



Sustainability Ambassadors



Literacy



Healthy Citizens



Cultural Explorers



Designers



Mathematics



Careers Pathfinders



Scientific Investigators



Digital Learners



Global Enquirers



Engineers

Subject: Art and Design Year Group: 3 Term: Spring 2 / Summer

Medium Term Plan:

Multi-Artist unit of study: How do artists recreate volcanos in their work?

Essential Vocabulary

*Colour
Atmosphere
Mood/ emotions
Primary
Secondary
Tertiary
Landscape
Viewfinder
Material
Form*

Big Concepts

*Comparison
Replication
Printing
Sequencing
Composition
Experimentation
Collaboration*

Flag any content that might not have been covered during school closure

Be mindful that pupils have missed a considerable amount of their arts education. They may need time to revisit basic skills as part of this sequence of learning – tweak the time spent on each lesson within reason to account for this.

Spend time as needed recapping pencil skills, painting skills, colour theory, and research skills.

Retrieve Essential knowledge to support learning of big unit concepts

Colour mixing and blending in a variety of materials – including but not limited to paint.

Researching skills and how to critically evaluate new artists.

Subsequent National Curriculum Coverage

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)

Year 4 Spring:

- To use colour to portray a character
- Evaluates the work of artists

Year 4 Autumn 1

- 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

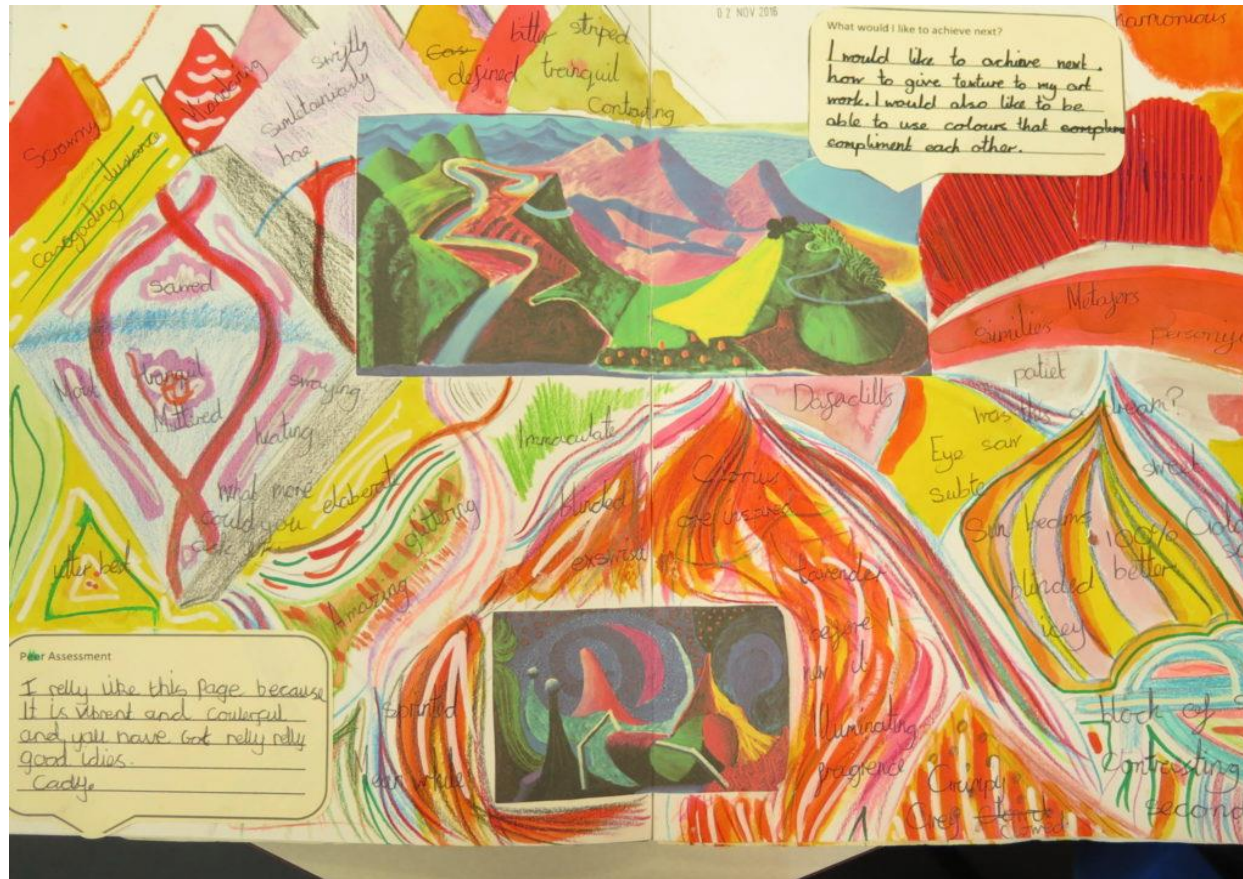
Mountains Sequence of Learning

Notes: *In Art and Design lessons, children should be encouraged to lead the artistic process. Sequence of learning should be used as a guide, but teaching staff will need to evaluate how long to spend on each part of the process. Pupils will have missed a significant amount of learning last year, and time may need to be dedicated to recapping prior knowledge.*

| | | |
|---|---|---|
| 1 | EQ: How do artists recreate volcanos in their work? | <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 should be documented in sketch books.</p> |
| 2 | EQ: How do artists recreate volcanos in their work? | <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 on next slide). Time should be taken to practice using the materials and styles of these artists.</p> <p>Hokusai – Ink and/or watercolours Warhol – Acrylic paint Godfrey – Watercolours and collage.</p> |



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.

Sequence of Teaching and Learning

The sequence should clearly show how the learning in sides one and two are driving outcomes.

Notes

| | | |
|---|---|---|
| 3 | EQ: How do artists recreate volcanos in their work? | <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 – perhaps labelling images of artwork where they can identify warm and cool colours. Pupils should be given a chance to experiment with colour mixing and how they can create different shades of warm and cool colours.</p> <p>HA – Teacher may discuss tints.</p> <p>This could be used as an opportunity to recap how colours are associated with feelings.</p> <p>Cool – calming Warm - excitement</p> <p>What colours do they think best represent a volcano?</p> |
| 4 | EQ: How do artists recreate volcanos in their work? | <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> |
| 5 | EQ: How do artists recreate volcanos in their work? | <p>Pupils evaluate their work. If possible (depending on covid restrictions) it would be nice to allow pupils the chance to show and discuss their work with the rest of the class. Encourage 'artist talk' about the decisions they made and their artistic process.</p> |



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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**

Skills for Life

Resilience

Communication

Being
Safe

Team-working

Problem
Solving

Self-motivation

Real World Links including pupil experiences:

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

Opportunity given to research artists.

Skills for Life/ Core Values:



Being safe – using equipment safely and correctly.

Problem Solving – tackling Enquiry Questions

Communication – expressing opinions on existing artwork.

Influential Figures:

Katsushika Hokusai
Andy Warhol
Margaret Godfrey

Plan for deliberate Reading opportunities:

Research opportunities for various artists studied.

Links to History and Geography curriculum and
Mountains unit of study.