



Medium Term Planning

Year 3

Autumn Term Year 3

Formal Elements

<i>Prior Learning</i>	<ul style="list-style-type: none"> ◊ How is a repeating pattern created? ◊ What tools can you use to take rubbings? What textures will it create? ◊ What is frottage? ◊ How do you creating a 3D drawing? ◊ How do you use and hold different drawing tools to create light and dark tones? 				
<i>End Point</i>	◊ Exploring two of the formal elements of art: shape and tone; children find shapes in everyday objects; use shapes as guidelines to draw accurately from observation; create form and shape and practice shading neatly and from light to dark				
<i>Vocabulary</i>	3D form facial features, geometric shapes, guidelines, shading, sketching, template, tone				
Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<p><i>Generating ideas</i></p> <p><i>Formal Elements and Making Skills</i></p>	<p><i>Similarity and difference</i></p> <p><i>Written and oral creative expression</i></p>	1	<p>OO: Identifying and drawing geometric shapes found in objects, learning that natural objects are usually formed of wavy lines and man-made objects of straight lines</p> <p>LO: To recognise and draw simple geometric shapes found in everyday objects</p> <p>Shape 1, Seeing simple shapes: Children go on a shape hunt around the school, identifying, drawing and labelling the different shapes that make up the objects they find.</p>	<p>Develop drawing skills by drawing from direct observations, applying and using geometry and tonal shading when drawing. Use a range of drawing media.</p> <p>Express and describe organic and geometric forms through different types of line.</p> <p>Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials</p>	<ul style="list-style-type: none"> ● Pencils (one per pupil) ● A4 Paper or sketchbooks ● Cameras or tablets for taking photos

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<p><i>Generating ideas</i></p> <p><i>Formal Elements and Making Skills</i></p>	<p><i>Similarity and difference</i></p> <p><i>Written and oral creative expression</i></p>	2	<p>OO: Identifying the basic geometrical shapes when drawing objects and using these to help draw more accurately</p> <p>LO: To recognise and apply geometry when drawing</p> <p>Shape 2, Geometry: Taking a simple drinks can, children learn to first study an object to identify the simple geometric shapes it's made up of, before sketching out the details using light guidelines.</p>	<p>Develop drawing skills by drawing from direct observations, applying and using geometry and tonal shading when drawing. Use a range of drawing media.</p> <p>Express and describe organic and geometric forms through different types of line.</p> <p>Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials</p>	<ul style="list-style-type: none"> ● Drinks cans (one per pair of pupils) – ask the children to collect these prior to the lesson ● Pencils ● Rubbers ● A4 Paper or sketchbooks ● Colouring pencils
	<p><i>Written and oral creative expression</i></p>	3	<p>OO: Applying even layers of pencil tone when shading, using the side of the pencil and holding it flat to the paper and applying the four rules of shading: Shading in ONE direction. Creating smooth, neat, even tones. Leaving NO gaps. Ensuring straight edges.</p> <p>LO: To apply even layers of pencil tone when shading</p> <p>The 4 rules of shading, Tone 1: Children learn and apply the four rules of shading; to work evenly and neatly, in one direction, with straight edges and no gaps.</p>	<p>Develop drawing skills by drawing from direct observations, applying and using geometry and tonal shading when drawing. Use a range of drawing media.</p> <p>Develop skill and control when using tone. Learn and use simple shading rules.</p>	<ul style="list-style-type: none"> ● HB pencils (one per pupil) ● Scrap paper or sketchbooks ● A4 cartridge paper as required

Autumn Term Year 3

Formal Elements

Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<p style="text-align: center;"><i>Generating ideas</i></p> <p style="text-align: center;"><i>Formal Elements and Making Skills</i></p>	<p style="text-align: center;"><i>Written and oral creative expression</i></p>	<p style="text-align: center;">4</p>	<p>OO: Showing tone by shading, controlling a pencil to create a smooth effect from dark to light and blending tones gradually</p> <p>LO: To show tone by shading</p> <p>Shading from light to dark, Tone 2: Continuing with their work on tone, pupils employ their patience to practice shading smoothly from light to dark, filling the outline and background of an animal template with tone, contrasting the background with the inside of the template.</p>	<p>Develop drawing skills by drawing from direct observations, applying and using geometry and tonal shading when drawing. Use a range of drawing media.</p> <p>Develop skill and control when using tone. Learn and use simple shading rules.</p>	<ul style="list-style-type: none"> • HB pencils (one per pupil) • Shading pencils (2B, 4B, 6B) if you have them • Shading from light to dark warm up exercise sheet (1 per pupil) • Shading from light to dark animal pictures

Spring Term Year 3

Skills

<i>Prior Learning</i>	<ul style="list-style-type: none"> ◊ How can you improve your own work and the work of others? ◊ Explain how your painting skills are developing and how you work with control and the correct amount of paint. ◊ Demonstrate the use of tones in shading and how you control a pencil to create dark and light tones, shading without any gaps and within the lines. ◊ What tools can you use to create a repeating pattern in clay? ◊ Who was Clarice Cliff and explain the features of her work. ◊ What is weaving and explain how to use paper to create a weave. 				
<i>End Point</i>	◊ Developing skills in: design, drawing, craft, painting and art appreciation; completing a drawing from observation, learning the difference between a tint and a shade and creating versions of a cartoon drawn by a famous illustrator				
<i>Vocabulary</i>	Cartoonist, character, minimal, opaque, puppet, sketching, style, three-dimensional, tint, tone				
Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching	Skills	Resources
<p><i>Knowledge of artists, designers and movements</i></p> <p><i>Generating ideas</i></p> <p><i>Formal Elements and Making Skills</i></p>	<p><i>Chronology</i></p> <p><i>Significance</i></p> <p><i>Written and oral creative expression</i></p>	1	<p>OO: Drawing in a minimalist cartoon style, giving each character a distinctive feature to identify them and comparing their work to that of other artists</p> <p>LO: To draw cartoon characters, inspired by the style of other artists</p> <p>Learning about Carl Giles: Looking at the Carl Giles cartoon 'Mother's Day' that depicts a family picnic, children consider the humour of the piece and explore the concept of family, drawing their own family having a meal in a cartoon style and giving each member a distinguishing feature.</p>	Develop drawing skills by drawing from direct observations, applying and using geometry and tonal shading when drawing. Use a range of drawing media.	<ul style="list-style-type: none"> ● Sketchbooks ● <i>Presentation: 'Mother's Day' by Carl Giles</i>

Spring Term Year 3

Skills					
Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<p><i>Knowledge of artists, designers and movements</i></p> <p><i>Generating ideas</i></p> <p><i>Formal Elements and Making Skills</i></p>	<p><i>Chronology</i></p> <p><i>Similarity and difference</i></p> <p><i>Significance</i></p> <p><i>Written and oral creative expression</i></p>	2	<p>OO: Altering the tint and shade of a colour, understanding that a tint is made by adding white and a shade by adding black</p> <p>LO: To understand how to create tint and shade of a colour.</p> <p>Painting tints and shades: Learning that a 'tint' is made by adding white to a colour and a 'shade' by adding black, pupils mix colours to paint the template of an animal, working across the image from light to dark and completing a contrasting background. Learning about the technique of Diego Velázquez</p>	<p>Increase skill and control when painting. Apply greater expression and creativity to own paintings.</p> <p>Increase awareness and understanding of mixing and applying colour, inc use of natural pigments. Use aspects of colour such as tints and shades for different purposes.</p> <p>Further develop their ability to describe 3D form in a range of materials, inc drawing</p>	<ul style="list-style-type: none"> • Water pots (one per pair) • A palette per child – containing black, white and a colour based on their chosen template (either green, blue or red) • A thin brush (approx size 4) • Tints and shades printed template (one per child)
	<p><i>Written and oral creative expression</i></p>	3	<p>OO: Drawing from observation; recognising shapes in an object and describing texture and colour</p> <p>LO: To draw from observation</p> <p>Drawing- My Toy Story: Bringing in their favourite soft toy from home, children draw from observation, first positioning the toy so they have their preferred vantage point, then sketching in the basic shape outlines using the natural movement of the wrist before finally adding in details.</p>	<p>Develop drawing skills by drawing from direct observations, applying and using geometry and tonal shading when drawing. Use a range of drawing media.</p> <p>Increase awareness and understanding of mixing and applying colour, inc use of natural pigments. Use aspects of colour such as tints and shades for different purposes.</p> <p>Express and describe organic and geometric forms through different types of line.</p> <p>Develop skill and control when using tone. Learn and use simple shading techniques.</p>	<ul style="list-style-type: none"> • A4 or A3 drawing paper • HB pencils • Rubbers • Coloured pencils • Soft toys – ideally children will bring in their own as it makes the activity more personal, or borrow from early years and elsewhere across the school • Teacher's soft toy <p>A camera (to take a class photo at the end of the lesson)</p>

Summer Term Year 3

Craft					
<i>Prior Learning</i>	◊ Not applicable				
<i>End Point</i>	◊ Exploring different techniques to be used with materials which can then be applied to any project. Learning to investigate different ideas by creating a mood board to work as a visual mind map and source of inspiration. Pupils learn to tie-dye, weave and sew to create a range of effects using fabric, culminating in a finished t-shirt which showcases these skills				
<i>Vocabulary</i>	Interior designer, curate, intersectional points, loom card frame, mood board, personality, running-stich, synthetic materials, textile designer, warp, wax resist, weave, weft				
Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<p style="text-align: center;"><i>Generating ideas</i></p> <p style="text-align: center;"><i>Formal Elements and Making Skills</i></p>	<p style="text-align: center;"><i>Similarity and difference</i></p> <p style="text-align: center;"><i>Written and oral creative expression</i></p>	<p style="text-align: center;">1</p>	<p>OO: Creating a mood board</p> <p>LO: To create a mood board</p> <p>Mood board: Children carefully select and curate fabrics, colours, textures and images to inspire them in this topic through making a mood board.</p>	<p>Increase awareness and understanding of mixing and applying colour, inc use of natural pigments. Use aspects of colour such as tints and shades for different purposes.</p> <p>Analyse and describe texture within artists' work.</p> <p>Use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments.</p>	<ul style="list-style-type: none"> ● A3 thick card (one piece per pupil) ● Photocopied photographs/computer printouts/magazine or newspaper clippings of things children like (ask children to start collecting these a few weeks prior to the lesson) ● Catalogues, magazines, newspaper and pieces of fabric (enough for a variety of each for every table) ● Scissors (one per pupil) ● Glue sticks ● Sticking tape ● Pens, pencils, colouring pencils, crayons, pastels (per table)

Summer Term Year 3

Craft					
Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<p><i>Generating ideas</i></p> <p><i>Formal Elements and Making Skills</i></p>	<i>Written and oral creative expression</i>	2	<p>OO: Creating tie-dyed materials and describing the similarities between tie-dyeing and wax resist</p> <p>LO: To create tie-dyed materials</p> <p>Tie dying materials: Relating the technique to wax resist, children learn how to create patterns on materials using tie-dye, exploring different effects.</p>	<p>Use materials such as paper, weaving, tie dying, sewing and other craft skills to design and make products.</p> <p>Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern.</p> <p>Use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments.</p>	<ul style="list-style-type: none"> ● Bottles with secure lids filled with diluted dyeing ink – diluted as per the instructions on the bottle (one of each colour) ● Elastic bands (four/five per pupil) ● White t-shirts (one per pupil) ● A piece of white material – cotton sheet is ideal (about 30cm X 30cm) ● Each child needs their own mixer bottle ● Disposable plastic gloves ● Plastic sheeting to protect from spillage (this can get messy!) ● Washing line or rack to dry
	<p><i>Chronology</i></p> <p><i>Significance</i></p> <p><i>Written and oral creative expression</i></p>	3	<p>OO: Creating a piece of paper weaving</p> <p>LO: To learn what paper weaving is and create a piece of art using this method</p> <p>Paper weaving: Pupils look the work of Ann Roth and use strips of paper to create a weave, familiarising themselves with terms such as 'warp' and 'weft'.</p>	<p>Use materials such as paper, weaving, tie dying, sewing and other craft skills to design and make products.</p> <p>Use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments.</p>	<ul style="list-style-type: none"> ● The children's mood boards A4 coloured paper in primary and (multiple pieces per pupil) ● Scissors (shaped scissors if available) ● Magnifying glasses or microscopes

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<p style="text-align: center;"><i>Generating ideas</i></p> <p style="text-align: center;"><i>Formal Elements and Making Skills</i></p>	<p><i>Written and oral creative expression</i></p>	4	<p>OO: Weaving using different materials</p> <p>LO: To weave using different materials</p> <p>Weaving other materials: Using their weaving skills from the previous lesson and their tie-dyed materials from Lesson 2, children weave with fabric using a loom.</p>	<p>Use materials such as paper, weaving, tie dying, sewing and other craft skills to design and make products.</p> <p>Use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments.</p>	<ul style="list-style-type: none"> ● The children's' paper weavings from the previous lesson ● A selection of materials: ribbons, thread, strips of coloured cloth e.g. cotton, voile, paper, plastic bags, card, wool ● The strips of tie dyed white fabric ● A loom card/weaving board made from thick card (approximately 20cm x 15cm), cut with tooth notches across the top and bottom (one per child) ● Strong string for the warp
	<p><i>Similarity and difference</i></p> <p><i>Written and oral creative expression</i></p>	5	<p>OO: Sewing designs using running stitch onto a t-shirt to personalise it</p> <p>LO: To sew designs onto a t-shirt to personalise it</p> <p>Sewing a t-shirt: Using their tie-dyed t-shirt from Lesson 2, children sew a shape or fabric weave onto the front, inspired by their mood board.</p>	<p>Use materials such as paper, weaving, tie dying, sewing and other craft skills to design and make products.</p> <p>Use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments.</p>	<ul style="list-style-type: none"> ● Sewing thread (in a variety of colours) ● Needles ● Thimbles ● Tie-dyed t-shirts from 'Lesson 2: Tie-dying materials' ● Fabric weaves from 'Lesson 4: Weaving materials'

Summer Term Year 3

Prehistoric art					
<i>Prior Learning</i>	◦ See other prior learning statements including History				
<i>End Point</i>	◦ Experimenting with charcoal, berries, leaves, homemade paints and more, children get a sense of what it was like to create art thousands of years ago and why these pieces were created				
<i>Vocabulary</i>	Cave artists, charcoal, geometric shapes, iron age, line drawing, native, prehistoric, proportions, stone age, texture, tone				
Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<p><i>Knowledge of artists, designers and movements</i></p> <p><i>Generating ideas</i></p> <p><i>Formal Elements and Making Skills</i></p> <p><i>Evaluation</i></p>	<p><i>Chronology</i></p> <p><i>Significance</i></p> <p><i>Written and oral creative expression</i></p>	<p style="text-align: center;">1</p>	<p>OO: Learning how prehistoric man made art, painting with muted earth colours and reflecting this style in their work</p> <p>LO: To learn how prehistoric man made art and to reflect this style in their work</p> <p>Exploring prehistoric art: Children are introduced to cave art and reflect upon the purpose of the drawings before working on developing their sense of proportion in drawing.</p>	<p>Develop drawing skills by drawing from direct observations, applying and using geometry and tonal shading when drawing. Use a range of drawing media.</p> <p>Express and describe organic and geometric forms through different types of line.</p> <p>Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials.</p> <p>Use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments.</p>	<ul style="list-style-type: none"> ● Sketchbooks ● Coloured pencils and/or crayons ● Line drawings of animals examples

Summer Term Year 3

Prehistoric Art					
Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<p><i>Knowledge of artists, designers and movements</i></p> <p><i>Generating ideas</i></p> <p><i>Formal Elements and Making Skills</i></p> <p><i>Evaluation</i></p>	<p><i>Similarity and difference</i></p> <p><i>Written and oral creative expression</i></p>	2	<p>LO: Scaling up drawings, identifying key 2D shapes within an image and applying and blending charcoal to create tone and texture</p> <p>OO: Scale up drawings and sketches in a different medium and to apply and blend charcoal to create tone and texture</p> <p>Charcoal animals: Children scale up their drawings from the previous lesson and use a different medium, charcoal, in their work.</p>	<p>Develop drawing skills by drawing from direct observations, applying and using geometry and tonal shading when drawing. Use a range of drawing media.</p> <p>Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials.</p>	<ul style="list-style-type: none"> ● Their sketchbook animals from ‘Lesson 1: Exploring prehistoric art’ ● Charcoal ● Large beige or grey sugar paper ● White chalk ● Paper towels ● Hairspray or fixative (note: this should only be used in a well ventilated area, preferably outdoors)
	<p><i>Chronology</i></p> <p><i>Significance</i></p> <p><i>Written and oral creative expression</i></p>	3	<p>LO: Experimenting with the pigments in natural products to make different colours, identifying which natural items make the most successful colours</p> <p>OO: To experiment with the pigments in natural products to make different colours</p> <p>Prehistoric palette: After experimenting with the colours and effects that can be created using natural materials, pupils make their own paints using spices and objects found on a nature walk</p>	<p>Increase skill and control when painting. Apply greater expression and creativity to own paintings.</p> <p>Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products.</p> <p>Increase awareness and understanding of mixing and applying colour, inc use of natural pigments. Use aspects of colour such as tints and shades for different purposes.</p>	<ul style="list-style-type: none"> ● Plastic pots or cups ● Palettes for colour mixing ● Thick paper or card (one sheet per pupil) ● Couscous, bulgur wheat, lentils, coarse flour, seeds, sand or modroc ● Glue

Summer Term Year 3

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<p><i>Knowledge of artists, designers and movements</i></p> <p><i>Generating ideas</i></p> <p><i>Formal Elements and Making Skills</i></p> <p><i>Evaluation</i></p>	<p><i>Chronology</i></p> <p><i>Similarity and difference</i></p> <p><i>Significance</i></p> <p><i>Written and oral creative expression</i></p>	4	<p>LO: Developing painting skills, mixing paint to create a range of natural colours and experimenting with techniques to create different textures</p> <p>OO: To develop painting skills</p> <p>Painting on the cave wall: Children paint the prehistoric animal picture that they drew earlier in the unit.</p>	<p>Increase skill and control when painting. Apply greater expression and creativity to own paintings.</p> <p>Create personal artwork using the artwork of others to stimulate them.</p> <p>Discuss own and others' work using an increasingly sophisticated use of art language (formal elements).</p> <p>Reflecting on their own work in order to make improvements.</p>	<ul style="list-style-type: none"> ● Pupils' animal drawings from lessons 1 and 2 of the unit (see 'Art and Design, Year 3, Prehistoric art, Lesson 1: Exploring prehistoric art' and 'Art and Design, Year 3, Prehistoric art, Lesson 2: Charcoal animals') ● Pupils' textured background from lesson 4 (see 'Art and Design, Year 3, Prehistoric art, Lesson 4: Painting on the cave wall') ● Paintbrushes of varying sizes ● Poster paints ● Paint palettes ● Pencils ● Twig, elastic band and sponge (optional)
		5	<p>LO: Collaborating in group to create a large piece of artwork, creating designs using both positive and negative impressions and creating natural colours using paint</p> <p>OO: To collaborate in small or large groups to create a joint piece of artwork</p> <p>Hands on a cave wall: Children work on a collaborative class piece of prehistoric inspired art, creating hand prints onto a textured background.</p>	<p>Increase skill and control when painting. Apply greater expression and creativity to own paintings.</p>	<ul style="list-style-type: none"> ● Sugar paper, wallpaper or lining paper ● Poster paint (child safe) ● Brushes ● Optional: rags, sponges, spray bottles, charcoal