



# Orton Wistow Primary School – Curriculum Plan



Subject : Art

Year : 3

Term : Autumn



## Vocabulary

Define the word and include etymology if useful.

**Sculpture** – A branch of visual art that operates in three dimensions. Latin 'to cut out, to carve in stone'

**Cubism**- Revolutionary new approach to representing reality invented in around 1907–08 by artists Pablo Picasso and Georges Braque. They brought different views of subjects (usually objects or figures) together in the same picture, resulting in paintings that appear fragmented and abstracted.

**Abstract**- Middle English *abstract*, borrowed from Latin *abstractus*, perfect passive participle of *abstrahō* ("draw away"), formed from *abs-* ("away") + *trahō* ("to pull, draw").

**Silhouette**- *Silhouette* portraits were so-called simply because they came into fashion in the year (1759) in which M. de Silhouette was a minister.



## Knowledge

What children will know

Learning	Teaching	Assessment
Remembering	Telling	Testing

Pre-historic art contained representations of animals known as 'cave paintings'.

Cave paintings are simplistic in design.

British pre-historical sculptures such as 'Stone Henge'.

Barbara Hepworth is a British sculptor, who was born in Wakefield, Yorkshire in 1903.

A range of British artist Hepworth's outside **abstract** sculptures.

Picasso was a Spanish artist who was born in Malaga, Spain in 1881.

Picasso was known for his **Cubist** paintings and prints.

Know how colours affect emotions e.g. hot colours and cold colours.

Know that adding black or white paint to colour will create **shade** or **tone** (see below in colour theory for explanation).



## Understanding

What children will understand

Learning	Teaching	Assessment
Practising	Coaching	Observing

Picasso explored the form of the bull. Picasso investigates finding the absolute 'spirit' of the beast.

Spanish artist 'Pablo Picasso' and look at his 1945 'Bull Series'.

What is cubism and abstract art?

How to look at similarities and differences between Picasso's bull series and 'Cave paintings' of bulls.

Understand and Look at Hepworth's modern sculptures and make links to 'Stone Henge'.

Understand Hepworth created sculptures carving directly into stone, wood or using metal.

How can we use silhouettes in art?

What is meant by hot and cold colours?



## Skills

What children will be able to do

Learning	Teaching	Assessment
Reflecting	Facilitating	Evaluating

Use a paintbrush and look after a paintbrush.

Children to create a background using tone or shade (is the sun coming up (tone) or going down (shade)).

Children to create a representation of an object using silhouette (either inspired by Hepworth's sculptures or Picasso's bull series (pre-historic animal)).

Recognise the similarities and differences between artists and artworks.





Compare artists and artwork.

Use secondary colours to create a hot or cold palette.

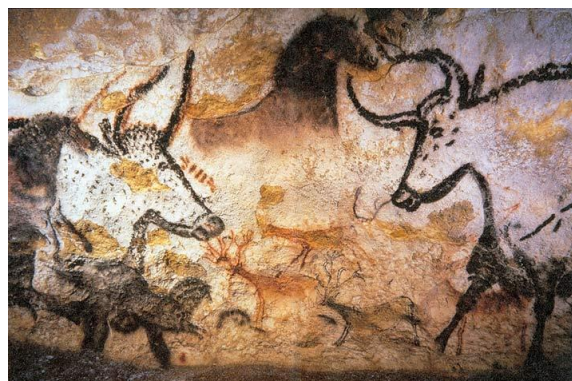
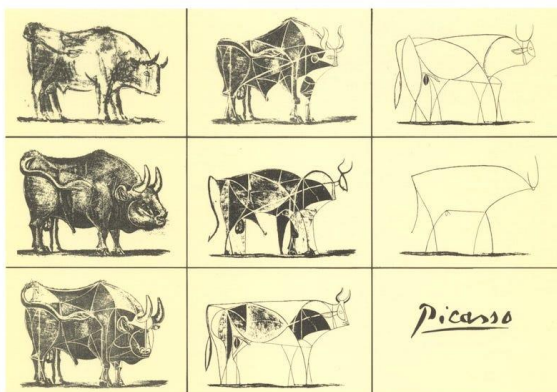
Use a sketchbook to experiment with paints techniques.

Continue to experiment in their understanding that adding black or white paint to colour will create a tone or shade.

Evaluate their own work.

			
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	<b>Learning</b> Practising	<b>Teaching</b> Coaching	<b>Assessment</b> Observing
	<b>Learning</b> Reflecting	<b>Teaching</b> Facilitating	<b>Assessment</b> Evaluating

### Useful information



**Picasso- The Bull Series**  
**Lascaux – Cave paintings**



**Hepworth- The family man series**  
**Stone Henge**

Basis of outcome

<http://euxtonceprimary.co.uk/stonehenge-silhouettes/>

#### Information on artist Pablo Picasso

<https://www.pablocicasso.org/picasso-biography.jsp>

#### Information on Picasso for children

<https://www.tate.org.uk/kids/explore/who-is/who-pablo-picasso>

#### Information on Barbara Hepworth

<https://www.britannica.com/biography/Barbara-Hepworth>

#### Information on pre-historic art

<https://www.artsy.net/gene/prehistoric-art>

## Colour Theory

#### Information of tones and shades

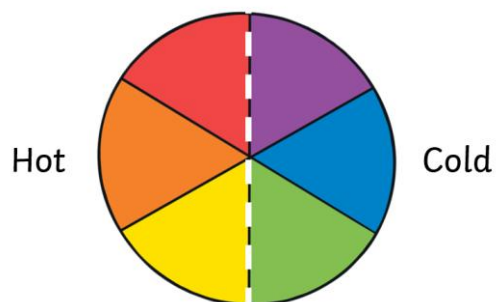
<https://www.mybluprint.com/article/hues-tints-tones-shades-all-those-color-terms-are-about-to-get-way-less-confusing>

#### A PDF with information and lesson ideas on using shading and tone in painting

<http://www.coreknowledge.org.uk/resources/Art%20Unit-%20Year%201-%20Colour.pdf>

#### Information about hot and cold colours with video

<https://www.bbc.co.uk/bitesize/guides/z3bqycw/revision/5>



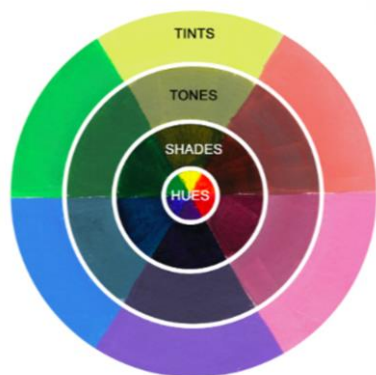
Build on children's previous understanding on primary and secondary colours in KS1 by exploring the cold and hot areas of the colourwheel.

#### Hot and cold colours:

**Hot colours** -such as red, yellow, and orange; evoke warmth because they remind us of things like the sun or fire.

**Cold colours** -such as blue, green, and purple (violet); evoke a cool feeling because they remind us of things like water or grass.





**Tone:** In art, tone refers to the areas of lightness and darkness on an object or colour. How we view tones depends on the surface of the object. Colour tone is created by adding different amounts of white or light colours for light tones.

**Shade:** Add only black to a hue and you get a shade — which tends to be darker and often more intense than the original colour. Gradually adding different amounts of black, grey or dark colours for darker shades.

**Tint:** A tint is the opposite of shade- This makes the colour lighter. Gradually adding white to a colour will for you lighter tints.

## Other information

### Purple Mash: Art/ History/ Cave Paintings

Purple mash has a cave painting design app to explore.

<https://www.purplemash.com/#app/pap/historypaint/cave>

## Library Resources

Pablo Picasso- Mike Venezia

The Story of Paintings- Mick Manning and Brita Granstrom







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Term : Spring

																					
Vocabulary	Knowledge What children will know	Understanding What children will understand	Skills What children will be able to do																		
Define the word and include etymology if useful.	<table border="1"> <tr> <th data-bbox="589 619 734 651">Learning</th> <th data-bbox="734 619 891 651">Teaching</th> <th data-bbox="891 619 1048 651">Assessment</th> </tr> <tr> <td data-bbox="589 651 734 679">Remembering</td> <td data-bbox="734 651 891 679">Telling</td> <td data-bbox="891 651 1048 679">Testing</td> </tr> </table>	Learning	Teaching	Assessment	Remembering	Telling	Testing	<table border="1"> <tr> <th data-bbox="1068 619 1214 651">Learning</th> <th data-bbox="1214 619 1370 651">Teaching</th> <th data-bbox="1370 619 1527 651">Assessment</th> </tr> <tr> <td data-bbox="1068 651 1214 679">Practising</td> <td data-bbox="1214 651 1370 679">Coaching</td> <td data-bbox="1370 651 1527 679">Observing</td> </tr> </table>	Learning	Teaching	Assessment	Practising	Coaching	Observing	<table border="1"> <tr> <th data-bbox="1547 619 1693 651">Learning</th> <th data-bbox="1693 619 1850 651">Teaching</th> <th data-bbox="1850 619 2007 651">Assessment</th> </tr> <tr> <td data-bbox="1547 651 1693 679">Reflecting</td> <td data-bbox="1693 651 1850 679">Facilitating</td> <td data-bbox="1850 651 2007 679">Evaluating</td> </tr> </table>	Learning	Teaching	Assessment	Reflecting	Facilitating	Evaluating
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<p><b>Sculpture</b> – A branch of visual art that operates in three dimensions. Latin 'to cut out, to carve in stone'.</p> <p><b>Primitive art</b> – The term Primitivism is used to describe the fascination of early modern European artists with what was then called primitive art – including tribal art from Africa, the South Pacific and Indonesia, as well as prehistoric and very early European art, and European folk art.</p> <p><b>Clay slip</b> – A slip is a liquid mixture or slurry of clay and/or other materials suspended in water. It has many uses in the production of pottery and other ceramic wares.</p> <p><b>Malleable</b> – (of a metal or other material) able to be hammered or pressed into shape without breaking or cracking. Capable of being shaped or extended by hammering or rolling," from Old French <i>malleable</i> and directly from Medieval Latin <i>malleabilis</i>, from <i>malleare</i> "to beat with a hammer," from Latin <i>malleus</i> "hammer".</p>	<p>Know what '<b>primitive art</b>' is.</p> <p>Know that <b>sculpture</b> is a branch of art.</p> <p>Know that clay is used to create sculptures.</p> <p>Clay needs air or heat to dry and this change is irreversible.</p> <p>Storing clay in an airtight container will stop the drying process.</p> <p>Other media can be used added to dried clay using joining methods.</p> <p>Vanish will protect the colour and enhance the shine and colour of the clay.</p> <p>Egyptians used clay to make and decorate pots.</p> <p>Ancient Egyptians worshipped scarab beetles.</p>	<p>Sculpture is a 3D branch of art.</p> <p>Clay can be manipulated using a range of techniques e.g. smoothing, rolling.</p> <p>How to score clay before joining?</p> <p>How two pieces of clay can be joined using a <b>slip</b>.</p> <p>Clay is a <b>malleable</b> natural material that can be manipulated and changed.</p> <p>'Warming up' the clay makes it easier to use.</p> <p>How twire can be glued onto dried clay to add embellishments.</p> <p>Understand clay can be painted to add colour to dried clay.</p> <p>Clay can be painted.</p>	<p>Manipulate clay using a range of techniques such as rolling, pinching, smoothing.</p> <p>Use tools to carve and engrave clay.</p> <p>Score and use slip to join two pieces of clay.</p> <p>Secure the clay to use at a later date.</p> <p>Add wire to dried clay using glue.</p> <p>Paint and varnish the finished product.</p> <p>Use a sketchbook to experiment and explore ideas.</p> <p>Compare and evaluate work.</p> <p>Develop ideas and improve on them through trial and error.</p> <p>Give critical and positive feedback to peers.</p>																		



<p><b>Score</b> – To score a pot or piece of clay means to scratch hatch marks on it as part of joining clay pieces together. This is done before brushing on slip and joining the pieces together.</p>	<p>Pendants were made to resemble Scarab beetles and were often worn by the pharaohs as a symbol of their wealth and power.</p>	<p>Why should vanish be used on clay?</p> <p>Did the ancient Egyptians use clay?</p> <p>Why were scarab beetles important to Egyptians?</p>	
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## Useful information

<http://useyourcolouredpencils.blogspot.com/2013/01/scarab-beetle-sculptures.html>

### Sculpture

<https://www.tes.com/teaching-resource/what-is-sculpture-6186462>

### Egyptian Art and clay

The history of pottery and clay use in Ancient Egypt

<https://www.historyforkids.net/egyptian-pottery.html>

## Clay Techniques

### Making slip


<https://ravenhillpottery.com/2014/03/06/making-slip/>

### Clay techniques


<https://www.twinkl.co.uk/resource/t-ad-90-clay-techniques-to-try>



### Clay Techniques to Try




Rolling a ball of clay




Rolling snakes with clay




Squeezing the clay




Pulling and pinching the clay with your fingers




Carving details into the clay with tools



Smoothing out the clay with your fingers



Creating holes or hollows in the clay with tools



Joining pieces of clay together





**Final outcome**

## Orton Wistow Primary School – Curriculum Plan





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<b>Define the word and include etymology if useful.</b>	<span style="color: blue;">Learning</span> <span style="color: green;">Teaching</span> <span style="color: red;">Assessment</span>	<span style="color: blue;">Learning</span> <span style="color: green;">Teaching</span> <span style="color: red;">Assessment</span>	<span style="color: blue;">Learning</span> <span style="color: green;">Teaching</span> <span style="color: red;">Assessment</span>
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<p><b>Textiles</b> – a type of cloth or woven fabric.</p> <p><b>Embellish</b> – Make (something) more attractive by the addition of decorative details or features.</p>	<p><b>Textiles</b> is a form of art.</p> <p>Textiles uses fabric or fibres to create decorative objects.</p> <p>Fabric can be joined together.</p>	<p>Textiles use fibers and fabric to create art.</p> <p>Sewing (running stitch) can be used to join two pieces of fabric (to make a cushion).</p> <p>Tudors used herbs (lavender) within textiles.</p>	<p>Design a small cushion with a Tudor inspired motif.</p> <p>Look closely at images of symbolism to gain inspiration.</p>



			
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<p><b>Fabric</b> – Cloth made by weaving, knitting, or felting fibres: woollen fabrics, the texture of the woven, knitted, or felted material.</p> <p><b>Applique</b> – Appliqué is ornamental needlework in which pieces or patch of fabric in different shapes and patterns are sewn or stuck onto a larger piece to form a picture or pattern. <i>From French appliqué "work applied or laid on to another material,"</i></p> <p><b>Wadding</b>- A soft, thick material used to line garments or pack fragile items, especially cotton wool formed into a fleecy layer.</p>	<p>During Tudor times symbols were used in artwork.</p> <p>What is symbolism?</p> <p><b>Hans Holbein</b> was born in Germany in 1497.</p> <p>Know <b>Hans Holbein</b> used symbolism in his artwork.</p> <p>Design a symbol based on a Tudor design.</p> <p>Construct fabric to match a design.</p> <p>Know how to hand stitch two pieces of fabric.</p> <p>Use <b>applique</b> to <b>embellish</b> fabric.</p> <p>Use wadding to stuff a small cushion.</p>	<p>Symbolism uses a picture to represent ideas.</p> <p>Explore symbolism in Elizabeth 1<sup>st</sup> 'Rainbow Portrait'.</p> <p>Holbein uses symbolism in his work</p> <p>Use Holbein's work to explore symbolism.</p> <p>Two layers of fabric can be joined using sewing techniques.</p> <p>Two joined pieces of material can be stuffed with <b>wadding</b>.</p> <p><b>Fabric</b> can be embellished using applique.</p> <p><b>Applique</b> is the process of sewing a fabric design onto a large piece.</p>	<p>Reflect on the work on Holbein and the symbolism involved.</p> <p>Reflect on the portrait of Queen Elizabeth 1<sup>st</sup> in the 'Rainbow Portrait'.</p> <p>Recognise the similarities and differences between artists and artworks.</p> <p>Join two bits of felt using a hand sewing (running stitch).</p> <p>Thread a needle.</p> <p>Hand stitch two pieces of fabric together.</p> <p>Embellish a piece of felt using a range of objects.</p> <p>Use a sketchbook to experiment with designs.</p> <p>Develop ideas and improve on them.</p> <p>Give critical and positive feedback to peers.</p> <p>Evaluate work.</p>

## Useful information

The work of Hans Holbein 'The Ambassadors' and its hidden symbolism.

<https://www.funkidslive.com/learn/painting-explorers/painting-explorers-kids-guide-ambassadors-national-gallery/#>





[https://www.nationalgallery.org.uk/media/13670/notes\\_holbein-ambassadors.pdf](https://www.nationalgallery.org.uk/media/13670/notes_holbein-ambassadors.pdf)  
<https://www.nationalgallery.org.uk/paintings/hans-holbein-the-younger-the-ambassadors>

### Tudor Symbolism

<https://slideplayer.com/slide/4592428/>

### Symbolism in Elizabeth Portraits

<https://www.tes.com/teaching-resource/elizabeth-i-portraits-6266477>  
<https://www.history.org.uk/student/resource/3212/analysing-portraits>  
<https://www.rmg.co.uk/discover/explore/symbolism-portraits-elizabeth-i>

### Textile information

#### Applique in art

<https://www.textileartist.org/artistic-power-applique>  
<https://www.tes.com/teaching-resource/applique-6164979>



#### The Elizabeth I Rainbow Portrait

This portrait was clearly commissioned by either Elizabeth herself or an advisor. The majesty and symbolism in this portrait is designed to dazzle, inspire and intimidate various audiences.



#### The Ambassadors

Here are Jean and George's stories:

My name is Jean, Ambassador from France I am – that's me!  
 ... and I am George – a humble cleric – hearty friends are we!  
 Now in this painting you will find the wonders of our age,  
 Laid out in all their finery – they take the centre stage!  
 Globes and telescopes you'll see in every shape and size!  
 Fine instruments to make us very masters of the skies  
 And below you see the ways we mould the earth that lies below  
 Earthly blessings, music books – so proud they are on show  
 Look carefully dear child at all the treasures we display  
 Be certain that such Earthly things will someday... fade away.  
 The heavens up above which we can capture with our glass,  
 And scribe inside our leather covered tomes – they cannot last!  
 We may measure all the oceans with our fine machinery,  
 And span the land and craft the globe to capture earth and sea  
 But...

See what lies before us 'mongst the trinkets and the gold?  
 A skull lies at our feet – a message Holbein wanted told.  
 The skull lies in the foreground but I'll wager you can't see,  
 Until you take the time to think of your MORTALITY.  
 Riches fade like painted lords, gold crumbles like the frame  
 That we must die –  
 that is the only truth that will remain.

