




Curriculum Coherence – Year 3 Art and DT

Term 3		Around the World – Textiles and Sculpture (TBC)
INTENT	IMPLEMENTATION	IMPACT
KNOWLEDGE - Chn will understand what aboriginal patterns look like and where they came from. - Chn will understand where different textile styles come from around the world.	ACTIVITIES - Chn to research aboriginal art and compare the style to prehistoric cave art studied in Autumn term. - Chn to experiment with clay using different tools to create patterns and texture. - Chn to design and create cave hand (with aboriginal patterns). - Chn choose appropriate colours to create patterns on clay. - Chn to evaluate their sculpture. - Chn to practise running stitch, back stitch, over stitch. - Chn to use smaller eyed needles and finer threads. - Chn to do weaving using a range of textured fabrics.	OUTCOMES PUPILS will know - The key differences and similarities between cave art/aboriginal artwork. - About Dreamtime and its significance in the artwork. will be able to - Design and make a clay hand detailed with aboriginal style patterns and colours. - Use clay tools carefully and effectively. - Paint and glaze their clay hands. will understand - How culture can affect artwork and designs. - Different artwork is created in different places around the world.
VOCABULARY Clay, air, texture, rough, smooth, dotting, pattern, symmetry,	ARTWORK EXAMPLES 	
SKILLS <ul style="list-style-type: none">• Chn to use smaller eyed needles and finer threads.• Attempt to thread their own needles.• Weaving• Chn to use a range of stitches (e.g. running stitch, back stitch, over stitch).• Understanding of different adhesives and methods of construction. Shape, form, model and construct (malleable and rigid materials)• Explore texture in and on clay using a range of tools.		NEXT STEPS IN LEARNING <ul style="list-style-type: none">- Use a wider range of stitches (including blanket stitch).- Have a greater understanding of observation and design of textural art.- Compare different fabrics.- Experiment with creating a mood, feeling or movement.- Discuss own work with work of other sculptures.- Analyse and interpret natural and manmade forms of construction.
LINKS History – Links to Aboriginal life and dreamtime. RE – Links to Aboriginal religions/dreamtime. Geography – Where the aborigines originated from. Maths – Trial and error, creating patterns. SMSC - Evaluation		