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## Year 3 - Medium Term Plan - Designers - Art STONE AGE TO IRON AGE

### How did the people from these ages record their history using art?



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#### Aspect of Study

- Drawing – compositions
  - Collage – mosaics
    - Perspective

#### Transferable Knowledge:

History - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

#### 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.



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# Parental Support page



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## Places to visit/things to do at home:

Look at tessellation and experimenting with mosaics.

World famous **cave** of Lascaux website (virtual tour available)

Use this QR code to find out more information on cave paintings.



## Knowledge, skills and understanding covered in this unit:

- Draws familiar objects from 2 different view points.
- Begins to use different types of brushes for specific purpose and effect.
- Shows an awareness of texture, shape and form by recreating an image in 3D form.
- Explores negative and positive.
- Simple stitching – using long needles to makes straight stitches.

## Books and websites to support with learning:

- The First Drawing Book by Mordicai Gerstein
- The Secret Cave: Discovering Lascaux Book by Emily Arnold McCully
- The cave painter of Lascaux Book by Roberta Angeletti
- A History of Pictures for Children: From Cave Paintings to Computer Drawings
- Stone Age Boy Book by Satoshi Kitamura
- A History of Pictures: From the Cave to the Computer Screen

• Painters of the caves Book by Patricia Lauber  
<https://www.nationalgeographic.com/travel/lists/cave-art-archeology-france-spain-portugal/>

<https://www.dkfindout.com/uk/history/stone-age/cave-painting/>

## Influential Figures

- Lillian Broca (Mosaic artist)
- Emma Biggs (Mosaic artist)

| Key vocabulary   | Concepts   | Language skills  |
|--|--|--|
| <p>Cave paintings<br/>Brush strokes<br/>Carvings<br/>Texture<br/>Pastel<br/>Scale<br/>Line</p> | <p>Cave Painting<br/>Timeline<br/>Limited colour palette</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?   |
|----------|--|
| <b>1</b> | <p>NC OBJ:<br/>To create sketch books to record their observations and use them to review and revisit ideas.<br/>To improve their mastery of art and design techniques</p> <p>L.O:<br/><b>To recreate cave paintings using a variety of materials</b></p>  |
| <b>2</b> | <p>NC OBJ:<br/>To improve their mastery of art and design techniques</p> <p>L.O:<br/><b>To create a cave painting inspired from a historical context</b></p>   |
| <b>3</b> | <p>NC OBJ:<br/>To create sketch books to record their observations and use them to review and revisit ideas.<br/>To improve their mastery of art and design techniques</p> <p>E.Q:<br/><b>What materials are best used to sketch Bronze age homes?</b></p> |
| <b>4</b> | <p>NC OBJ:<br/>To improve their mastery of art and design techniques</p> <p>L.O:<br/><b>Design a Bronze Age home</b></p>   |



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|          | National Curriculum LO/EQ?  |
|----------|---|
| <b>5</b> | <p>NC OBJ:<br/>To create sketch books to record their observations and use them to review and revisit ideas.<br/>To improve their mastery of art and design techniques</p> <p><b>E.Q:</b><br/><b>How can I use perspective when sketching Stonehenge?</b></p>                                       |
| <b>6</b> | <p>NC OBJ:<br/>To create sketch books to record their observations and use them to review and revisit ideas.<br/>To improve their mastery of art and design techniques</p> <p><b>E.Q:</b><br/><b>How can you show the similarities and differences of Iron and Bronze age houses using art?</b></p> |
| <b>7</b> | <p>NC OBJ:<br/>To learn about great artists, architects and designers in history.</p> <p><b>L.O:</b><br/><b>Study an artist who uses mosaic techniques</b></p>  |
| <b>8</b> | <p>NC OBJ:<br/>To create sketch books to record their observations and use them to review and revisit ideas.<br/>To improve their mastery of art and design techniques</p> <p><b>L.O:</b><br/><b>Examine Roman Mosaics and how they were used</b></p>   |



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|           | National Curriculum LO/EQ?  |
|-----------|---|
| <b>9</b>  | <p>NC OBJ:<br/>To create sketch books to record their observations and use them to review and revisit ideas.<br/>To improve their mastery of art and design techniques</p> <p>L.O:<br/><b>Design a Roman Mosaic</b></p> |
| <b>10</b> | <p>NC OBJ:<br/>To improve their mastery of art and design techniques</p> <p>L.O:<br/><b>Create Roman Mosaic using design.</b></p>   |