| **Art Year 3 Medium Term Planning – Textiles and Collage Block C** |
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| **National Curriculum****Key stage 2** Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:* to create sketch books to record their observations and use them to review and revisit ideas
* to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
* about great artists, architects and designers in history.
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|  | Lesson 1 | Lesson 2 | Lesson 3 |
| **Learning intention** | How can a story be told using textiles and collage? | How can a story be told using textiles and collage? | How can a story be told using textiles and collage? |
| **Skills taught** | Experiment with the effects of adding water to marks made with pen Use the dip and dye technique | Can use controlled brushstrokes to paint a circular designCan draw in detail to create intricate patterns | Can use appropriate pressure to create clear prints onto fabric Can apply previously taught painting techniques to paint accurately onto fabric |
| **Recall and retrieval** | Identify primary coloursIdentify secondary colours Know how to mix secondary colours  | Understand the term concentric Apply paint using controlled brushstrokes Know how to make a collagraph block  | Use dip, dip, dab method to mix colours Use controlled, slow movements to fill in blocks of colour in small spacesCreate prints using a collagraph block  |
| **Sequence of knowledge throughout the lesson** | **Key knowledge**Can describe the effects created by adding water to marks made with pen Can explain what pigment is and identify the pigments revealed when water is added to ink Can describe what happens when primary colours ‘bleed’ into each other | **Key knowledge**Can comment on the effects created by collage and make suggestions about alternative choices | **Key knowledge**Can express preference about their own and others’ work and suggest improvements |
| **Scaffolding** | Working ExamplesVisual steps to successTeacher support | Working ExamplesVisual steps to successTeacher support | Working ExamplesVisual steps to successTeacher support  |
| **Challenge** |  |  |  |
| **Key Vocabulary** | MandalaDyeQuiltRadialPigmentSymbol | MandalaDyeQuiltRadialPigmentSymbol | MandalaDyeQuiltRadialPigmentSymbol |