

Year 3 Scheme of Learning: Art and design

Year 3 – Spring – William Morris

Lesson 1	
Learning Objective	To explore the artwork of William Morris To explore and understand the Arts and Crafts movement.
Declarative Knowledge	<ul style="list-style-type: none"> • Know that Morris was born in England in 1834. • Know that he was a very intelligent and creative man who studied at Oxford University. He achieved a degree in architecture and went on to become an architect. He later gave up architecture and became an artist, textile designer, poet, socialist and writer who is particularly remembered for his wallpaper and textile designs. • Know that he was the founder of a new movement of art called the Arts and Crafts movement. • Know that William Morris, and others like him, didn't approve of the mass-produced art that was the result of the industrialised Victorian society. • Know that favoured a return to skilled workmanship and high quality goods instead of machine-made items. • Know that in 1861, William Morris set up his own company along with a few other artists. • Know that the company produced furniture, wallpaper, textiles (such as cushions and curtains) and jewellery. <p>All of his designs include things from nature:</p> <ul style="list-style-type: none"> ○ Most of them have plants in. ○ Most of them use natural colours. <ul style="list-style-type: none"> • Know the key terms quantity and quality. • Know the key term mass-produced. • Know the key term influence. • Know the artistic terms hatching and cross-hatching, light and shade. • Know the artistic term pressure. • Know the artistic term block printing.
Procedural Knowledge	<ul style="list-style-type: none"> • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
Key Vocabulary	Artist, Nature, Quantity, Quality, Mass-produced, Influence, Hatching, Cross-hatching, Light, Shade, Pressure, Block, Block printing.

Lesson 2	
Learning Objective	To observe and sketch natural objects.
Declarative Knowledge	<ul style="list-style-type: none"> To know how to observe an item. To know what a natural object is.
Procedural Knowledge	<ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Use research to inspire drawings from memory and imagination. To know how to use a sketchbook. Explore relationships between line and tone, pattern and shape, line and texture.
Key Vocabulary	Thick, Thin, Light, Dark, Shading, Tone, Broad, Narrow, Fine, Pattern, Line, Shape, Detail, Nature.

Lesson 3	
Learning Objective	To observe and paint natural objects.
Declarative Knowledge	<ul style="list-style-type: none"> To know the most effective tool for the task. To know that mixing colours with black and white will change the shade and tone of the colour.
Procedural Knowledge	<ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Use research to inspire drawings from memory and imagination. Explore relationships between line and tone, pattern and shape, line and texture. Make informed choices in drawing inc paper and media.
Key Vocabulary	Thick, Thin, Light, Dark, Shading, Tone, Broad, Narrow, Fine, Pattern, Line, Shape, Detail, Nature, Blend, Bright, Primary, Secondary, Warm, Vibrant, Deep, Tone, Shading, Colour wash, Abstract, Natural, Bold.

Lesson 4	
Learning Objective	To design a printing block inspired by William Morris.
Declarative Knowledge	<ul style="list-style-type: none"> To know the most effective tool for the task. To use tools effectively.
Procedural Knowledge	<ul style="list-style-type: none"> Research, create and refine a print using a variety of techniques. Talk about the processes used to produce a simple print to explore pattern and shape creating designs for printing.
Key Vocabulary	Print, Imprint, Impression, Mould, Mon-print, Background, Pounce, Marbling, Surface, Absorb, Stencil, Negative image, Positive image, Design.

Lesson 5	
Learning Objective	To create a printing block inspired by William Morris (continuation from previous lesson).
Declarative Knowledge	<ul style="list-style-type: none"> To know the most effective tool for the task. To use tools effectively.
Procedural Knowledge	<ul style="list-style-type: none"> Research, create and refine a print using a variety of techniques. Select broadly the kinds of material to print with in order to get the effect they want. Talk about the processes used to produce a simple print to explore pattern and shape creating designs for printing.
Key Vocabulary	Print, Imprint, Impression, Mould, Mon-print, Background, Pounce, Marbling, Surface, Absorb, Stencil, Negative image, Positive image, Create.

Lesson 6	
Learning Objective	To use a printing block and evaluate its effectiveness.
Declarative Knowledge	<ul style="list-style-type: none"> To know that there are different techniques for printing. To know that there are different tools used for printing.
Procedural Knowledge	<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Research, create and refine a print using a variety of techniques. Select broadly the kinds of material to print with in order to get the effect they want Print using a variety of materials, objects, and techniques including layering. Talk about the processes used to produce a simple print to explore pattern and shape creating designs for printing.
Key Vocabulary	Print, Imprint, Impression, Mould, Mon-print, Background, Pounce, Marbling, Surface, Absorb, Stencil, Negative image, Positive image, Evaluate.

Year 3 – Summer – Antonio Gaudi

Lesson 1	
Learning Objective	To know what a roman mosaic is.
Declarative Knowledge	<ul style="list-style-type: none">• Know what a mosaic is.• Know when the Romans were creating mosaics.• To know that tesserae are tiny coloured stones.• To understand that many mosaics in the Roman period showed scenes of history.• To understand that mosaics were a sign of wealth and importance.• Know these is great detail in them.• Know that only the wealthy could afford them.• Know that they were used to decorate rooms.• Know that they were on the walls and floors of rooms.• Know that they were attached with mortar.• Know that they mainly used natural stones for the mosaics.• Know that they were patterns and often symmetrical.• To understand that they usually contained the human form.
Procedural Knowledge	<ul style="list-style-type: none">• Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.• Question and make thoughtful observations about starting points and select ideas to use in their work.
Key Vocabulary	Artist, Tesserae, Mortar, Patterns, Symmetrical, Form, Design, Admirer, Outdoors, Natural Art, Nature Art, Viewpoint, Detail.

Lesson 2	
Learning Objective	To know who Antoni Gaudi is
Declarative Knowledge	<ul style="list-style-type: none"> • Know that Antoni Gaudi was born on 25th June 1852 in Reus, Catalonia, Spain. • Know that His father was a boilermaker. • Know that Gaudi spent a great deal of time outdoors. He was fascinated by nature and, when he was 27, he joined the Centre Excursionista de Catalunya – a group of people who explored the countryside of Catalonia and France. • Know that he was a vegetarian from a young age. • Know that for a time worked as an apprentice in a textile mill. • Know that in 1878 Gaudi graduated from the Barcelona School of Architecture. • Know that Eusebi Guell, a Catalan businessman, was impressed by Antoni Gaudi’s work. He commissioned Gaudi to design several buildings, including: Palau Guell, the Guell wine cellars and the crypt of the Church of Colonia Guell. • Know that in 1883 Antoni Gaudi was asked to take charge of the project to build a cathedral in Barcelona called ‘Basilica i Temple Expiatori de la Sagrada Familia (or the Sagrada Familia). Know that this project dominated his working life. • Know that when he was a young man, Gaudi dressed smartly and enjoyed fine food. When he was older, Gaudi cared little for his appearance and devoted all of his time and energy to the construction of the Sagrada Familia. • Know that Antoni Gaudi was hit by a tram on 7th June 1926. Due to his scruffy appearance, it was thought that he was a beggar, and he didn’t receive immediate medical care. • Know that he died on 10th June 1926. He was 73 years old. • Gaudi was buried in the crypt of the Sagrada Familia. • Know that his other famous works, include: Casa Calvert, Finca Miralles, Park Guell, Casa Batllo and Casa Mila. • Know that Salvador Dali was a great admirer of the work of Antoni Gaudi.
Procedural Knowledge	<ul style="list-style-type: none"> • Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. • Question and make thoughtful observations about starting points and select ideas to use in their work.
Key Vocabulary	Artist, Textile, Design, Admirer, Outdoors, Natural Art, Nature Art, Viewpoint, Detail, Surface.

Lesson 3	
Learning Objective	To design a mural.
Declarative Knowledge	<ul style="list-style-type: none"> • To know what a mural is. • To name the tools and materials they have used. • To use a sketchbook effectively.
Procedural Knowledge	<ul style="list-style-type: none"> • Experiment with a range of media eg overlapping, layering etc. • Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. • Show an understanding of shape, space and form.
Key Vocabulary	Colour, Symmetry, Design, Natural Art, Nature Art, Viewpoint, Detail, Surface, Intense, Image, Form, Symmetrical, Patterns.

Lesson 4	
Learning Objective	To begin to make a mural.
Declarative Knowledge	<ul style="list-style-type: none"> To choose the most effective tool for the task.
Procedural Knowledge	<ul style="list-style-type: none"> Experiment with a range of media eg overlapping, layering etc. Combine skills more readily. Experiment with paste resist. Show an understanding of shape, space and form.
Key Vocabulary	Cutting Shapes, Rough, Soft, Smooth, Hard, Viewpoint, Detail, Surface, Intense, Material, Image, Form, Symmetrical, Patterns.

Lesson 5	
Learning Objective	To develop a piece of art.
Declarative Knowledge	<ul style="list-style-type: none"> To identify areas of strength in a piece of work. To identify areas for development in a piece of work.
Procedural Knowledge	<ul style="list-style-type: none"> Name the tools and materials they have used. Experiment with a range of media eg overlapping, layering etc. Combine skills more readily. Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. Show an understanding of shape, space and form. Choose collage or textiles as a means of extending work already achieved. Adapt their work according to their views and describe how they might develop it further.
Key Vocabulary	Cutting Shapes, Rough, Soft, Smooth, Hard, Viewpoint, Detail, Surface, Intense, Material, Image, Form, Symmetrical, Patterns.

Lesson 6	
Learning Objective	To evaluate our mural.
Declarative Knowledge	<ul style="list-style-type: none"> To reflect on an outcome.
Procedural Knowledge	<ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
Key Vocabulary	Cutting Shapes, Rough, Soft, Smooth, Hard, Viewpoint, Detail, Surface, Intense, Material, Image, Form, Symmetrical, Patterns.