

Art and Design Year 3/4 Cycle A – Autumn term Cave paintings

Key Vocabulary

Prehistoric – A period of time before written records.

Proportion – Size in relation to something else.

Natural pigments – A natural pigment is one that is found in nature.

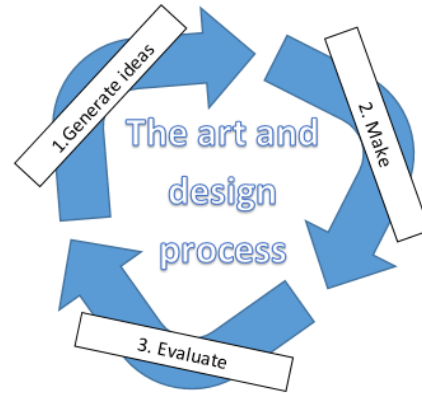
Earthy tones – Colours such as browns, tans, greens, reds and oranges.

Texture – Surface quality in a piece of work.

Charcoal – A natural medium used for sketching.

Chalk – A soft, powdery medium.

Tone – The lightness or darkness of something.



Key skills

Understand the historical and cultural development of art forms.

Use proportion when sketching animals.

Draw with charcoal and chalk.

Experiment with and discuss the pigments in natural products to make different coloured paints.

Use appropriate materials to create a desired effect.

You will need:

Resources for natural paint (spices, fruit etc)

Resources for textured wall (sand, cous cous, PVA) paint

charcoal, chalks, crayons

card

Key activities that MUST take place

Stage 1: Explore prehistoric art to learn how pre-historic man made artwork. Look at and discuss prehistoric artwork found in caves (AD1).

Stage 2: Look at pictures of animals and discuss proportion (size). Children to sketch these in sketch books using pencil to replicate the style used in cave paintings. Add colour using crayons in tones that are relevant to prehistory. Evaluate own work (AD1, 2, 3).

Stage 3: Use charcoal and chalk to draw animals in the style used in cave paintings. Make notes and annotate in sketch books (AD1, 2, 3).

Stage 4: Make paints using natural resources. You could go outdoors to find some (eg. soil, grass, flowers, berries) and use spices. Mix flour and water as a base and add spices such as turmeric and paprika, juice from berries or mud. Children experiment making colours and use in sketch books. Annotate with what has been used and evaluate own work (AD1, 2, 3).

Stage 5: Make a textured wall for final piece (use card and cover in mod-roc, sand, cous cous, lentils etc glued down), paint once dried so it is the colour of a cave wall (AD2).

Stage 6: Draw animal onto pre-made cave wall and paint using natural coloured paints (poster paints), chalks or charcoal reflecting the style of cave art from prehistoric times (AD2).

Different stages may not take an entire lesson and more than one stage could be completed in one session. Likewise, some stages may go over more than one lesson.

Sources of support

- Lesson plans and power-points in subject leader file in shared area.
- <https://artful-kids.com/2010/09/08/experimenting-with-natural-paints/>



Art and Design Year 3/4 Cycle A – Autumn term Soap sculpture

Key Vocabulary

Sculpt – create or represent (something) by carving, casting, or other shaping techniques.

Carving – an object or design carved from a hard material.

Casting – An object made by pouring a material into a mould.

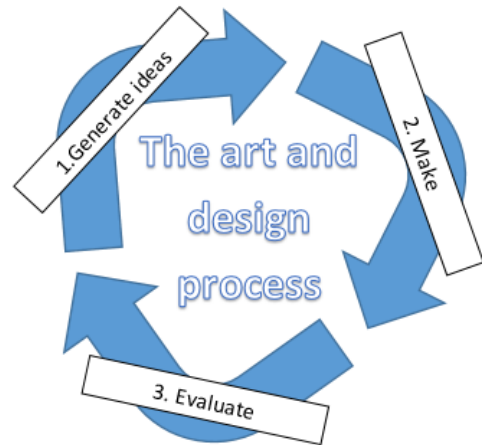
Modelling – making a 3-dimensional model.

Constructing – build or make something.

Scratch – score or mark the surface with a pointed object.

Twisting – an action used to create holes/indentations.

Outline – a line or set of lines indicating the shape of an object or drawing.



Key activities that MUST take place

Stage 1: Discuss what children think sculpture is and then show them definitions given by the Tate (carving, modelling, casting, constructing). (AD1)

Stage 2: Look at sculptures by Barbara Hepworth. (AD1)

Stage 3: Using cave paintings as inspiration and design in sketch books what they are going to sculpt. (AD1)

Stage 4: Draw design onto soap using pencil or sharpie. After teacher demonstration, sculpt. (AD2)

Different stages may not take an entire lesson and more than one stage could be completed in one session. Likewise, some stages may go over more than one lesson.

Key skills

Draw a design for a three-dimensional piece

Work with the material safely and creatively to make a recognisable object.

Use tools and hands to carve, model and refine.

You will need:

Pencils (one per pupil)

Optional: Sharpie pens

Bars of soap (not too hard or too soft)

Carving tools (cocktail sticks, old teaspoons, clay modelling tools, nail files, lollipop sticks)

Containers for water

Newspaper to cover desks



Sources of support

- Lesson plan in subject leader file in shared area.
- www.tate.org.uk/kids/make/sculpture/soap-carving

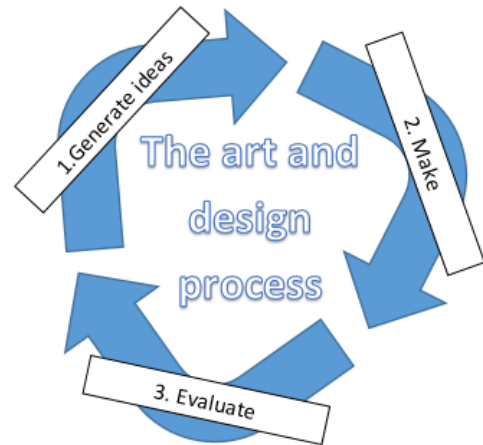
Art and Design Year 3/4 Cycle A – Montage

Key Vocabulary

Montage – An image created using a mixture of other images.

Collage - a piece of art made by sticking various different materials such as photographs and pieces of paper or fabric on to a backing.

Overlapping – placing so that items partially cover one another.



Key skills

Express original thoughts and ideas about the art of others.

Use the work of artists', architects and designers to explore own ideas.

Construct an image using knowledge of montage.

Understand how to overlap images to create a new image.

You will need:

Glue

Examples of photomontages.

A variety of magazines or images for children to cut up.

Ipads

Key activities that MUST take place

Stage 1: Look at examples of photomontage (eg Hockney portraits and Lennon-Art). Discuss how photomontage is different to collage. Stick in sketch book a couple of examples of artist's work and annotate.

Stage 2: Children decide what their photomontage will be of. If they choose a self-portrait, they will need to take a variety of pictures of their face from different angles and distances. If they choose something else, they will need to find some images and print or cut from magazines.

TRY AND DO STAGE 1 AND 2 IN ONE LESSON IF PHOTOS ARE BEING TAKEN SO STAGE 3 CAN BE DONE IN ONE LESSON.

Stage 3: Put together photomontage. Encourage children to arrange in a variety of ways before gluing so that they can explore various options. Take photos of this process to stick in sketch books and annotate.

Different stages may not take an entire lesson and more than one stage could be completed in one session. Likewise, some stages may go over more than one lesson.

Sources of support

- <https://lennon-art.co.uk/photomontage/>
- <https://artfilmsblog.wordpress.com/2017/09/06/david-hockney-joiner-photographs/>



Art and Design Year 3/4 Cycle A – Sketching (still life)

Key Vocabulary

Still life – Painting or drawing of objects that do not move.

Hatching – Hatching (hachure in French) is an artistic technique used to create tonal or shading effects by drawing (or painting or scribing) closely spaced parallel lines.

Cross hatching – Crosshatching is an extension of hatching, which uses fine parallel lines drawn closely together to create the illusion of shade or texture in a drawing. Crosshatching is the drawing of two layers of hatching at right-angles to create a mesh-like pattern.

Tonal shading – The lightness or darkness of an object.

Blending – Using rubbing to smudge.

Stippling – Shading using small dots.

Highlight – the lightest area

Shade – Area of darker colour

Outline – A line around the edge.

Key skills

Drawing with attention to line and form.

Draw from observation incorporating tone.

Develop skill and control when using tone and understand how to use this to create a 3D effect.

Know that sketches are not the finished article and that it is ok to have lots of different attempts.

You will need:

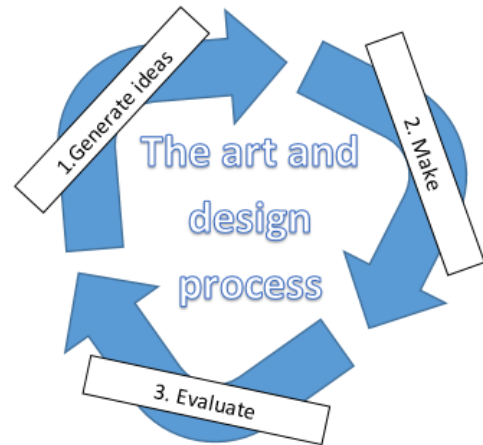
Sketch books

Sketching pencils

Artefacts or photos to draw.

Sources of support

- <https://www.youtube.com/watch?v=vMr6eimcolc>
- <https://www.youtube.com/watch?v=ijhNQyF-gg>
- Powerpoints in art folder in shared area.



Key activities that MUST take place

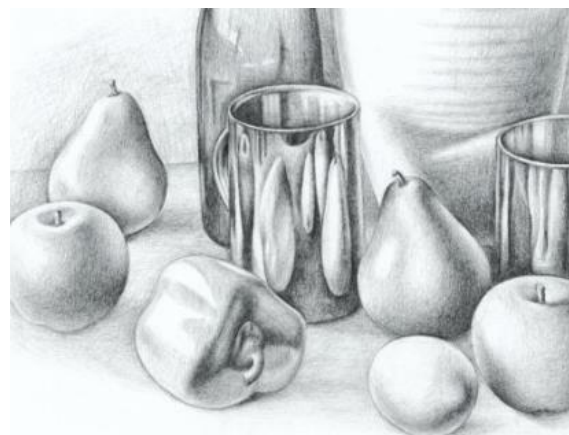
Stage 1: Discuss what still life drawing is and share some examples from artists with the class (AD1)

Stage 2: Explore different sketching pencils and sketching techniques and what effect they create in sketch books – annotate and evaluate (hatching, cross hatching, tonal shading, blending) (AD1, AD2, AD3)

Stage 3 – Use skills learnt to practise drawing small sketches from still life (real artefacts or from photos). (AD2)

Stage 4: Complete a final piece if time allows.

Different stages may not take an entire lesson and more than one stage could be completed in one session. Likewise, some stages may go over more than one lesson.



Art and Design Year 3/4 Cycle A – Collage/Printing (Mosaic)

Key Vocabulary

Gaudi- A famous architect from Barcelona.

Architecture – the art of designing and constructing buildings.

Geometric patterns – A geometric pattern is a kind of pattern formed of geometric shapes and is typically repeated.

Repeated patterns – A pattern that is repeated over and over.

Print – Transfer from one surface to another.

Mosaic - A mosaic is an artistic picture or design made out of any materials assembled together. Traditional mosaics are made of small, flat, roughly square pieces of stone or glass of different colours.

You will need:

Coloured paper cut into squares.

Paint

Lego or square tipped printing sticks

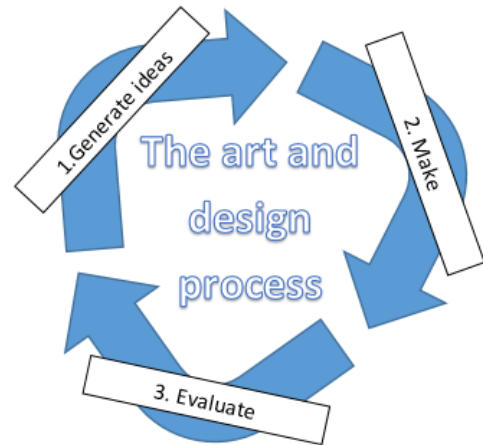
Glue

Key skills

Make informed choices on colour and design based on prior knowledge and experience.

Print a neat repeating border design with good technique.

Evaluate and analyse their work and that of others.



Key activities that MUST take place

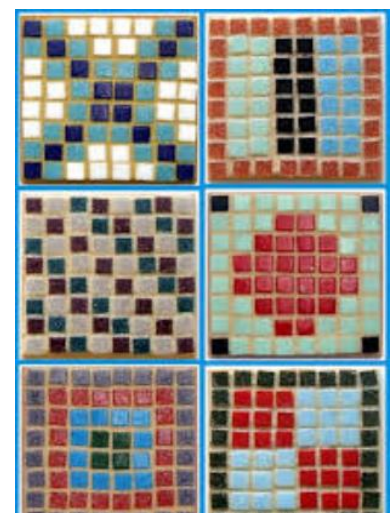
Stage 1: Look at Roman mosaics and compare to those by the architect Gaudi. Discuss what is the same and different. Which do they prefer? Stick some in sketch books and annotate.

Stage 2: Children explore making small examples of Roman mosaics in their sketch books using cut up pieces of coloured paper. Explore border patterns and repeated patterns. Annotate.

Stage 3: Children explore creating Roman mosaics using printing technique in sketch books (the square end of a piece of Lego dipped in paint is good for this). Explore border patterns and focus on creating a neat pattern with good technique. Annotate.

Stage 4: If time allows, choose one design and technique and use this to create a larger final piece with a central motif.

Different stages may not take an entire lesson and more



Sources of support

- <https://www.mosaicslab.com/blog/gaudi-the-mosaic-genius-of-barcelona/>
- <https://www.hamilton-trust.org.uk/topics/lower-key-stage-2-topics/romans-britain/roman-mosaics/>

Art and Design Year 3/4 Cycle A – Sculpture (Roman coil pots)

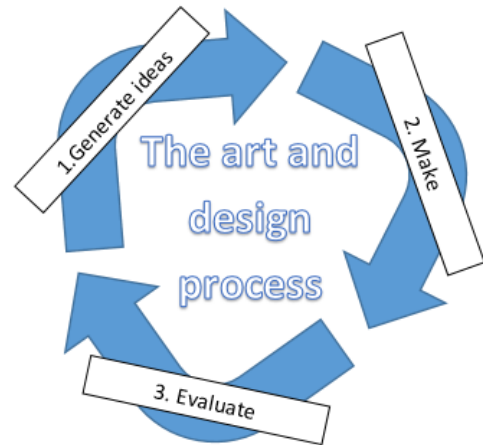
Key Vocabulary

Pottery – Forming products with clay and other ceramics.

Mould- Making something take on another shape.

Coil- Building up layers of rolled clay in circular patterns.

Blend – Merging together.



Key skills

Extend their ability to describe and model form and space in 3D using a range of materials.

Show creativity in their choice of materials and composition.

Can use different joins when working with different media.

Control materials to achieve a desired effect.

You will need:

Air-drying clay

Sculpting tools

Key activities that MUST take place

Stage 1: Children look at examples Roman coil vases and modern coil clay vases. Explore the way they are joined to create pottery and look at the patterns created. Stick some pictures in sketch books and annotate.

Stage 2: Children design their own clay coil pot. Think about what patterns and what coils they will use and draw designs in sketch books.

Stage 3: Teacher model how to create a coil pot and join different coils together. Children make their own coil pot. Coils can be blended together or left visible on the outside but need to be blended inside to ensure they hold together.

Stage 4: Take photo for sketch book and evaluate.

Different stages may not take an entire lesson and more than one stage could be completed in one session. Likewise, some stages may go over more than

Sources of support

- <https://www.tes.com/lessons/Un6ysBeeiQ9WXQ/coil-and-slab-clay-construction-ideas>
- <https://www.consortiumeducation.com/classroom-ideas/make-your-own-roman-coil-pots>
- <https://crayolateachers.ca/lesson/air-dry-clay-how-to-make-a-coil-pot/>

