| **Art Year 3 Medium Term Planning – Drawing & Painting Block A** | | | |
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| **National Curriculum**  Produce creative work, exploring their ideas and recording their experiences.  Become proficient in drawing, painting, sculpture and other art, craft and design techniques.  Evaluate and analyse creative works using the language of art, craft and design.  Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.  **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.  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. | | | |
|  | Lesson 1 | Lesson 2 | Lesson 3 |
| **Learning intention** | How are lines and patterns identified in nature? | How are lines and patterns identified in nature? | How are lines and patterns identified in nature? |
| **Skills taught** | Can use graphic marks to explore the line and contour of a shape.  Can create tints of a colour by adding white. | Can use a range of painting technique.  Can control tools and improve techniques including:   * using impasto paint * tonking * combining drawing and painting to create sgraffito marks | Combine all previously learned skills and techniques, use paint and drawing marks to create a portrait of an imaginary creature. Use a wide range of marks and techniques, including tonking and sgraffito. |
| **Recall and retrieval** | Use marks to represent mood and movement.  Explore thick and thin line.  Combine techniques for drawing and painting.  Create pattens through observation | Use knowledge of primary colours to create secondary colours.  Use white to change the tint of a colour.  Explore the dynamics of unmixed paint. | Explore shape, pattern and colour using a range of media.  Use imagination to produce a painted picture. |
| **Sequence of knowledge throughout the lesson** | **Key knowledge**  Know that tints can be created by adding varying amounts of white to a base colour. | **Key knowledge**  Know that Van Gogh often used thick paint and short brushstrokes.  Know how to identify different marks made by this artist before trying to recreate them and then invent new marks.  Know that the thickness of paint typically used by Van Gogh is called impasto.  Know that this can be made using a mixture of flour(orPVAglue)and ready-mixed paint. | **Key knowledge**  Know how to identify different marks and talk about them using technical vocabulary  Know how to reflect on their work verbally and record annotations in sketchbooks |
| **Scaffolding** | Teacher guidance  Working examples.  Visual steps to success. | Teacher guidance  Working examples.  Visual steps to success. | Teacher guidance  Working examples.  Visual steps to success. |
| **Challenge** |  |  |  |
| **Key Vocabulary** | Impasto  Hue  Sgraffito  Tonking  Resist  Primary Colours  Secondary Colours | Impasto  Hue  Sgraffito  Tonking  Resist  Primary Colours  Secondary Colours | Impasto  Hue  Sgraffito  Tonking  Resist  Primary Colours  Secondary Colours |