



Year group: Year 3

Term: Autumn Term

Subject: Art – Painting – Marvellous Monet

Monet - Impressionism

Prior learning

Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours

What comes next?

UKS2 Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods.

Notes and guidance

Painting in the style of Monet:

Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g., shade, primary and tint. Children begin to experiment with colour for effect and mood.

Understand that tone can be dark, light or medium.

Know that marks (dots, dashes etc.) can be used to create patterns and texture.

Understand the colour wheel and know that certain colours create certain moods.

Know that textures can be created by adding different materials to paint.

Useful websites

<https://www.tate.org.uk/kids/explore/who-is/who-claude-monet> <https://www.claude-monet.com/>

<https://ccea.org.uk/document/7268>

Key vocabulary

primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint. (KSI) Colour, light, dark foreground, middle ground, impressionism, emotion, warm, blend, mix, line and tone, mood (UKS2)

LOIC

Children to visit a local bridge and draw/paint it in the style of Monet's The water lilies.



Substantive Knowledge

To identify and know some of the works of Monet.

To know how to comment on my feelings and reactions to Monet's work.

To know how to use varied brush techniques to create shapes, textures, patterns and lines.

To know how to mix colours effectively using the correct language, e.g., tint, shade, primary and secondary.

To know that marks (dots, dashes etc.) can be used to create patterns and texture.

To know how to create different textures and effects with paint.

To know that textures can be created by adding different materials to paint.

I know that certain colours create certain moods.

To know how to use a sketchbook to collect and develop ideas from a range of sources.

To know how to use inspiration from Monet to create my own work and compare.

To know how to use key vocabulary to demonstrate knowledge and understanding in this strand.

Disciplinary Knowledge

To know that artists like Monet used a range of styles and techniques to create impressionist art. To know that he studied the changing effects of light upon his work.

Procedural Knowledge

To study the works of Monet and identify his style of art. To understand the colour wheel.

To explore using a variety of different brushes to see what happens.. To be able to use the language of colour accurately when mixing, e.g., shade, primary and tint. To begin to experiment with colour for effect and mood. To be able to use different types of paint e.g. watercolour and acrylic. To understand that tone can be dark, light or medium. To be able to paint a seascape in the style of JMW Turner.

Links to other curriculum areas

End Points:

Children are able to develop their knowledge and understanding of the work of artists, sculptors, craft makers, designers and architects from a range of times and cultures and apply this knowledge to their own work.

Children have the knowledge of how to draw, paint, sculpt and other art, craft and design techniques and can describe how they might develop their work further.

Children can produce creative works using different techniques for different purposes, understanding which works well and why.

Children have an appreciation of art in the world around them and can evaluate and analyse creative works using the language of art, crafts and design.



Year group: Year 3

Term: Spring Term

Subject: Art – Collage and textiles - Landscapes

(Artist) Robin Brooks – Painting with paper and textiles

Prior learning

EYFS Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

What comes next?

LKS2 Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g., paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work.

UKS2 Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning.

Notes and guidance

Collage of a landscape in the style of Robin Brooks Children continue to explore creating collage with a variety of media, e.g., paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g., overlapping, tessellation, mosaic and montage. Explore the use of collage with paper and textiles to create a landscape. Hand-painted papers, layering, torn edges and cut edges are combined to create textural, collage landscapes

Useful websites

<https://theartyteacher.com/robin-brooks-painting-with-paper/>

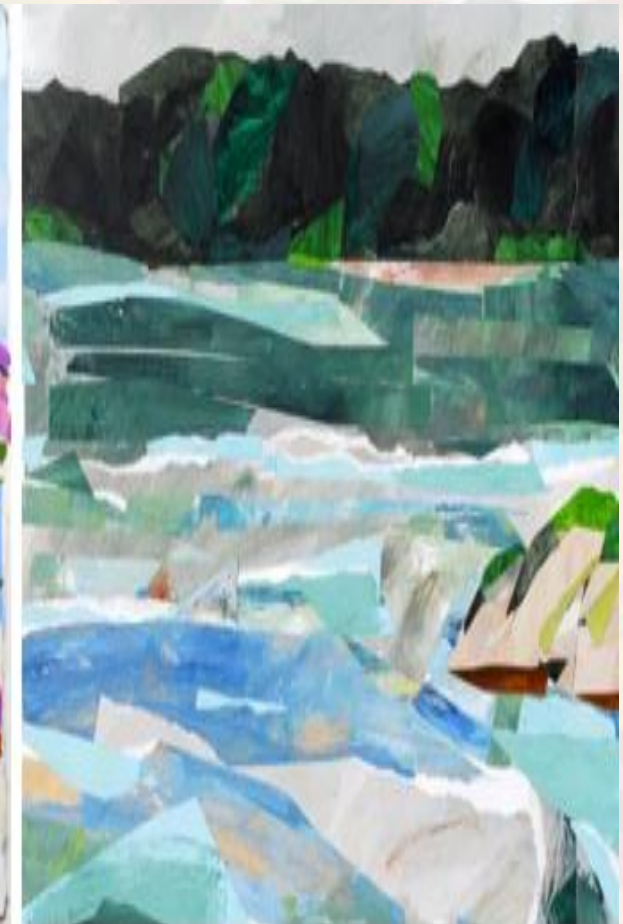
Key vocabulary

collage, squares, gaps, mosaic, features, cut, place, arrange. (KSI)

_texture, shape, form, pattern, mosaic. (LKS2)

LOIC

Visit to the school grounds/local area to view landscapes



Substantive Knowledge

To identify and know some of the works of Robin Brooks

To know how to comment on my feelings and reactions to Robin Brook's work.

To know that Robin Brooks is an American visual artist that uses nature and objects as her inspiration and uses the media of collage as a technique to create her art.

To know that landscapes art shows a scene from nature and can be either of the countryside or a cityscape and may include people, animals or building but the focus is the scenery.

To know how to replicate the work of Robin Brooks to create my own ideas. (Textiles and Collage)

To know how to use a sketchbook to collect and develop ideas from a range of sources.

To know how to select colours and materials to create effect, giving reasons for choices.

To know how to refine work as they go to ensure precision.

To know how to learn and practise a variety of techniques, e.g., overlapping, tessellation, mosaic and montage.

To know how to use a variety of techniques, e.g., printing, dyeing, weaving and stitching to create different textural effects

To know how to use key vocabulary to demonstrate knowledge and understanding in this strand.

Disciplinary Knowledge

To know that artists like Robin Brooks work in a variety of media including oils and acrylics, and monotype printmaking to create scenes from nature. To know that Robin Brooks is committed to helping people grow through art.

Procedural Knowledge

To study the works of Robin Brooks and use inspiration from her work to replicate a piece of landscape art. To be able to select appropriate materials for my art giving reasons for my choices. To develop basic collage techniques to create a piece of art. To experiment with techniques to improve presentations of designs. To use toning and contrasting materials to add effect. To be able to produce a finished piece of work of a high standard.

End Points:

Children are able to develop their knowledge and understanding of the work of artists, sculptors, craft makers, designers and architects from a range of times and cultures and apply this knowledge to their own work.

Children have the knowledge of how to draw, paint, sculpt and other art, craft and design techniques and can describe how they might develop their work further.

Children can produce creative works using different techniques for different purposes, understanding which works well and why.

Children have an appreciation of art in the world around them and can evaluate and analyse creative works using the language of art, crafts and design.



Year group: Year 3

Term: Summer Term

Subject: Art – Printing/Digital art – Andy Warhol (artist) – Pop Art Movement – Create a Pop Art design

Prior learning

KSI

Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture.

What comes next?

UKS2

Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns.

Notes and guidance

Printed/Digital art inspired by Warhol;

Children use a variety of printing blocks and explore what effect making their own blocks has on shape and texture.

Explore Warhol's art of repeating images using print and digital media

Use their sketch book to adapt their work as their ideas develop.

Identify and discuss the likes and dislikes of their artwork and the changes they had to make as a results.

Useful websites

<https://www.tate.org.uk/kids/explore/who-is/who-andy-warhol>

<https://www.bbc.co.uk/teach/class-clips-video/art-and-design-ks2-andy-warhols-marilyn-diptych/z42r2sg>

Key vocabulary

colour, shape, printing, printmaking, woodcut, relief printing, objects. (KSI)

line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers. (LKS2)

LOIC Opportunities for various printing techniques to be done outside of the classroom.



Substantive Knowledge

To identify and know some of the works of Andy Warhol

To know how to describe the work of and comment on my feelings and reactions to Warhol's work.

To know that Warhol was an American visual artist

To know that Warhol was a leading figure in the Pop art movement.

To know that Warhol used screen printing as a technique to create his work.

To know how to use more than one colour to layer in a print.

To know how to replicate patterns from observations.

To know how to make printing blocks.

To know how to make repeated patterns with precision.

To know how to use a variety of ways to record/manipulate ideas including digital cameras and iPads.

To know how to present work in a variety of ways.

To know how to use a sketchbook to collect and develop ideas from a range of sources.

To know how to use key vocabulary to demonstrate knowledge and understanding in this strand.

Disciplinary Knowledge

To know that artists like Warhol were associated with the Pop art movement. To know that Warhol is considered to be one of the most important American artists of the second half of the 20th century.

Procedural Knowledge

To study the works of Warhol and identify his style and technique of art. To use inspiration from his work to create their own piece of Pop art motivated visual art using printing techniques or digital media.

Links to other curriculum areas

End Points:

Children are able to develop their knowledge and understanding of the work of artists, sculptors, craft makers, designers and architects from a range of times and cultures and apply this knowledge to their own work.

Children have the knowledge of how to draw, paint, sculpt and other art, craft and design techniques and can describe how they might develop their work further.

Children can produce creative works using different techniques for different purposes, understanding which works well and why.

Children have an appreciation of art in the world around them and can evaluate and analyse creative works using the language of art, crafts and design.

