



Year 3 Spring How can we secure our future?





Year 3

Spring – How can we secure our future?

Intent: The Why Behind our Topic

Rationale

'How can we secure our future?' will give children an in-depth look at recycling and climate change and expressing our feelings using various art forms. Children will investigate recycled art and will study artists such as HA Schult and Michelle Reader. Through the study of recycling and climate change charity organisations, they will also explore how we can protect the environment for future generations. The topic will 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 will 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.

Key Curriculum Areas: PSHE, Art, History, Geography, DT

We will meet the S&L needs of our children by: *Providing opportunities for debates and discussions, giving children relevant artistic vocabulary – key artists, similarities and differences, key findings, see word bank for topic related words.*

We will allow children to understand cultural differences and break down stereotypes by: *Acceptance of different people including cultures, religions and beliefs. Discussions around why different people have different view and beliefs and how we can accept or challenge them.*

We will meet the SEMH needs of our children by: *Children will look at world events and how they can change people's attitudes. Children will develop methods to express their emotions through art. Art therapy techniques will be used to assist this.*

We will meet the socio-economic disadvantages of our children by: *Trips and experiences and opportunities to use tools and equipment in school to create art.*

Purposeful Outcome:

Most children will be able to *produce creative work, exploring their ideas and recording their experiences; become proficient in drawing, painting, sculpture and other art, craft and design techniques; evaluate and analyse creative works using the language of art, craft and design; know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms*



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Intent: Topic-developed NCS Requirements

NCS Requirements		
LKS2		
Skill	National Curriculum	Objective
<p>Exploring and Developing Ideas</p> <p>Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning and skills with others, giving and receiving feedback to improve.</p>	<p>Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p>	<p>Use sketchbooks to record ideas;</p> <p>Explore ideas from first-hand observations;</p> <p>Question and make observations about starting points, and respond positively to suggestions;</p> <p>Adapt and refine ideas;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.</p>
<p>Drawing</p> <p>Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin.</p>	<p>To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p>	<p>Experiment with showing line, tone and texture with different hardness of pencils;</p> <p>Use shading to show light and shadow effects;</p> <p>Use different materials to draw, e.g. pastels, chalk, felt tips;</p> <p>Show an awareness of space when drawing;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</p>
<p>Painting</p> <p>Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood.</p>	<p>To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p>	<p>Use varied brush techniques to create shapes, textures, patterns and lines;</p> <p>Mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;</p> <p>Create different textures and effects with paint;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p>
<p>Sculpture</p> <p>Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, 'How can it go higher?' Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail.</p>	<p>To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p>	<p>Cut, make and combine shapes to create recognisable forms;</p> <p>Use clay and other malleable materials and practise joining techniques;</p> <p>Add materials to the sculpture to create detail;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.</p>
<p>Collage</p> <p>Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage.</p>	<p>To improve their mastery of art and design techniques with a range of materials – collage.</p>	<p>Select colours and materials to create effect, giving reasons for their choices;</p> <p>Refine work as they go to ensure precision;</p> <p>Learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.</p>
<p>Textiles</p> <p>Children develop their weaving and colouring fabric skills further. They are also introduced to the skill of stitching in Lower KS2.</p>	<p>To improve their mastery of art and design techniques with a range of materials – textiles.</p>	<p>Select appropriate materials, giving reasons;</p> <p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects;</p> <p>Develop skills in stitching, cutting and joining;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.</p>
<p>Printing</p> <p>Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture.</p>	<p>To improve their mastery of art and design techniques with a range of materials – printing.</p>	<p>Use more than one colour to layer in a print;</p> <p>Replicate patterns from observations;</p> <p>Make printing blocks;</p> <p>Make repeated patterns with precision;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.</p>
<p>Work of Other Artists</p> <p>Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes.</p>	<p>To learn about great artists, architects and designers in history.</p>	<p>Use inspiration from famous artists to replicate a piece of work;</p> <p>Reflect upon their work inspired by a famous notable artist and the development of their art skills;</p> <p>Express an opinion on the work of famous, notable artists and refer to techniques and effect;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: Anselm Kiefer, Salvador Dalí, Paula Rego, Gainsborough, Sonia Boyce, Lucian Freud, Howard Hodgkin, Anish Kapoor, Caravaggio, Le Corbusier, Coco Chanel, Jackson Pollock, John Constable, Thomas Cole, Claude Monet, Henri Matisse, Paul Cézanne, Julian Opie, Henry Moore, Giacometti, Vivienne Westwood, Louise Bourgeois, Jennifer Angus, Braque, Cloez, Kalf, Carl Warner, Michael Brennan-Wood.</p>



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Implement: Topic-developed NCS Requirements

Term Skeleton Coverage	
Week 1:	<p>The key curriculum objectives will be met through:</p> <p>Art: The Art process at HCPS:</p> <ul style="list-style-type: none"> • Begin with a 'Big Picture' discussion of related learning in prior years and discussion of where learning is heading (use model slides) • Study an artist • Critically evaluate the artists' work to inform own art-work • Experiment and investigate different techniques and media • Create own artwork, applying new techniques, skills and media to own artwork • Critically evaluate own artwork • Improve work after evaluation • Reflection and re-cap of knowledge and skills remembered and understood <p>PSHE</p> <ul style="list-style-type: none"> • Economic wellbeing: That people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) • Mental Health: about strategies and behaviours that support mental health — including being involved in community groups, doing things for others, hobbies and spending time with others can support mental health and wellbeing • Shared responsibilities: about the relationship between rights and responsibilities • The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others • Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) • Communities: the different groups that make up their community; what living in a community means • To value the different contributions that people and groups make to the community <p>TBC: <i>Added as topic goes on, allowing for reflection, evaluation and review of how topic is going. What still needs to be done to ensure children can answer the question "Why are living things so different to each other?" and achieve the purposeful outcome.</i></p>
Experience:	
Reading and Writing	<p>Class Books –</p> <p>Shared Reading –</p> <p>Talk for Writing Units: To be decided by the teacher</p>

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Medium Term Plan	
	<p>Art</p> <p>Recycled jewellery Animal/Robot sculptures using recycled materials Recycled posters/landscapes Flotsam weaving Collaged posters to promote recycling art</p> <p>Artists: HA Schult Michelle Reader</p> <p>Techniques: Drawing Painting Sculpting</p> <p>Charities: Leedsbyexample</p>     
Experience:	Whole school art gallery



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Medium Term Plan	
Week 1:	Art
Lesson 1:	Multiple pictures with the theme of the Planet but done with recycled materials. Children generate questions around it. Create a vocab anchor.
Lesson 2:	Artist Focus – HA Information based sheet. Look at different models they've made. Pick the best one. Use the art questions and evaluate.
Lesson 3:	Artist Focus – Michelle Reader Information based sheet. Look at different models they've made. Pick the best one. Use the art questions and evaluate.
Lesson 4:	Comparing the two artists. Evaluating.
Lesson 5:	Picking a style of an artist they'd like to try the most. Looking at different pictures and looking at different resources. Pros and cons for each materials.
Lesson 6/ 7:	Sketch it. Test the materials and making a small scale.
Lesson 8:	Evaluate.

Experience: Visit – Sand in your eye.



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Medium Term Plan	
Week 2:	Charity Focus
Week 3:	Creating recycling zone in school
Experience:	Visit – Sand in your eye.



