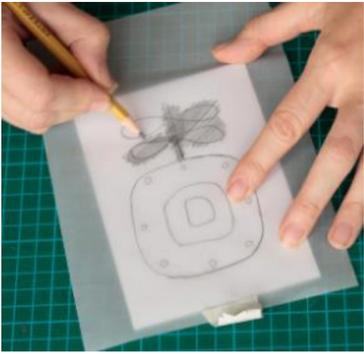


Art Unit of Work - Year B
Year 3/4 Autumn

Unit - Polystyrene tile Printing	Prior learning (Retrieval)	Future learning	Common Misconceptions
<p>Final Piece: Repeated tile print inspired by a natural object</p> 	<ul style="list-style-type: none"> • Create repeated patterns using print tools • How to Mono print • Colour theory 	<ul style="list-style-type: none"> • Master printing techniques of using layers of colour and repeating patterns. • Learn how to use polystyrene. 	<ul style="list-style-type: none"> • Model how to record different size drawings in sketchbook • Model how to annotate effectively, children do not need to write in straight lines • Mono printing using a thick acrylic paint, not too watery • Emphasis on simplicity in print design • Children with low fine motor skills may need support creating the polystyrene tile <ul style="list-style-type: none"> - Encourage the child to press dots along the design and an adult can join the dots together by applying more pressure - A large size pencil can support grip and the application of pressure
National Curriculum Subject Content:	<ul style="list-style-type: none"> • To create a sketch book to record their observations and use them to review and revisit ideas • To become proficient in drawing, painting, sculpture and other art, craft and design techniques (printing) • To learn about great artist, architects and designers in history 		
Artistic Knowledge:	<ul style="list-style-type: none"> • I can identify different techniques used by different artists • I can compare the work of other artists • I can recognise when art is from different cultures • I can recognise when art is from a different historical period 		
Knowledge Sequence:		Key Vocabulary	
Intended Knowledge Substantive	<p>Lesson 1- Observational Drawing LC: I can create observational drawings from nature using a range of drawing materials</p> <ul style="list-style-type: none"> - Children record different size drawings on a double page of their sketch book - Fine liners, sketching pencils, graphite pencils, graphite - Children to annotate drawings using a range of vocabulary - Subject: leaf or flower not from a photo <p>Lesson 2 – Colour Theory LC: I can create a mono print</p> <ul style="list-style-type: none"> - Revisit colour theory - Children make choices on colour combinations to create a mono prints based on previous lessons observational drawings - Discuss how the drawing needs to be simplified to be an effective print <p>Lesson 3 – Artist LC: I can identify facts and critic the work of Andy Warhol</p> <ul style="list-style-type: none"> - Children create a double page in sketch book exploring artists life and work - Children to critique one or two pieces of work through annotation - Discuss cultural and historical significance <p>Lesson 4 – Design LC: I can design a polystyrene printing tile</p> <ul style="list-style-type: none"> - Children to create tile design by being informed from mono printing process - Teacher to model design process with clear success criteria <p>Lesson 5 – Make LC: I can make a polystyrene printing tile</p> <ul style="list-style-type: none"> - Teacher to model design process with clear success criteria <p>Lesson 6 – Final piece & Evaluation LC: I can apply skills learnt and make artistic choices</p> <ul style="list-style-type: none"> - Reflect over printing process carried out over unit - Children to create a final piece using a variety of colour combinations - Opportunity for children to critique peers work 		<p>Drawing: observation, accurately, line, size, thickness, delicate, flowing, continuous, solid, tone, subtle, contrasting, dramatic, broken, viewpoints, angle, birds eye view, surface texture, fine, uneven, raised, coarse, glossy, uneven, rough, fine, effects, investigate, sketchbook,</p> <p>Printing: Brayer (ink roller), mono print, polystyrene print, controlled marks, pattern, ink block, transfer, press, roll, textures, negative space, pressure, layer, colour, complementary, contrasting, bold, earthy, vibrant, subtle, patterns, repeated, criss-cross, symmetrical, spaced</p> <p>Critique/Evaluate: The materials I have used are... I have used these materials because... I was inspired by... The areas I want to develop are... I have used these colours because... I have enjoyed creating this piece because... I like how... I dislike the...</p>
	<p>Disciplinary <i>How art is judged, valued and evaluated</i></p>	<p>Practical <i>Developing technical proficiency</i></p>	<p>Theoretical <i>The cultural and contextual content that pupils learn about artists and artwork</i></p>
Domains of Knowledge	<p>Disciplinary questions:</p> <ul style="list-style-type: none"> - How is art made? - What is art? 	Practical knowledge allows pupils to make choices based on what they	This enables pupils to make connections between art’s past, present and future.

	<p>- How is art judged? - What is the purpose of art? - How does design affect the lives of users? - How does design affect human environments?</p> <p><u>Planning points to consider:</u> -What artists have done across cultures and throughout history -How commentators and critics judge and evaluate art -the stories humans tell through art including their perspectives on social, political and moral issue -How print can be used in technology such as in film, sound and photography -Different ways of working in print</p> <p>Wider discussion point to consider: 'all art is equal in value'</p>	<p>know about the limits and possibilities of materials and media.</p> <p><u>Drawing</u> -Create a sketch collection to record observations and use them to review and visit ideas, to include ideas using line, tone, texture and shading. -Draw accurately from observations, imagination and memory. -Draw using lines of different sizes and thicknesses. -Colour neatly following the lines. -Experiment with grip to assist drawing styles.</p> <p><u>Printing</u> -Use the equipment and media with increasing confidence. -Use relief and impressed printing processes -Ensure sketchbooks are used to record textures and patterns. -Use language appropriate to skill -Discuss own work and that of other artists -Explores images through Mono printing on a variety of paper. -Explore colour mixing through overlapping colour prints deliberately</p>	<p>Opportunity for children to make artistic decisions and draw upon personal experiences</p> <p>Discuss themes and meaning behind artists work and their context</p> <p>e.g. Andy Warhol and Pop art movement linking to advertisements</p>
<p>Assessment Outcomes</p>	<ul style="list-style-type: none"> • I can create a printed piece of art by pressing, rolling, rubbing and stamping and discuss choices • I can use digital images and combine with other media in my art • I can use IT to create art which includes my own work and that of other – to remove O'Track • I can print onto different materials using at least four colours 		
<p>Significant people/places</p>	<p>Andy Warhol – printing process/artistic critique Mark Rothko – colour theory</p>		
<p>Resources</p>	<p>Line Drawing - https://www.youtube.com/watch?v= A4Vqj8k1S0 Mono printing - https://www.youtube.com/watch?v=ql2_7tecOzk Polystyrene printing - https://www.youtube.com/watch?v=jEFhzyITgR4</p>		
<p>Sketchbook/process examples</p>	 <p>Poke holes through paper to imprint design on tile</p>	 <p>Mono printing with real leaves</p>	 <p>Simple line drawing designs for printing tile</p>
<p>Final piece examples</p>			

Art Unit of Work - Year B

Sculpture

Year 3/4 Spring

Unit – Sculpture – Abstract Shape and Space	Prior learning (Retrieval)	Future learning	Common Misconceptions
<p>Final Piece: Abstract sculpture considering shape and space</p> 	<ul style="list-style-type: none"> • I can look closely at my picture. • I can make the shape of my object out of clay. • I can make a solid base for my model. • I can add detail to my model. • I can tell you what a sculpture is. • I can name a natural object. • I can join two pieces of clay 	<ul style="list-style-type: none"> • Try out different ways to make card shapes three dimensional, e.g. folding and curving the card or joining the flat shapes together. • Make a structure that holds its 3D shape. • Explain in simple terms the difference between 2D and 3D art. • Combine shapes together to make an interesting free-standing sculpture. • Identify shapes in the negative space between objects. • Plan an abstract sculpture based on play equipment. • Show that they have learned how to shape materials in more than one way (e.g. by folding and rolling). • Choose appropriate methods for joining elements in their sculptures. • Show that they have thought about how to improve their sculptures and made choices about what to add. • Work cooperatively in pairs to add detail to their artwork 	<ul style="list-style-type: none"> • Model how to record different size drawings in sketchbook • Model how to annotate effectively, children do not need to write in straight lines • Model paper joining techniques • Model how to build strength within a 3D model
<p>National Curriculum Subject Content:</p>	<ul style="list-style-type: none"> • To create a sketch book to record their observations and use them to review and revisit ideas • To become proficient in drawing, painting, sculpture and other art, craft and design techniques • To learn about great artist, architects and designers in history 		
<p>Artistic Knowledge:</p>	<ul style="list-style-type: none"> • I can make a 3D object • Know how to identify the techniques used by different artists • Know how to compare the work of different artists • Recognise when art is from different cultures • Recognise when art is from different historical periods 		
<p>Knowledge Sequence:</p>		<p>Key Vocabulary</p>	
<p>Intended Knowledge Substantive</p>	<p>Lesson 1- Still Life Drawing LC: I can draw from still life using a range of drawing materials</p> <ul style="list-style-type: none"> - Children record different size drawings on a double page of their sketch book - Fine liners, sketching pencils, graphite pencils, graphite - Children to annotate drawings using a range of vocabulary - Subject: abstract shapes, objects <p>Lesson 2 – 2D to 3D LC: I can join 2D shapes to make 3D structures</p> <p>Success Criteria: -I can define ‘sculpture’. -I can try different ways to join card shapes. -I can build a 3D structure that stands up on its own.</p> <p>Resources: Cereal boxes (one each) Scissors (one pair each). Ruler Pencil shape templates</p> <p>Lesson 3 – Artist LC: I can identify facts and critic the work of Henry Moore</p> <ul style="list-style-type: none"> - Children create a double page in sketch book exploring artists life and work - Children to critique one or two pieces of work through annotation - Discuss cultural and historical significance <p>Lesson 4 – Explore using different materials to join and build a simple 3D sculpture Using a variety of recyclable materials children create collaborative sculptures</p> <p>Lesson 5 – Design a 3D sculpture LC: I can design a 3D sculpture based on play equipment</p> <ul style="list-style-type: none"> - Children to create an abstract design inspired by Henry Moore’s artwork 		<p>Drawing: observation, accurately, line, size, thickness, delicate, flowing, continuous, solid, tone, subtle, contrasting, dramatic, broken, viewpoints, angle, birds eye view, surface texture, fine, uneven, raised, coarse, glossy, uneven, rough, fine, effects, investigate, sketchbook,</p> <p>Sculpture: Plan, design, purpose, intent, fit for purpose, prepare, join, score, slip, smooth, clay, coil, pinch, slab, malleable, rigid, delicate, air drying, texture, patterns, carve, engrave, adapt, modify, striking effect, 3D, three dimensional, range of tools, clay tools, boxwood tools, loop tool, brush, sponge symmetrical, twisted, rounded, proportioned, share, review, reflect, evaluate.</p> <p>Critique/Evaluate: The materials I have used are... I have used these materials because... I was inspired by... The areas I want to develop are... I have used these colours because...</p>

	<ul style="list-style-type: none"> - Teacher to model design process with clear success criteria <p>Lesson 6 – Final piece & Evaluation</p> <p>LC: I can apply skills learnt and make artistic choices</p> <ul style="list-style-type: none"> - Reflect over 3D process carried out over unit - Children to create a final piece using a variety of materials - Opportunity for children to critique peers work 	<p>I have enjoyed creating this piece because...</p> <p>I like how...</p> <p>I dislike the...</p>	
	<p>Disciplinary <i>How art is judged, valued and evaluated</i></p>	<p>Practical <i>Developing technical proficiency</i></p>	<p>Theoretical <i>The cultural and contextual content that pupils learn about artists and artwork</i></p>
Domains of Knowledge	<p>Disciplinary questions:</p> <ul style="list-style-type: none"> - How is art made? - What is art? - How is art judged? - What is the purpose of art? - How does design affect the lives of users? - How does design affect human environments? <p><u>Planning points to consider:</u></p> <ul style="list-style-type: none"> -What artists have done across cultures and throughout history -How commentators and critics judge and evaluate art -the stories humans tell through art including their perspectives on social, political and moral issue -How print can be used in technology such as in film, sound and photography -Different ways of working in print <p>Wider discussion point to consider: 'Who decides what art is?'</p>	<p>Practical knowledge allows pupils to make choices based on what they know about the limits and possibilities of materials and media.</p> <p><u>Drawing</u></p> <ul style="list-style-type: none"> -Create a sketch collection to record observations and use them to review and visit ideas, to include ideas using line, tone, texture and shading. -Draw accurately from observations, imagination and memory. -Draw using lines of different sizes and thicknesses. -Colour neatly following the lines. -Experiment with grip to assist drawing styles. <p><u>Sculpture</u></p> <ul style="list-style-type: none"> -Make informed choices about the technique chosen. -Show an understanding of shape, space and form. -Plan, design, make and adapt models. -Talk about their work, understanding that it has been sculpted, modelled or constructed. -Use a variety of materials. 	<p>This enables pupils to make connections between art's past, present and future.</p> <p>Opportunity for children to make artistic decisions and draw upon personal experiences</p> <p>Discuss themes and meaning behind artists work and their context</p> <p>e.g. Andy Warhol and Pop art movement linking to advertisements</p>
Assessment Outcomes	<ul style="list-style-type: none"> • I can select and arrange materials to create a 3D object 		
Significant people/places	Henry Moore		
Resources	<p>https://www.youtube.com/watch?v=uEI3clnsyU – How to make a paper sculpture</p> <p>https://www.youtube.com/watch?v=7_NeH9YbnRI – Paper folding & joining techniques</p>		
Sketchbook/process examples	 <p>Henry Moore sketchbook pages</p>		

Final piece examples



Abstract sculpture

Art Unit of Work - Year B
Year 3/4 Summer

Unit – Textiles	Prior learning (Retrieval)	Future learning	Common Misconceptions
<p>Final Piece: To create a collaborative textile piece inspired by oceans congaing a variety of joining skills.</p> 	<ul style="list-style-type: none"> • Develop skills of overlapping and overlaying to create effects. • Use large eyed needles, different thickness of thread and different sized running stitches to work with. • Simple applique work attaching material shapes to fabric with running stitches. • Start to explore other simple stitches backstitch, cross stitch. • Use various collage materials to make a specific picture. 	<ul style="list-style-type: none"> • Use smaller eyed needles and finer threads. • Use colour to express an idea in weaving seasons, moods or create a picture. • Awareness of the nature of materials and surfaces fragile, tough, durable. • Use a wider variety of stitches to 'draw' with and develop pattern and texture zig zag stitch, chain stitch, seeding. • Start to place more emphasis on observation and design of textural art. • Use initial sketches to aid work. 	<ul style="list-style-type: none"> • Thread needles prior to lesson • Health and safety revisited at the start of the lesson • Have examples of different stiches and applique work to show children
<p>National Curriculum Subject Content:</p>	<ul style="list-style-type: none"> • To create a sketch book to record their observations and use them to review and revisit ideas • To become proficient in drawing, painting, sculpture and other art, craft and design techniques • To learn about great artist, architects and designers in history 		
<p>Artistic Knowledge:</p>	<ul style="list-style-type: none"> • I can use joining techniques • Know how to identify the techniques used by different artists • Know how to compare the work of different artists • Recognise when art is from different cultures • Recognise when art is from different historical periods 		
Knowledge Sequence:		Key Vocabulary	
<p>Intended Knowledge Substantive</p>	<p>Lesson 1- Drawing LC: I can create drawings from nature using a range of drawing materials</p> <ul style="list-style-type: none"> - Children record different size drawings on a double page of their sketch book - Fine liners, sketching pencils, graphite pencils, graphite - Children to annotate drawings using a range of vocabulary - Subject: fish, shells seaweed <p>Lesson 2 – Sewing LC: I can use a variety of sewing techniques to join</p> <ul style="list-style-type: none"> - Explore techniques <p>Lesson 3 – Artist LC: I can identify facts and critic the work of Hannah Rae</p> <ul style="list-style-type: none"> - Children create a double page in sketch book exploring artists life and work - Children to critique one or two pieces of work through annotation - Discuss cultural and historical significance <p>Lesson 4 – Design LC: I can design a textile piece</p> <ul style="list-style-type: none"> - Children to create design by being informed from sewing process - Teacher to model design process with clear success criteria - Class discuss a collaborative final piece sharing ideas <p>Lesson 5 – Make LC: I can make a final piece</p> <ul style="list-style-type: none"> - Children sew on final piece <p>Lesson 6 – Final piece & Evaluation LC: I can apply skills learnt and make artistic choices</p> <ul style="list-style-type: none"> - Reflect over printing process carried out over unit - Children to create a final piece using a variety of colour combinations - Opportunity for children to critique peers work - Children evaluate and add additional joins to final piece <p>e.g. weaving ribbon, gluing fabric</p>		<p>Drawing: observation, accurately, imagination, memory, line, size, thickness, delicate, flowing, continuous, solid, tone, subtle, contrasting, dramatic, broken, monochromatic, share, review, reflect, evaluate, three dimensional (3D), viewpoints, angle, birds eye view, surface texture, fine, uneven, raised, coarse, glossy, uneven, rough, harsh, fine, effects, investigate, sketchbook, develop ideas.</p> <p>Textiles: fabric, properties, dye, colour, change, effect, transfer, stain, natural dye, resist paste, join, stitch, needle, thread, eye, running stitch, secure.</p> <p>Critique/Evaluate: The materials I have used are... I have used these materials because... I was inspired by... The areas I want to develop are... I have used these colours because... I have enjoyed creating this piece because... I like how... I dislike the...</p>
	<p align="center">Disciplinary <i>How art is judged, valued and evaluated</i></p>	<p align="center">Practical <i>Developing technical proficiency</i></p>	<p align="center">Theoretical <i>The cultural and contextual content that pupils learn about artists and artwork</i></p>
<p>Domains of Knowledge</p>	<p>Disciplinary questions:</p> <ul style="list-style-type: none"> - How is art made? - What is art? - How is art judged? - What is the purpose of art? - How does design affect the lives of users? 	<p>Practical knowledge allows pupils to make choices based on what they know about the limits and possibilities of materials and media.</p> <p><u>Drawing</u></p>	<p>This enables pupils to make connections between art's past, present and future.</p> <p>Opportunity for children to make artistic decisions and draw upon personal experiences</p>

	<p>- How does design affect human environments?</p> <p><u>Planning points to consider:</u></p> <ul style="list-style-type: none"> -What artists have done across cultures and throughout history -How commentators and critics judge and evaluate art -the stories humans tell through art including their perspectives on social, political and moral issue -How print can be used in technology such as in film, sound and photography -Different ways of working in print <p>Wider discussion point to consider: 'artists create images for the purpose of being seen'</p>	<ul style="list-style-type: none"> -Create a sketch collection to record observations and use them to review and visit ideas, to include ideas using line, tone, texture and shading. -Draw accurately from observations, imagination and memory. -Draw using lines of different sizes and thicknesses. -Colour neatly following the lines. -Experiment with grip to assist drawing styles. <p><u>Textiles</u></p> <ul style="list-style-type: none"> -Use smaller eyed needles and finer threads. -Use colour to express an idea in weaving seasons, moods or create a picture. -Awareness of the nature of materials and surfaces fragile, tough, durable. -Use a wider variety of stitches to 'draw' with and develop pattern and texture zig zag stitch, chain stitch, seeding. -Start to place more emphasis on observation and design of textural art. -Use initial sketches to aid work. 	<p>Discuss themes and meaning behind artists work and their context</p> <p>e.g. Shelia Hicks known for innovative and experimental weaving techniques</p>
<p>Assessment Outcomes</p>	<ul style="list-style-type: none"> • I can combine materials within a piece of artwork • I can join materials using basic stitches 		
<p>Significant people/places</p>	<p>Hannah Rae</p>		
<p>Resources</p>	<p>https://www.youtube.com/watch?v=1FknfumFPX8 – sewing techniques</p> <p>https://www.youtube.com/watch?v=38JDGnr0vA – Blue Planet 2</p>		
<p>Sketchbook/process examples</p>	 <p>Art work by Hannah Rae</p>	 <p>Examples of drawing made up of different stitches</p>	<p>Ocean drawings using chalk</p> 
<p>Final piece examples</p>	 <p>Weaving, sewing in beads to add texture and detail</p>		