



Curriculum Coherence – Year 3 Art and DT

Autumn **Prehistoric Britain Cave Art – Art Skills**

Values: understanding, co-operation, respect

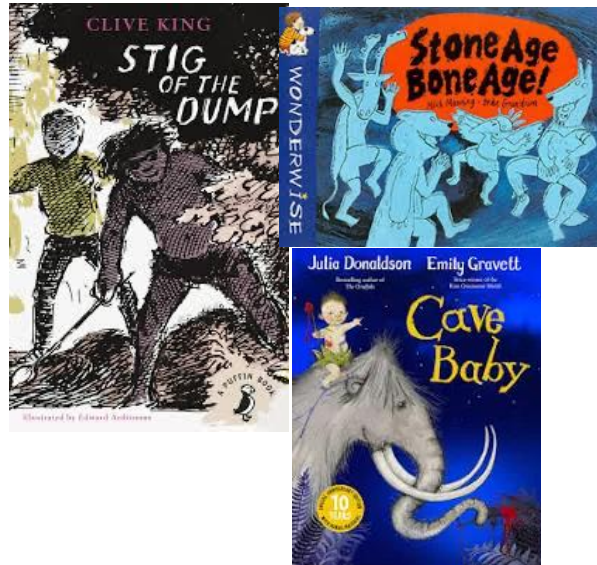
Prior learning/first steps: Children would have explored the use of colour to affect mood, contrast etc. This might be the first time they have formally used chalks and charcoal for effect.

INTENT	IMPLEMENTATION	IMPACT
<p>KNOWLEDGE</p> <p>- Chn will understand how the first artists created their art and why.</p> <p>-Chn will understand how the 'paints' were made and used (e.g. from chalk/coal – using hands).</p>	<p>ACTIVITIES</p> <p>- Chn to look at existing cave art and research how cave artists created their artwork using natural resources.</p> <p>-Chn will describe their opinion of existing cave art.</p> <p>-Chn will explore different textures and using a range of art medium (charcoal, chalk, oil and chalk pastels, sketching pencils).</p> <p>- Chn will copy, trace or freehand sketch prehistoric animals.</p> <p>-Chn will design and create their own piece of cave art.</p> <p>-Chn will evaluate their peers and own work.</p> <p>-Experimentation with the potential of various pencils.</p> <p>-CAD of their design/ideas</p>	<p>OUTCOMES</p> <p>PUPILS will know</p> <p>-Chn will know how cave art was created and why.</p> <p>-Chn will explain the colour choices and how they were created using natural materials.</p> <p>will be able to</p> <p>-Explore rough and smooth textures.</p> <p>-Chn will choose appropriate colour choices.</p> <p>-Chn will recreate realistic cave art.</p> <p>-Develop their use of different art mediums.</p> <p>will understand</p> <p>-How the first artists created artwork.</p> <p>-Why cave art was created (as a way of communication).</p> <p>-How cave artists created their colours using natural resources.</p>

VOCABULARY

Texture, rough, smooth, colour choice, chalk, pastel, charcoal, sketching pencils, shading, light/dark,

READING OPPORTUNITIES



NC OBJECTIVES KS2:

Chn should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Chn should be taught:

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

<p>SKILLS</p> <ul style="list-style-type: none"> • Sketching, drawing of prehistoric animals • Shading (light/dark) • Exploring rough/smooth textures • Using a broad range of mediums (e.g. chalk, pastels, sketching pencils etc). • Appropriate colour choices. • Researching, experimenting, designing, creating and evaluation. • Close observation skills. • Accurate drawings of people and animals. 	<p>CHALLENGE:</p> <p>To use a range of mediums and skills to perfect accurate detailed sketches. Chn should be able to explain how they have used the space and layout of their artwork. They could try and make their own 'cave art' tool to use on their artwork.</p> <p>SUPPORT:</p> <p>Ensure appropriate colour choices are made available (no pinks/purples etc). Cave animal outlines to be used to copy or trace to ensure success.</p> <p>ASSESSMENT OPPORTUNITIES (AFL):</p> <p>Are chn able to research and design their own artwork? Are they using appropriate tools and techniques skillfully? Are they able to produce artwork of, at least, a good standard?</p>	<p>NEXT STEPS IN LEARNING</p> <ul style="list-style-type: none"> -Chn choose suitable materials and equipment for a task. - Chn will draw to scale and proportion. - Accurate drawings of whole people including proportion and placement.
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LINKS

History – Links to how prehistoric people created art and why
Geography – Where in the world cave art has been discovered.
Maths – Trial and error.

SMSC

Spiritual – In Art the work of chn becomes a spiritual encounter as it develops from the initial learning of skills. They are introduced to the work of great Artists and experience wonder and awe at the achievements of these great works of art. They also experience great admiration and respect for their peers' work when they see the level of achievement and progress. Chn understand that this standard of work does not happen immediately but requires endurance.

Moral – Chn incorporate mutual respect and the consideration for others' work. Chn are encouraged to show compassion when assessing the work of others. Understanding how their comments can build up or destroy another's self belief. Displays around the school and in classrooms show a variety of different artwork from age groups and abilities. This promotes chn to be positive about their work and increases self esteem.

Social – Art and Design frequently requires all chn to work in pairs, groups or teams. Chn often work collaboratively requiring cooperation and communication linking to the values of trust, compassion and service.

Cultural - All units of work link with contextual themes involving various cultures and civilizations from around the world. They lead to a greater understanding of different ways of life and a respect for cultures that are very different from our own; how they can enrich our own lives. The fusion of art work between our own and other cultures leads to pupils incorporating designs, patterns and motifs in their own work developed by a deeper understanding of the culture. All key stages ensure that Art is taught as part of a topic and alongside other subjects to gain a greater understanding of different cultures.