills learnt:

We have learnt about shading, hatching and cross hatching and have learnt how to use watercolours to create a backwash. We have learnt about cave art and the reasons and ways they were created in prehistoric times.

Internet resources

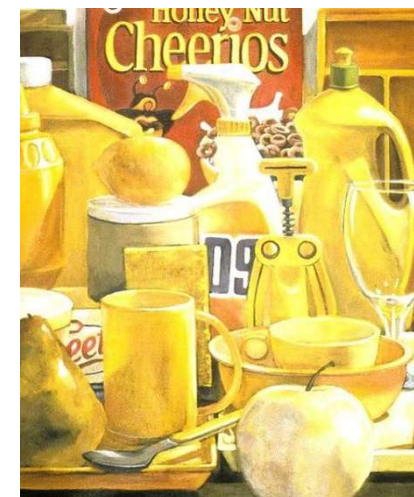
<https://www.dkfindout.com/uk/history/stone-age/cavepainting/>
<https://edsitement.neh.gov/lesson-plans/cave-art-discoveringprehistoric-humans-through-pictures>

Brittany Cartie is a classically trained, traditional fine artist with a background in several disciplines; including drawing, painting, printmaking, digital media, and more.

Cartie fulfilled the foundation year of her undergraduate degree at the Maryland Institute College of Art. Cartie is currently pursuing an MFA in Printmaking.

<https://cargocollective.com/brittanycartie>

Depaynearteacher: Depaynearteacher is an artist who has displayed their work online via Flickr. Little to no information can be found about them or their inspiration for work.

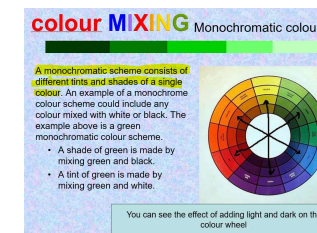


Cheerios by Depaynearteacher

<https://www.flickr.com/people/30666896@N06/>

Experimenting with different techniques: creating Monochromatic colours - Experiment and Investigate – sketchbook work

2. :



3. (a) Sketching the landscape of choice – use a range of volcanic landscapes as inspiration

Using light pencil grip and a choice of pencil grades, children sketch out their landscape, ready to paint using the monochromatic colour shades of their choice.

(b) Adding the monochromatic colour scheme to landscape.

Children recreate their monochromatic colour palette to add to their landscape image.

4. Share and review success and look for improvements:

Through a class gallery, look at each other's 'first drafts.' Record likes and dislikes for their painting and compare to original cave art. What would they change? How? Why?

5. Edit and improve their painting or make a second draft.

6. Review skills learnt:

			We have learnt about Picasso, landscapes and Monochromatic colour mixing.	
Vocabulary	<p>Content Specific: shading hatching texture contour technique pressure charcoal Cave Paintings, Prehistoric, Storytelling, Teyjah McAren</p>	<p>Subject Specific: Observation Different Similar Compare Artist Creative process Plan Design Make Adapt Sources Variation Plain Boring Busy Swirling Colourful Bright Dark Colour-scheme Colour spectrum Blocking Colour washing Application Opacity Water Resistant Pattern Shape Realistic Unrealistic Simple</p>	<p>Content Specific: Van Gogh, Picasso, Monochromatic colours, The Sunflowers, The Tragedy, landscape, volcanic</p>	<p>Subject Specific: Observation Different Similar Compare Artist Creative process Plan Design Make Adapt Sources Variation Plain Boring Busy Swirling Colourful Bright Dark Colour-scheme Colour spectrum Primary Colours, Secondary Colours Blocking Colour washing Application Thickened Paint Opacity Water Resistant Pattern Shape Realistic Unrealistic Simple</p>
Outdoor Learning	Environmental area as a base for recreating 'Stone Age, Bronze Age and Iron Age' drama and art. Create a class piece of art - https://www.english-heritage.org.uk/visit/places/uffington-castle-white-horse-and-dragon-hill/		Beach visit to explore rock types and how sand is formed.	
Other Provision				

Year 3 Spring Term

	Spring 1 st Half	Spring 2 nd Half			
Theme	Predators	Charity - Shelterbox			
British Key Question	Are (Britain's) predators under threat?	What is charity and what can we do to help?			
Enhancements	Visit from animal expert – national marine aquarium, Falmouth	Visit from a ShelterBox/RNLI representative Beach and town safety audit			
Books	Classic Literature – The Lion, The Witch and The Wardrobe, CS Lewis.	Mousehole Cat and other Cornish myths and legends, including St Piran.			
Addressing Stereotypes	David Attenborough, Steve Backshall – where are the female natural scientists? Look at the great work of Jane Goodall.	Should charity begin at home? – Explore the need for charity and aid abroad as well as at home. What support do the people of Perranporth need? Foodbanks etc			
British Values	Democracy – Is the lion the king of the jungle or should other animals have a say? Rule of Law – Should we test on animals? Individual liberty – Are zoos fair? Mutual Respect and Tolerance – Are dangerous dogs or owners to blame?	Democracy – Charity – should we give to the UK or elsewhere, who decides? Rule of Law – Do we have a responsibility to share with others? Individual Liberty – would you live near a natural disaster? Mutual Respect & Tolerance - Give to the UK or elsewhere, who decides?			
Art & Design (All NC subject content covered)	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. <i>Pupils should be taught:</i> <ul style="list-style-type: none"> ☆ To create sketch books to record their observations and use them to review and revisit ideas ☆ 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. ☆ About great artists, architects and designers in history. 	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. <i>Pupils should be taught:</i> <ul style="list-style-type: none"> ☆ To create sketch books to record their observations and use them to review and revisit ideas ☆ 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. ☆ About great artists, architects and designers in history. 			
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Key questions / knowledge and understanding to be explained Key Knowledge	(No content - Design Technology Unit)	John Dyer – Happy Holidays, Perranporth Beach – individual sketch and paintings plus small group version of Cornish landscape in 3D collaborative piece outside (beach/school field). 1. Research the artist - John Dyer and annotate an image of the focus painting, Happy Holidays, Perranporth Beach John Dyer is Cornwall's best known and best loved contemporary artist. His work hangs in the UK's national art collections with Falmouth Art Gallery, The Eden Project, Save the Children, the National Trust and the NHS.			

and facts to be recalled

John Dyer is one of Cornwall's best-known artists. His work has been widely published and is available in poster and art card from all over the world. John Dyer was born near Taunton in 1968. He completed a Foundation Art Course at Falmouth School of Art in 1987 and went on to gain a BA Hons Degree in Graphic Design at Middlesex Polytechnic in London, showing his final year work at the Smiths Gallery, Covent Garden.



John's paintings are bold both in terms of imagery and colour. His palette has a Mediterranean or Caribbean feel with sunny yellows and deep turquoise sea blues. The paintings are very optimistic and are full of fun and happiness with more than just a touch of humour. Colours are placed in large areas creating a base pattern on which the other elements are placed.

2. Painting techniques - experiment with the techniques shown below: Which may be useful in recreating John Dyer's image?

Painting – Local artists

Sponge	Stipple	Scrape (Sgraffito)	Impasto	Blend
<p>Sponging: painting using a piece of absorbent porous material, such as cellulose, plastic, or rubber.</p>	<p>Stippling: creating a pattern by using small dots. Such a pattern may occur in nature and these effects are often copied by artists.</p>	<p>Sgraffito: (Italian: "scratched"), a technique used in painting, pottery, and glass, which consists of putting down base surface, covering it with another, and then scratching the top layer of paint so that the pattern or shape that emerges is of the lower colour. Linked with graffiti.</p>	<p>Impasto: refers to an area of thick paint or texture, in a painting; a technique used by Van Gogh.</p>	<p>Blending: mixing two or more colours to soften lines. To be an artist, it's important to practice blend</p>

Painting vocabulary

Important Facts and Key vocabulary	
Post-impressionism	A term describing the changes in impressionism from about 1886.
Expressionism	Art in which the image of reality is distorted in order to express the artist's ideas.
Texture	The feel or look of a surface. Painters often use to make their painting interesting.
Landscape	One of the principal types of subject in Western art
Perspective	A way of showing objects on the flat surface of a picture so that they seem the correct size and distance from one another.
Visual elements	relative size, colour, texture, pattern, detail, form The pieces that bring the piece of art together.

3. (a) Sketching the landscape – use Perranporth Beach photos to support this process. Using light pencil grip and a choice of pencil grades, children sketch out their landscape and subjects within, using John Dyer's painting as a guide.

(b) Adding the colour scheme to landscape using techniques identified above.

4. Share and review success and look for improvements:

			<p>Through a class gallery, look at each other's 'first drafts.' Record likes and dislikes for their painting and compare to original John Dyer piece. What would they change? How? Why?</p> <p>5. Edit and improve their painting or make a second draft.</p> <p>6. Review skills learnt.</p> <p>Internet Resources: https://www.bbc.co.uk/bitesize/clips/zvq6sbk https://www.bbc.co.uk/bitesize/clips/zdsb9j6</p>
			<p>3D, collaborative piece inspired by John Dyer...</p> <p>Key Vocabulary collage- a piece of Art created by placing paper, pictures and/ or small natural objects onto a surface cut – use tools to cut objects to shape/size tear – use fingers to pull natural objects apart texture – the feel/ appearance of a surface collaboration- to work as a group to produce something, eg a collage contemporary – of recent, modern times</p>
<p>Vocabulary</p>	<p>Content Specific:</p> <p>➤</p>	<p>Subject Specific:</p> <p>➤</p>	<p>Content Specific:</p> <p>➤ John Dyer, Happy Holidays, Perranporth, collage, collaboration, cut, tear, texture, contemporary</p> <p>Subject Specific:</p> <p>Observation Different Similar Compare Artist Creative process Plan Design Make Adapt Sources Variation Plain Boring Busy Swirling Colourful Bright Dark Colour-scheme Colour spectrum Primary Colours, Secondary Colours Blocking Colour washing Application Thickened Paint Opacity Water Resistant Pattern Shape Realistic Unrealistic Simple</p>
<p>Outdoor Learning</p>			<p>Cornish landscape group project on Perranporth Beach and/or the School Field.</p>
<p>Other Provision</p>			

Year 3 Summer Term

	Summer 1 st Half	Summer 2 nd Half																																
Theme	Gods and Mortals	Flow																																
British Key Question	What impact did the Ancient Greeks have on modern democracy?	Are rivers and the sea, the place to be?																																
Enhancements	Athens Vs Sparta Battle as a launch Sports Day inspired Olympics	Local River Study – River Menalhyl, St Mawgan. Perranporth Beach visit – flood defence and plastic mini-project																																
Books	Percy Jackson and the Lightning Thief Selection of Ancient Greek Myths and Legends – Pandora, Theseus, Trojan Horse.	Journey to the River Sea (novel study), Eva Ibbotson The River, Valerie Bloom																																
Addressing Stereotypes	Universal suffrage/right to vote (his) Comparing the rights of men/women in Athens/Sparta/Modern Britain (his)	Maia, female (young girl) lead character in novel study text.																																
British Values	Democracy – Were there equal rights for all? Rule of Law – Were slaves covered by the same laws as everyone else? Individual Liberty – Could a Spartan become a philosopher? Mutual Respect & Tolerance – What if a Spartan refuse to fight?	Democracy – Should you pay to fish in the river/slash? Rule of Law – Should we limit the number of people who visit a beach? Individual Liberty – Can water be stolen? Mutual Respect & Tolerance – Can you harm a river?																																
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Key questions / knowledge and understanding to be explained
Key Knowledge and facts to be recalled

Print Making – Greek patterns - **Picasso (1881-1973), Chagall, Miro', Dubuffet, Matisse** and many other contemporary artists produced hundreds of exceptional monotypes, too.

<https://www.accessart.org.uk/aluminium-foil-printing-by-paul-carney/>

1. Research print making artists and choose/annotate images using these techniques:

<https://www.ranker.com/list/printmaking-art-work-of-this-form-and-medium/reference>

What images do the children like? Why have they chosen these and not others from the above website?

Research different print making techniques shown below:

Lino Print:

Lino print is a printmaking technique used regularly in Art and Design. A design is cut into the soft lino surface with a cutting tool, the lino sheet is inked with a roller and then impressed onto paper, fabric or any other surface. Lino cutting can be used in fabric design or to create art for display. It is a bold technique, that was first used by German artists in 1905 when it was used for wallpaper designs.

Mono Print:

Mono printing is a form of printmaking made from a block that can be reprinted. Unlike other forms of printing, mono print uses a shape, line or image made into the block than can only be printed using one colour. However, in many cases the artwork has an element of change because the artist will use the mono block to print on one colour then rework or add more etching to the block and print again. This means the original print cannot be printed again.

Mono Print:

Marc Chagall 1887-1985

Marc Chagall was a Russian French artist who grew up in Russia and later settled in France. Chagall was considered at the forefront of Modernist art. He worked in a number of styles and mediums. He was most known for his use of bright vibrant colours and unusual imagery in his mono prints. It is often documented that Chagall was inspired by his early life as a Jewish child growing up in Russia.



Focus on the image by Chagall

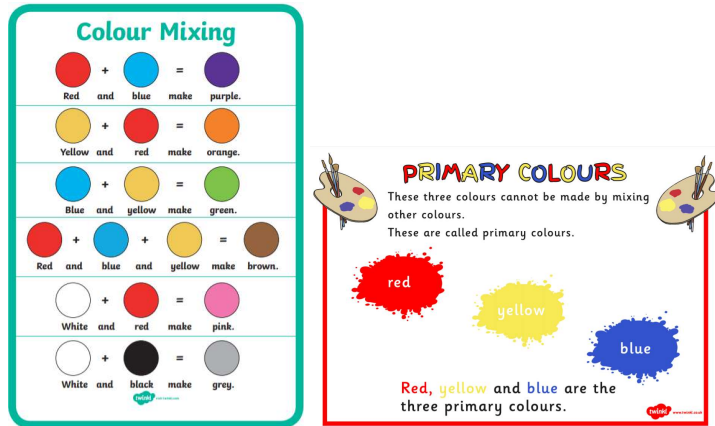
above – children to annotate and describe the image in their sketchbooks. What do they notice? What do they like? Dislike? Why? How would they change it if they could?

2. Emma Majury demonstrates print making – a chance to experiment and play with the process:

DT – food project – Sandwich with a twist.

<https://www.bbc.co.uk/teach/class-clips-video/art-and-design-ks2--ks3-schools-art-and-design/zmd4mfr>

Children to experiment with using the skills in the video above to create a range of ideas and print designs – experiment with using a range of colours – identify which primary colours mix to make secondary colours:



3. Creating their print tool and applying print to paper

Children to use a potato and simple Greek inspired design template to create a repeating pattern on their paper.

4. Share and review success and look for improvements:

Through a class gallery, look at each other's 'first drafts.' Record likes and dislikes for their painting and compare to original cave art. What would they change? How? Why?

5. Edit and improve their print – tool and or impression on page - or make a second draft.

6. Review skills learnt:

We have learnt about colour mixing, primary and secondary colours and have made our own print making tool. We have learnt about artists that have used print making in their work, including Chagall.

Clay Sculpture of mythical beast using Alberto Giacometti

1. Research existing artist – Alberto Giacometti and existing Greek mythical beasts.

Key Questions

- Which different media can be used to create sculptures?
- What is 3D form?
- What are the similarities and differences between the work of different sculptors?
- What are the key features of Alberto Giacometti's work?
- How can we use drawing to develop ideas for a 3D sculpture?
- How can we join and strengthen clay?
- How is my work similar or different to the work of another artist?



Key Vocabulary	
form	Form takes up space and volume . You can create actual form by working in three dimensions or implied form by making a 2D image appear 3D (usually using value).
sculpture	A type of art that uses three dimensions.
distortion	A change made by the artist to the size, shape or visual character of a form to express an idea or change the visual impact.
medium/media	The substance(s) an artist uses to create a piece of art work. (medium = singular, media = plural)
slip	Watered down clay used as the 'glue' to connect pieces.
score	To draw or scratch lines into the clay surface to either connect two pieces of clay or to add texture.
wedging/kneading	The process of mixing and turning clay to remove air pockets and create uniform consistency.
hand-building	Referring to several techniques used to build pottery using only the hands and simple tools rather than a potter's wheel.
pinch	A method of shaping clay by pinching it between the thumb and fingers.
incising	A decoration technique where lines are drawn into the clay surface.

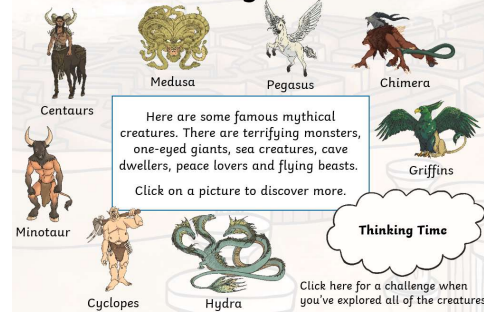


Alberto Giacometti:

Alberto Giacometti was a Swiss sculptor, painter and printmaker. Giacometti was one of the most important sculptors of the 20th Century. His work was particularly influenced by artistic styles such as Cubism and Surrealism. As his career progressed, Giacometti began to use his characteristic style in both his drawings and sculptures in which the human form became larger, thinner and elongated. He once said that he was not trying to sculpt the human body, but the shadow that it cast.

Research into Ancient Greek, Mythical creatures – identify which may be best to create in the style of Giacometti (i.e. stretched out versions).

Ancient Greek Mythical Creatures



2. Experimenting with different techniques

Introduce children to clay and allow them to experiment with using small portions to stretch and attach different parts



3. Create their mythical beast using techniques practised above and the form indicated in Giacometti's work.

4. Share and review success and look for improvements:

Through a class gallery, look at each other's 'first drafts.' Record likes and dislikes for their sculpture and compare to original pieces by Giacometti. What would they change? How? Why?

5. Edit and improve their sculpture or make a second draft.

6. Review skills learnt:

We have learnt about Giacometti and his 'stretched' sculptures that imitate shadows. We have learnt a range of clay techniques. We have learnt about a range of mythical beats from Ancient Greek mythology.

Vocabulary

Content Specific:

Printing methods, Lino Printing, Mono Printing, Chagall, pattern, repetition

Giacometti – form, sculpture, pinch, shadow, stretch, elongated.

Subject Specific:

Printing Quilting Paper Colour Mixing, Primary and Secondary Colours

Overlapping Layering Joining Rolling, Squeezing, Pulling, Pinching, Carving, Smoothing, stretching.

Content Specific:



Subject Specific:



	Mythical creatures			
Outdoor Learning	Sparta v Athens battle launch and Olympic Sports Festival Legacy.		Local river study at topic launch, Perranporth Beach visit for flood defence research and plastic investigation.	