



Sustainability Ambassadors



Literacy



Healthy Citizens



Cultural Explorers



Designers



Mathematics



Careers Pathfinders



Scientific Investigators



Digital Learners



Global Enquirers



Engineers

Subject: Art & Design Unit: Transition/ Stone Age

Year Group: 3 Term: Autumn One

EQ: How did the people from the Stone Age record their history using art?

By the end of this unit, pupils should be able to explain how cave paintings were made and what they tell us about life in the Stone Age.

Essential Vocabulary

Colour
Mural
Collaboration
Primary
Secondary
Tertiary
Blending
Smudging
Stencil
Charcoal
Chalk
Paint

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.
- Using charcoal – pupils will have used this in Year 1 and may recall some properties and techniques.

Subsequent National Curriculum Coverage

Year 5 Summer – Gallery Rebels

- Using a variety of art materials, including charcoal.

Transition
Sequence of Teaching and Learning

Notes

During the 2 week transition period each year group is being assigned a Skill for Life to complete artwork around. The work will be going on display around school. Year 3's Skill for Life is: Team-working.

For the Year 3 display, you will be creating a mural symbolising how our school works as a team. This will be a huge picture of the school, split into squares that Year 3 will colour and join together. This could link into PSHE work about how we worked together in lockdown.

Please keep any work completed in a safe place.

1	LO: To identify key aspects of murals.	<p>Ask students, "What is a mural?" Allow them to share examples of any murals they have seen and share images so that they can get a sense of what a mural might look like. As students view these images, ask them to discuss the following questions: Are these like other art you have seen? What messages do these murals convey? How can you tell? What do you like/not like about these murals?</p> <p>Explain that working collaboratively on a piece of art is a serious and important undertaking. Ask them to think about what they think might be challenging about this work (especially in light of Covid guidelines), and how they might address these challenges.</p> <p>Allow the class to work together through discussion to plan what their mural will look like and draw an initial sketch. It would be nice if these were something to do with school - examples on next slide. Your class' mural will not take up a full wall – it will be made with paper (along with the other Year 3 classes') and they will all be backed onto a single display board.</p>
2	LO: To work collaboratively to create a mural.	<p>For the next lesson, have a big copy of the sketch divided into the number of squares needed for the class (if you need assistance with this please email and I'll be happy to help!).</p> <p>Children each colour in at least one square and teacher joins them together once finished to create collaborative mural.</p> <p>There is prep required for this lesson. If you need any assistance at all please email amy.brown@alptrust.co.uk and I'll be happy to assist where possible.</p>

Transition Sequence of Teaching and Learning

Examples of murals from other schools:



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1	LO: To investigate a new material.	<p>Investigate where charcoal comes from (burning wood on fire). Can pupils guess why this made it a popular art material in the Stone Age?</p> <p>Allow children time to experiment with charcoal in sketchbooks. What different effects can they create using it? Can they blend or create different textures using it?</p>
2	EQ: How did the people from the stone age record their history using art?	<p>Look at examples of patterns and symbols carved, by Neolithic people, into rocks, boulders, panels and monuments, describing how patterns are similar or different between the examples. Consider how the carvings might have been created and what tools might have been used to make them. Copy examples of carvings into their sketchbooks.</p> <p>These videos may be useful: https://www.youtube.com/watch?v=vxE3nftSAbU https://www.youtube.com/watch?v=74woCKzVEIc</p>
3	L.O: To use develop artistic style based on prior knowledge.	<p>Children have a go at designing their own cave art in sketchbooks, using their knowledge of life in the Stone Age. HA could annotate sketches with what their art is communicating.</p>
4	L.O: To recreate cave paintings using a variety of materials.	<p>Create a final piece based on previous work. Recap what tools would have been available to those in the Stone Age – children could collect sticks to make their own paint brushes to use with paint.</p> <p>Discuss colour – why have all the examples you have looked at been similar colours? What colours are appropriate for our own cave painting?</p> <p>Opportunity for outdoor learning: Once final piece is completed, children could replicate it using chalk outside on playground to see the effect it would create on 'stone'. Photograph using iPads and annotate in sketchbooks. Can children articulate which material they thought was most effective?</p>

EQ: How did the people from the Stone Age record their history using art?

Sequence of Teaching and Learning

Examples of work:



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.

Skills for Life/ Core Values:

Being safe – using equipment safely and correctly.

Problem Solving – tackling Enquiry Questions

Communication – expressing opinions on existing artwork.

Resilience – acting on feedback and improving work continually.

Influential Figures:

Plan for deliberate Reading opportunities:

Opportunity to research and read about how and why cave paintings were created.