




Art Medium Term Plan / Planning Sequence

Term: Autumn 1	Year group: 3	Key Concept: Drawing and Painting (including textiles)
Classes: Mexico & Jordan		
<p style="text-align: center;">NC Objectives:</p> <ul style="list-style-type: none"> • 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] • Learn about great artists, architects and designers in history. 		<p>Key Artist/Movement/Style:</p> <p style="text-align: center;">Andrea Hunter Textile artist Modern Art</p> <p>Key art works: Afternoon Delight</p> 
<p style="text-align: center;">Prior Learning:</p> <ul style="list-style-type: none"> • Adapt the use of pressure dependent on the medium to create different tones • Experiment with line, shape, pattern and tone • Explore texture and mark making techniques – ragged and sharp, stippling and blending • Explore composition – background, foreground and distance • Draw what they see more accurately and with some detail – animals, human form, landscapes • Develop and exercise some care and control over the range of materials they use – for instance, they do not accept the first mark but seek to refine and improve • Use contextual knowledge as a stimulus and make links between their own work and the work of others • Experiment with different disciplines and make sensible choices about what to do next • Use sketch books to record experiences, responses and plan simple ideas • Begin to evaluate their own work and articulate their likes and dislikes 		<p style="text-align: center;">Substantive Knowledge</p> <ul style="list-style-type: none"> • Gather and review information and resources related to their ideas and intentions • Use sketch books for different purposes: <ul style="list-style-type: none"> - Recording observations - Planning - Shaping ideas • Create original, knowledge informed outcomes • Analyse and evaluate own artwork and the work of others

	<u>Progression Statement</u>	<u>Lesson Objective</u>	<u>Lesson Sequence</u>
Lesson 1 1 hour	<p>Make marks using charcoal and soft pastel, using hands as tool</p> <p>Know about and describe the work of some artists, craftspeople & architects</p> <p>Reflect upon the artists' work, and share their response verbally expressing likes/dislikes and making links</p>	To know who Andrea Hunter is, the characteristics of her artwork and the different mediums she uses	<p>Starter: 5 minutes warm up 5 mins for children to explore and draw whatever they would like using a shape drawn on the board.</p> <p>What is art? Can the children name any art styles, types or artists? Show children some portrait from artists they may recognise from prior learning, such as Lynda Thomas, Axel Scheffler & Alexander Calder What is a landscape? What are the characteristics?</p> <p>Expose children to examples of Andrea Hunter's landscapes. Highlight the characteristics of a landscape – foreground, middle ground, background, nature etc.</p> <p>Introduce Andrea Hunter. Explain the link to the Yorkshire topic – most of her artwork is inspired by the Yorkshire Dales. Ask 'what is a medium'? Explain that she mainly uses charcoal, soft pastels and textiles.</p> <p>TASK Children to respond to Andrea Hunter's key art works in their sketch books and create an artist research page – this can be done on a double page spread to allow children to explore and express themselves. Give children the option of charcoal & soft pastels so that they can begin to experiment with these. Children are to annotate using their visual literacy skills (procedural knowledge) - see progression document.</p> <ul style="list-style-type: none"> - What do they know about Andrea Hunter? - Reflect upon the art work. Likes and dislikes – can they recreate the colours or textures used? - What do they notice? What is the style of art? - Can they identify the colours used? - How does it make them feel? What mood do the colours create? Cool? Warm?

<p>Lesson 2 1 hour</p>	<p>Explore texture mark making techniques – broad arcs, ripple and cross hatching</p> <p>Make marks using charcoal and soft pastel, using hands as tool</p>	<p>To explore and experiment with charcoal and soft pastels</p> <p>To develop shading, cross hatching, stippling and stumbling to create line, texture and tone</p>	<p>Starter: 5 minutes warm up 5 mins for children to explore and draw whatever they would like using a shape drawn on the board.</p> <p>Re-cap Who is Andrea Hunter? What is an artist? What kind of art did she create? What is the style of art called?</p> <p>What medium does Andrea Hunter use? Charcoal. Explain to children that the purpose of today’s lesson is to explore and build up our skills using charcoal and soft pastels. This is because they will create their own landscape in the style of Andrea Hunter using charcoal or soft pastel.</p> <p>Model in class sketch book the different ways we can use the mediums to create texture, lines, shape, colour and tones using shading, cross hatching, stippling, stumbling etc. Encourage and demonstrate the use of smudging to blend.</p> <p>https://www.youtube.com/watch?v=IRpgzfR6wE4 mark making with charcoal</p> <p>https://www.youtube.com/watch?v=nnPHwYFAB-k mark making with soft pastels</p> <p>TASK In books, children will experiment and explore with charcoal and then soft pastels. Use squares/boxes in books. Children to have reference photos of Andrea Hunter’s art work so that they can refer to this and attempt to recreate textures, lines, shapes and colour blending that they see. This could be done using a concertina insert to ensure it doesn’t get smudged in books.</p>
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<p>Lesson 3 1 hour</p>	<p>Explore composition and scale – background, foreground, distance, overlap, layer</p>	<p>To create a landscape using charcoal/soft pastels in the style of Andrea Hunter</p>	<p>Starter: 5 minutes warm up 5 mins for children to explore and draw whatever they would like using a shape drawn on the board.</p> <p>What is a landscape? What are the characteristics? Discuss and identify the background, middle ground and foreground using Andrea Hunter’s artwork. Highlight the importance of these and explore composition and scale (especially when talking about the sheep and their scape/position)</p> <p>TASK - I do, you do Model sketching the composition of a landscape in class sketch book – children to complete this step in sketch books. Use reference photos of Yorkshire Dales or Andrea Hunter’s artwork.</p> <p>Model using the charcoal/soft pastels – refer to previous lessons mark making to create tone, texture, line and shape – children to add colour and texture to their artwork using the techniques learnt.</p>
<p>Lesson 4 40 mins</p>	<p>Accurately draw what they see - correct placement of limbs, facial features and scale</p> <p>Explore composition and scale – background, foreground, distance, overlap, layer</p>	<p>To accurately draw what they see</p>	<p>TASK To assist children with developing the skills of drawing more accurately what they see, use the films as a source material. This will enable them to draw the natural world (Link to Andrea Hunter landscapes/include sheep to show scale)</p> <p>Ensure the room is quiet and have the video on the board. (if needed print out stills from the video to support where needed). If children are confident, they can draw from the moving video via an iPad.</p> <p>Use your voice to direct their drawing. Choose words which relate to what they can see. E.g focus their attention on vertical line and use words like line, growth, upward, downward, fall. Or attract their attention to the energy of a wave or the curve of an animals back. Think carefully about the words you use – they don’t have to be used in sentences – you can speak lists.</p>

			<p>You can do multiple responses and sketches in sketch books, each on should only take 5 - 10 mins then move onto the next – create momentum.</p> <p>Use a soft pencil, pen or fine liner – do not add colour.</p> <p>https://www.accessart.org.uk/drawing-source-material-the-natural-world/</p>
Lesson 5 40 mins	<p>Accurately draw what they see - correct placement of limbs, facial features and scale</p>	<p>To recognise the relationship between drawing, looking and mark making.</p>	<p>TASK You will need sketchbooks, a pen or pencil.</p> <p>Children will place the reference photo (use an animal like Andrea Hunter or something that is referenced in her art work) on their sketch book so they have a good view and perception of the scale and detail. Model this for children. Guide them and think outloud as you do this. Children should be come aware of the relationship between looking at the object and what they are sketching. Ideally you should look at the object for a few seconds, then your drawing for a few seconds, then the object, then the drawing and repeat. Each sketch should only take a couple of minutes.</p> <p>https://www.accessart.org.uk/drawingsmall/ - see video for examples</p>
Lesson 6 40 mins -1 hour (or can be spread over two lessons during the week)	<p>Explore composition and scale – background, foreground, distance, overlap, layer</p> <p>Select, and use appropriately, a variety of materials and techniques in order to create their own work</p>	<p>To design and plan a landscape for wet felting artwork</p>	<p>Children are to design a simple landscape that includes sheep. Re-cap knowledge of composition, scale and perspective. Remind children of overlapping – especially with the sheep in the landscape.</p> <p>TASK Use primary/secondary sources of Yorkshire Dales or Andrea Hunters artwork to assist children in their preliminary sketches/plan of their wet felting. Before moving on & adding colour. Show children the wet felting technique and the tools/materials/mediums they will be using so they can make an informed decision and choice on colour</p> <p>https://rosiepink.typepad.co.uk/rosiepink/how-to-make-felt-with-chi.html https://www.youtube.com/watch?v=4P1XEf11pH0 add colour using coloured pencils.</p>

	in response to a brief		<p>After, children will evaluate their design/plan – annotate sketch books using these key questions.</p> <ul style="list-style-type: none"> - What do you like about it? - What colours will you choose? Why have you chosen them? - How does it make you feel? - What steps will you use to complete the wet felting? - What will you change? Why?
Lesson 7 & 8 1 hour each	Develop wet felting skills	To create a wet felting landscape in the Style of Andrea Hunter	<p>Starter: Recap - Ask children to respond to the key questions</p> <p>Who is Andrea Hunter? What is an artist? What kind of art did she create? What is the style of art called? Can you re-call the name of one of their pieces of art? What inspired her? What mediums does she use?</p> <p>Using their sketch books and plans of their landscape, children will create their wet felting artwork.</p> <p>Working in steps:</p> <ol style="list-style-type: none"> 1. Start the landscape and spray with a soap mixture to combine the wool fibres. 2. Add details to the foreground and use soap mixture again before rolling the design. 3. Rinse in the sink and leave to dry. <p>https://rosiepink.typepad.co.uk/rosiepink/how-to-make-felt-with-chi.html</p> <p>1st lesson used to complete the background 2nd lesson to complete the foreground and details</p>
Lesson 9 40 mins	Analyse and evaluate own artwork and the work of others	To present and evaluate their artwork	<p>Children to have their sketch books and final piece on their desk. Allow them to have the time and space to look at their art work.</p> <ul style="list-style-type: none"> • Does it look like their original plan? If no, why not? What changed?

		and that of their peers	<ul style="list-style-type: none"> • What do they like? Why do they like it? • What do they dislike? Why? • Would they change anything? • What features have they used that are similar to Andrea Hunter's style? • What colours have they used and why? What mood/feeling does it create? • What tools and mediums did they use? • What steps did you use to create this? <p>Children to have an 'art gallery' walk around the classroom to look at each other's pieces of art. What do they like about it? Why? Can they describe how they created it? What could they do better with next time?</p>
Vocabulary	Sketch, detail, landscape, charcoal, soft pastel, background, foreground, middle ground, scale, composition, perspective, overlapping, tone, texture, line, shape, wet felting, textile, blend, shade		
Key Questions/Lines of Enquiry	Who is Andrea Hunter? Can you name some of her famous art works? What style of art did she produce? How could you describe her art work? What colours did she use? What mediums did she use? What do you like about her artwork? What do you dislike? What do you like about your art work? What do you dislike?		
Assessment opportunities	On- going Tell me about what you are making. Tell me about what you are doing/creating What are you going to do next? Why? What colours/tools are you using? Why are you using that colour? What effect do you want it to have? Which medium do you prefer using? Why?		