

ART MEDIUM TERM PLAN (MTP) YEAR 3 2023-2024: Taught 2nd half of each term

ART MTP Y3	Autumn 2: 5 LESSONS	Spring 2: 5 LESSONS	Summer 2: 5 LESSONS
	<p>Topic Title: Drawing: growing artists</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • To know that different drawing tools can create different types of lines. • To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe’s skin). • To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object. • To know some basic rules for shading when drawing, e.g. shade in one direction, blend tones smoothly and with no gaps. • To know that shading helps make drawn objects look more three dimensional. • To know that ‘tone’ in art means ‘light and dark’. <p>Key Skills:</p> <ul style="list-style-type: none"> • Using sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. • Confidently using a range of materials, selecting and using these appropriately with more independence. • Drawing with expression and beginning to experiment with gestural and quick sketching. • Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion. • Confidently explaining their ideas and opinions about their own and other’s art work, giving reasons. • Using sketchbooks as part of the problem-solving process and making changes to improve their work. <p>Key vocabulary: Abstract, blend, botanist, cut, even, form, frottage, gestural, light, magnified, object, arrangement, botanical, composition, dark, expressive, frame, geometric, grip, line, organic...</p>	<p>Topic Title: Craft and design: Ancient Egyptian scrolls</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object. <p>Key Skills:</p> <ul style="list-style-type: none"> • Generating ideas from a range of stimuli and carrying out simple research and evaluation as part of the making process. • Using sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. • Drawing with expression and beginning to experiment with gestural and quick sketching. • Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion. • Using mixed media techniques to make different surfaces for painting and drawing. • Learning a new making technique (paper making) and applying it as part of their own project. • Investigating the history of a craft technique and sharing that knowledge in a personal way. • Designing and making creative work for different purposes, evaluating the success of the techniques used. • Using their own experiences to explain how art works may have been made. <p>Key vocabulary: Ancient, civilisation, composition, design, fold, inform, material, papyrus, process, scroll, shape, audience, colour, convey, Egyptian, imagery...</p>	<p>Topic Title: Sculpture and 3D: Abstract shape and space</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). • To know that organic forms can be abstract. • To know that artists can focus on shapes when making abstract art. • To know that negative shapes show the space around and between objects. <p>Key Skills:</p> <ul style="list-style-type: none"> • Generating ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. • Planning and thinking through the making process to create 3D forms. • Shaping materials for a purpose, positioning and joining materials in new ways (tie, slot, stick, fold, tabs). • Exploring how shapes can be used to create abstract artworks in 3D. • Using subject vocabulary to describe and compare creative works. • Explaining their ideas and opinions about their own and other’s art work, giving reasons. • Using sketchbooks as part of the problem-solving process and make changes to improve their work. <p>Key vocabulary: Abstract, negative space, sculpture, structure, found objects, positive space, sculptor, 3D...</p>

Lesson 1	<p>Lesson objective (s):</p> <p><u>To recognise how artists use shape in drawing.</u></p> <p>Brief outline of main tasks:</p> <p>Understanding how to use simple shapes to draw objects and developing observation skills to draw natural and manmade objects.</p>	<p>Lesson objective (s):</p> <p><u>To investigate the style, pattern and characteristics of Ancient Egyptian art.</u></p> <p>Brief outline of main tasks:</p> <p>Exploring Ancient Egyptian art and learning about how and why it was created. Responding through drawing patterns and shapes using mixed media and an experimental approach to drawing.</p>	<p>Lesson objective (s):</p> <p><u>To join 2D shapes to make 3D structures.</u></p> <p>Brief outline of main tasks:</p> <p>Considering the definition of 'sculpture' and learning simple techniques for turning 2D card shapes into 3D structures.</p>
Lesson 2	<p>Lesson objective (s):</p> <p><u>To understand how to create tone in drawing by shading.</u></p> <p>Brief outline of main tasks:</p> <p>Learning how to shade, understanding how it is used to create light and dark tones in drawings.</p>	<p>Lesson objective (s):</p> <p><u>To apply design skills inspired by the style of an ancient civilization.</u></p> <p>Brief outline of main tasks:</p> <p>Creating a brief to explore design ideas for an Ancient Egyptian-inspired scroll.</p>	<p>Lesson objective (s):</p> <p><u>To join materials in different ways when working in 3D.</u></p> <p>Brief outline of main tasks:</p> <p>Learning about the work of sculptor Sir Anthony Caro and creating abstract sculpture on a larger scale.</p>
Lesson 3	<p>Lesson objective (s):</p> <p><u>To understand how texture can be created and used to make art.</u></p> <p>Brief outline of main tasks:</p> <p>Taking texture rubbings to create nature-inspired artwork in the style of Max Ernst and botanical artist Maud Purdy.</p>	<p>Lesson objective (s):</p> <p><u>To apply understanding of ancient techniques to construct a new material.</u></p> <p>Brief outline of main tasks:</p> <p>Making a modern-day version of papyrus style paper.</p>	<p>Lesson objective (s):</p> <p><u>To develop ideas for 3D artwork.</u></p> <p>Brief outline of main tasks:</p> <p>Understanding how manipulating shape can create abstract forms and developing drawings as part of the sculpture planning process.</p>
Lesson 4	<p>Lesson objective (s):</p> <p><u>To apply observational drawing skills to create detailed studies.</u></p> <p>Brief outline of main tasks:</p>	<p>Lesson objective (s):</p> <p><u>To apply drawing and painting skills in the style of an ancient civilization.</u></p> <p>Brief outline of main tasks:</p>	<p>Lesson objective (s):</p> <p><u>To apply knowledge of sculpture when working in 3D.</u></p> <p>Brief outline of main tasks:</p>

	Creating detailed botanical drawings from observation, applying techniques to add tone and form.	Translating scroll designs from sketchbooks onto the paper made in the previous lesson.	Applying what they have learned about abstract sculpture and constructing their own artwork inspired by playground equipment.
Lesson 5	<p>Lesson objective (s):</p> <p><u>To explore composition and scale to create abstract drawings.</u></p> <p>Brief outline of main tasks:</p> <p>Exploring scale and composition to create abstract drawings inspired by Georgia O'Keeffe</p> <p>ASSESSMENT:</p> <p>Assessment to be used to record progress.</p> <p>Print out quiz sheet for pupils to answer questions on.</p>	<p>Lesson objective (s):</p> <p><u>To apply an understanding of Egyptian art to develop a contemporary response.</u></p> <p>Brief outline of main tasks:</p> <p>Creating a zine to share learning about the Ancient Egyptians</p> <p>ASSESSMENT:</p> <p>Assessment to be used to record progress.</p> <p>Print out quiz sheet for pupils to answer questions on.</p>	<p>Lesson objective (s):</p> <p><u>To evaluate and improve an artwork.</u></p> <p>Brief outline of main tasks:</p> <p>Comparing sculptures by different artists, and evaluating and adding detail to their own finished artworks.</p> <p>ASSESSMENT:</p> <p>Assessment to be used to record progress.</p> <p>Print out quiz sheet for pupils to answer questions on.</p>
Seasonal projects	<p>AUTUMN 2 – Lesson 2: Painting: Tints and shades - Option 2: Christmas themed</p> <p>Lesson objective (s):</p> <p><u>To know how to create tint and shade of a colour.</u></p> <p>Brief outline of main tasks:</p> <p>Learning that a 'tint' is made by adding white to a colour and a 'shade' by adding black, pupils mix colours to paint a Christmas-themed template, working across the image from light to dark and completing a contrasting background.</p>	<p>SRING 2 – EASTER CRAFT – Egg threading– See EYFS section in Kapow.</p> <p>Lesson objective (s):</p> <p><u>To independently use fine motor skills to create threaded Easter egg decorations.</u></p> <p>Brief outline of main tasks:</p> <p>Applying skills in threading wool; making choices about patterns and colours; creating hanging Easter decorations.</p>	

Stand-alone lessons	Lesson objective (s): Brief outline of main tasks:	Lesson objective (s): Brief outline of main tasks:	Art and design Unit: <u>Painting and mixed media: Prehistoric painting</u> (Lesson 1, 3 and /or 4)
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