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Year 3 - Medium Term Plan - Designers - Art

How can Roman life be presented through art?



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Aspect of Study

Colour, symbolism, landscape, drawing and painting.

Transferable Knowledge:

Geography - locational knowledge.
History - Artists through history, the Romans.

National Curriculum Overview of Programme of Study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

During this area of study students should be taught to:

- 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].
- To learn about great artists, architects and designers in history.

Real World Links:

Pupils will learn the skills required to be an artist. They will explore aspects of being a historian and a geographer.



Being safe – using equipment safely and correctly.
Problem Solving – tackling Enquiry Questions
Communication – expressing opinions on existing artwork.

Helpful Websites

<https://www.historyhit.com/kinds-of-ancient-roman-shields/>

<http://www.ancientpages.com/2018/10/01/fascinating-ancient-history-of-roman-shields/>

Influential Figures

OPAL links

Opportunities to explore a range a mediums.

Curriculum Coverage

(Previous, expected and what follows on)

Prior National Curriculum Coverage	National Curriculum Coverage	Subsequent National Curriculum Coverage
<p><u>Year 2:</u></p> <ul style="list-style-type: none"> ● To explore feelings and emotion through self portrait using colour. ● Discuss likes and dislikes of a famous artists work. ● Uses line and tone to represent objects drawn or observed ● Develops an awareness of contrasts in texture and colour ● Identifies what they might change in their own work next time. 	<p><u>NC OBJ:</u></p> <ul style="list-style-type: none"> ● To create sketch books to record their observations and use them to review and revisit ideas. <p>(Use sketch books as a journal of thoughts)</p> <ul style="list-style-type: none"> ● 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]. <p>(Range of materials should include; clay, ceramics, paint, range of pencils)</p> <ul style="list-style-type: none"> ● To learn about great artists, architects and designers in history. <p>(These should also include the unknown designers of Roman Shields)</p> <p><u>Specific Objectives:</u></p> <ul style="list-style-type: none"> ● Uses line, tone and shade to represent things seen drawn or imagined ● Has a good awareness of contrast, texture and colour ● Directly annotates work, sketches and drawings prior to creating final piece of work. 	<p>Year 3 Summer – Year 6 Summer To create sketch books to record their observations and use them to review and revisit ideas. (This NC objective should be continually covered throughout the whole academic year)</p> <p>Year 4 Spring:</p> <ul style="list-style-type: none"> ● To use colour to portray a character ● Evaluates the work of artists <p>Year 4 Autumn 1</p> <ul style="list-style-type: none"> ● identifying what they like and dislike ● Begins to use different types of brushes for specific purpose and effect ● Draws familiar objects from a range of viewpoints

Key vocabulary	Concepts	Language skills
<p>Colour Atmosphere Symbol Scale Primary Secondary Roman Shield Volcano</p>	<p>Symbolism</p>	<p>Giving a detailed personal response to others artwork and being able to give an opinion in a sensitive manner on peers work and famous artists.</p>



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Sequence of Teaching and Learning

	National Curriculum LO/EQ?	Lesson ideas/differentiation
1	<p>NC OBJ: 'to create sketch books to record their observations and use them to review and revisit ideas'</p> <p>EQ: Why are symbols important?</p>	<p>Show children images of symbols from everyday life (e.g. road signs, safety hazards, religion symbols etc)</p> <p>How do they know what they mean?</p> <p>Discuss importance of colour when looking at symbols, e.g. red symbolises danger or urgency. Explicitly teach the word 'symbolise'.</p> <p>Children to articulate why symbols are important.</p>
2	<p>NC OBJ:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas about great artists, architects and designers in history. <p>L.O: To research and identify key symbols used on Roman shields.</p>	<p>. Show children images of shields. Can children sort the shields into the three different types?</p> <p>iPads could be used to research common symbols found on Roman Shields.</p> <p>Are there any similarities between shields? E.G same symbols.</p> <p>Can children spot lines of symmetry or repeating patterns?</p>



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Sequence of Teaching and Learning

	National Curriculum LO/EQ?	Lesson ideas/differentiation
3 4	<p>NC OBJ:</p> <ul style="list-style-type: none"> 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] <p>L.O: To design and evaluate own roman shield.</p>	<p>Children look over examples given in previous lessons to decide upon shape, colour and symbols used. Emphasis could be place upon the fact that Roman shield were often personal to each soldier. Pupils could add a 'personal' symbol of their choice.</p> <p>Time given for pupils to evaluate their design and comment upon why they have included certain symbols/colours.</p>
5	<p>NC OBJ:</p> <ul style="list-style-type: none"> 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] to create sketch books to record their observations and use them to review and revisit ideas <p>EQ: How are volcanos shown in art?</p>	<p>This EQ would span across more than one lesson and could be a sequence of learning.</p> <p>Introduce concept of a landscape painting.</p> <p>Explain that to compose their work, some artists use a tool called a 'viewfinder'. Show the children a viewfinder (using iPad camera) and demonstrate how to compose a view using the tool. Working outdoors and using individual iPads, encourage the children to seek out interesting perspectives and take photos.</p> <p>This could be documented in sketch books.</p>



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Sequence of Teaching and Learning

	National Curriculum LO/EQ?	Lesson ideas/differentiation
6	<p>NC OBJ:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit about great artists, architects and designers in history.ideas <p>EQ: How are volcanos shown in art?</p>	<p>Show examples of mountainous landscapes paintings. Encourage the children to discuss their initial observations about both the compositions and techniques the artists use. After the initial discussion, ask the children to select two paintings to compare and contrast in their sketch books.</p> <p>Pupils could complete an artist profile page for one or more of the artists (see examples). Time should be taken to practice using the materials and styles of these artists. Hokusai – Ink and/or watercolours Warhol – Acrylic paint Godfrey – Watercolours and collage.</p>
5	<p>NC OBJ:</p> <ul style="list-style-type: none"> 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] to create sketch books to record their observations and use them to review and revisit ideas <p>EQ: How are volcanos shown in art?</p>	<p>Discuss warm and cool colours.</p> <p>Pupils could document combinations of warm and cool colours in their sketchbooks.</p> <p>All children should be able to link these colour to images of mountains and volcanos.</p> <p>This could be used as an opportunity to recap how colours are associated with feelings.</p> <p>What colours do they think best represent a volcano?</p>



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Sequence of Teaching and Learning

	National Curriculum LO/EQ?	Lesson ideas/differentiation
7	<p>NC OBJ:</p> <ul style="list-style-type: none"> 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] <p>EQ: How are volcanos shown in art?</p>	<p>Children to recreate an image of a mountain in the style of one of the artists looked at.</p> <p>Remind pupils that they should be making a conscious decision about the colours they use to create mood.</p>
8	<p>NC OBJ:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas <p>EQ: How are volcanos shown in art?</p>	<p>Pupils to evaluate their work.</p>



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Examples of Roman Shields





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Volcano Landscape Art Examples



The Great Wave off Kanagawa
By **Katsushika Hokusai**



Mount Vesuvius
By **Andy Warhol**



Fissures
By **Margaret Godfrey**



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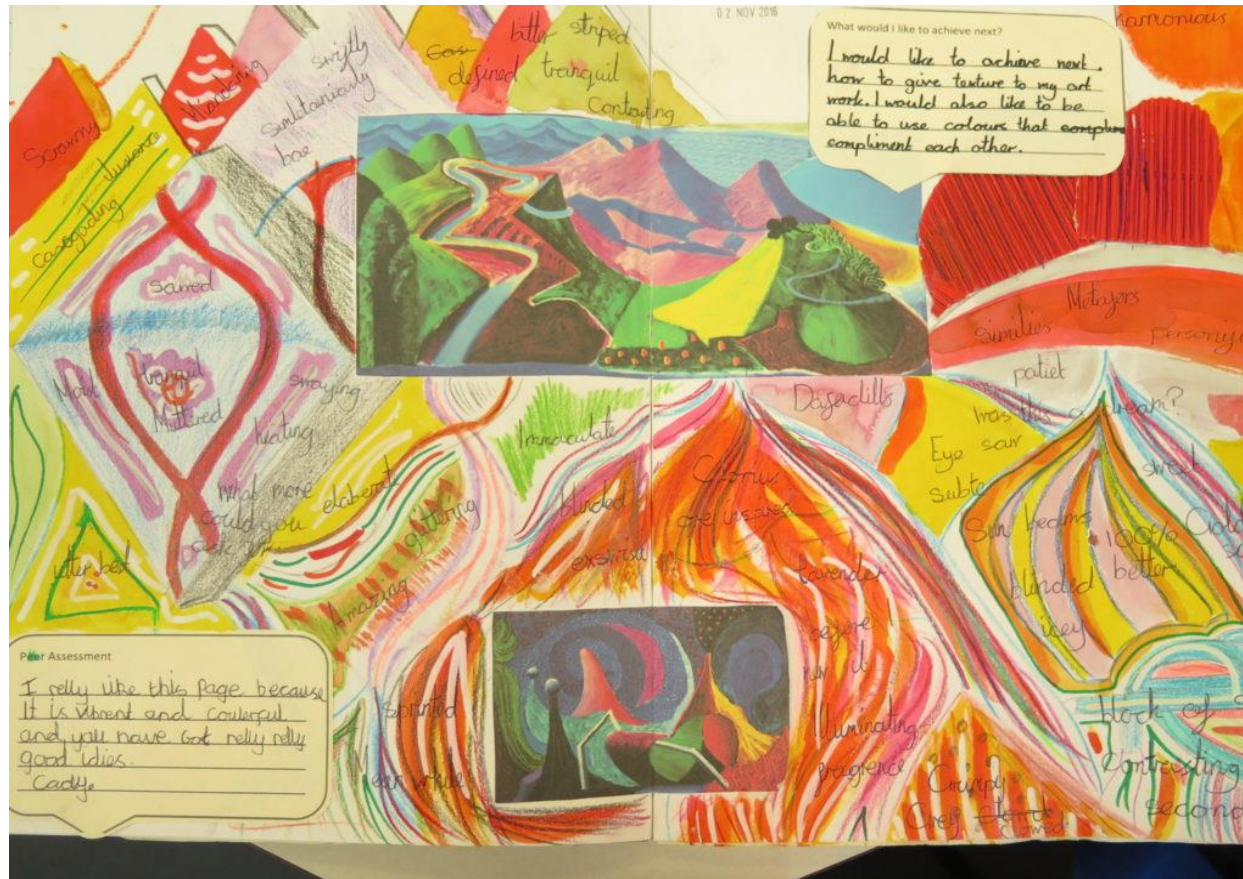


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Examples of Artist Page in Sketchbook



Some examples from other schools

Please encourage pupils to experiment with techniques directly in their sketchbooks, whilst researching artists.

Materials should be used directly in sketchbooks where possible, rather than worksheets.