Year 3: Autumn

Cave Art

Enquiry Question	**What does the oldest art in the world tell us about life in the Prehistoric period?**	
History of Art		
	Cave Art	**Stonehenge**
	Required Prior Knowledge	**Knowledge to be taught**
Substantive Knowledge	• Aboriginal art is created by Indigenous Australians and has been around for thousands of years. • It tells stories about the land, animals and traditions without words.	• Prehistoric art has cultural significance as it was created by humans before written history. Stonehenge is a prehistoric monument made of stone. • There are several theories as to why it was built such as for religious purposes, burial rituals, healing and celebrating the shortest and longest days of the year. • Hunter-gatherers lived in caves and started to create art in the form of cave paintings. They painted animals, hunting scenes and handprints. • Archeologists study these paintings to learn about early humans. • Prehistoric people used paint made out of natural minerals. • There was a limited colour palette - browns, whites, reds and oranges. The paints were made by grinding up natural materials like rocks, woods, bones or charcoal and then mixing the powders with water or animal fat to create paint. • Charcoal is a wood that has been burnt. • Prehistoric people didn't have paint brushes. They used their hands & fingers, blew pigment through bones and sticks, feather or animal hair for painting lines.

<table>
<tr><td>Disciplinary Knowledge

How to…</td><td colspan="3">Use thick and thin brushes.
Mix primary colours to make secondary.
Add white to colours to make tints and black to colours to make tones.
Use a variety of techniques including different brush sizes and types.
Use observation skills to sketch using pencil in sketchbooks.
Draw lines of different sizes and thickness.
Colour (own work) neatly following the lines.
Show pattern and texture by adding dots and lines.
Show different tones by using coloured pencils.</td><td colspan="2">Use observation skills to sketch using pencil in sketchbooks.
Sketch lightly (no need to use a rubber to correct mistakes).
Use shading to show light and shadow.
Use hatching and cross hatching to show tone and textures.
Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.
Create textures with a wide range of drawing implements.
Experiment with ways in which surface detail can be added to drawings.
Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.
Select and move between brush sizes when needed.
Mix tones, tints and shades.</td></tr>
<tr><td>Big Idea Knowledge</td><td colspan="5">Community: Art in prehistoric times was a communal activity which created a shared cultural identity.
Stewardship: Prehistoric art shows early human’s deep connection to the environment. We need to protect and maintain this heritage for future generations.
Resilience: Prehistoric people demonstrated resilience when finding ways to create their artwork.
Health: Prehistoric humans may have used art for healing and emotional expression. Today art can help people improve their own mental health.
Wonder: Ancient artworks inspire awe and mystery and are deeply connected to wonder and curiosity.</td></tr>
<tr><td>Vocabulary</td><td colspan="5">natural, scale up, charcoal, cave paintings, ochre, symbol, handprint, megalith, ancient monument, archeologist</td></tr>
<tr><td>Teaching Sequence</td><td>Explore the work of an artist/concept and evaluate
Make connections to previous learning and build on understanding
Explore links to Big Ideas</td><td colspan="2">Make closer observations of the artists work through sketching
Model key techniques and vocabulary for children to try
Practise techniques</td><td>Own creative task</td><td>Evaluate own art work</td></tr>
<tr><td>Learning Questions</td><td>Why did prehistoric people create art and what did it look like?</td><td>How can line drawing be used to create an outline of an animal or person in motion?</td><td>How can I scale up my drawings?</td><td>How is paint made using natural materials?</td><td>Can I create my own cave painting scene with animals and people that shows movement?</td><td>Can I evaluate my artwork?</td></tr>
<tr><td>Mastery Key</td><td colspan="5">➢ Can create a cave painting scene with animals and people that shows movement using charcoal</td></tr>
<tr><td>Gateway Key</td><td colspan="5">❖ Can draw some basic animal outlines using charcoal</td></tr>
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Year 3: Spring

Roman Mosaics

Enquiry Question	**What images were used by the Romans in their mosaics and why?**		
Stimulus			
	Roman Mosaic	**Anthony Gaudi**	**Park Guell**
	Required Prior Knowledge	**Knowledge to be taught**	
Substantive Knowledge	• A mosaic is a picture made of shapes and patterns put together. • Each colour has different shades to create depth.	• Mosaics were found in homes, temples and public buildings across the Roman Empire. They were symbols of wealth and power. • Anthony Gaudi was a famous Spanish architect known for his colourful mosaics on buildings in Spain. • His style was inspired by nature, shapes and bright colours. • Gaudi believes that there were no straight lines in nature! • Mosaics showed geometric patterns (squares, circles, spirals), scenes from mythology (stories about gods and heroes), animals and nature (fish, birds, plants) and everyday life (people working, playing or eating). • Grout was used to hold the tiles in place so they lasted a long time and even survive today.	

Disciplinary Knowledge
 	
How to…
	• Choose colours and for effect.
	• Apply glue carefully.
	• Place shapes accurately.
	• Create repeating patterns.
	• Create shapes.
				• Use observation skills to sketch using pencil in sketchbooks.
				  ○ Sketch lightly (no need to use a rubber to correct mistakes).
				  ○ Use shading to show light and shadow.
				  ○ Use hatching and cross hatching to show tone and textures.
				  ○ Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.
				  ○ Create textures with a wide range of drawing implements.
				  ○ Experiment with ways in which surface detail can be added to drawings.
				• Arrange small pieces of stone, glass or ceramics (called tesserae) to create a mosaic with pictures and patterns.
				• Use grout to hold the tiles in place.	

Big Idea Knowledge	**Community:** Mosaics were a vital part of communal identity and daily life in Rome. **Human Rights:** Roman mosaics tell us about the life of slaves and how they were treated. **Technology:** Roman mosaics evidence the advanced engineering and artistic skills of ancient roman craftsmen. **Equality:** Roman mosaics tell us about the life of women and how they were treated.				
Vocabulary	**mosaic, tile, tesserae, pattern, geometric, motif, grout, roman empire, villa, bathhouse, mythology, border, symbol, symbolise, excavation**				
Teaching Sequence	• *Explore the work of an artist/concept and evaluate* • *Make connections to previous learning and build on understanding* • *Explore links to Big Ideas*	• *Make closer observations of the artists work through sketching* • *Model key techniques and vocabulary for children to try* • *Practise techniques*		• *Own creative task*	• *Evaluate own art work*
Learning Questions	**How can mosaics be the same and different?**	**What colours and patterns did the Romans use on their mosaics?**	**What symbols did Roman artists use?**	**How did the Romans plan their mosaics?**	**Can I create my own Roman Mosaic?**	**Can I evaluate my work?**
Mastery Key	➢ **Can create a mosaic with a central shape and repeating border pattern inspired by the Romans**				
Gateway Key	❖ Can create a mosaic with a border				

Year 3: Summer

South American Art

Enquiry Question	**What is modernist art?**					
History of Art						
	Tarsila Amaral	**Postcard**	**A Cuca**	**Fernando Botero**	**Horse**	**Uccello**
	Required Prior Knowledge			**Knowledge to be taught**		
Substantive Knowledge	• A sculptor is someone who makes sculptures. • Pippa Hill was inspired by nature and wildlife, especially farm and countryside animals. • Her sculptures show lots of detail making the animals look real. • Her sculptures are made from bronze and clay. • Sculptures take time and care to create.			• Fernando Botero was a Columbian artist. His style was to exaggerate figures. • Tarsila do Amaral was a Brazilian artist. She is known for her bright colours and geometric shapes. She often incorporated elements of Brazilian nature in her work. • Botero and Amaral were both modernist artists which means they didn't try to draw things exactly how they looked but tried to express themselves through their art. • Modernist art is a style of art that broke away from traditional styles. It was experimental instead of trying to make the art look realistic. • Modernist art developed as artists wanted to express emotions, ideas and movement.		

<table>
<tr><td>Disciplinary Knowledge

How to…</td><td colspan="2">• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.
• Select and move between brush sizes when needed.
• Mix tones, tints and shades.</td><td colspan="3">• Use observation skills to sketch using pencil in sketchbooks.
○ Sketch lightly (no need to use a rubber to correct mistakes).
○ Use shading to show light and shadow.
○ Use hatching and cross hatching to show tone and textures.
○ Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.
○ Create textures with a wide range of drawing implements.
○ Experiment with ways in which surface detail can be added to drawings.
• Express themselves using
○ Bright and unnatural colours
○ Abstract shapes
○ Different brushstrokes and painting methods</td></tr>
<tr><td>Big Idea Knowledge</td><td colspan="5">Community: Tarsila do Amaral wanted to make her country well known through her artwork and to develop her country’s cultural identity.
Stewardship: Tarsila Amaral’s work was inspired by her natural environment.
Equality: Tarsila Amaral was a female artist in the 1920s when women’s art was less likely to be appreciated.</td></tr>
<tr><td>Vocabulary</td><td colspan="5">expression, modernist, exaggeration, landscape, abstract forms, cultural identity</td></tr>
<tr><td>Teaching Sequence</td><td>• Explore the work of an artist/concept and evaluate
• Make connections to previous learning and build on understanding
• Explore links to Big Ideas</td><td colspan="2">• Make closer observations of the artists work through sketching
• Model key techniques and vocabulary for children to try
• Practise techniques</td><td>• Own creative task</td><td>• Evaluate own art work</td></tr>
<tr><td>Learning Questions</td><td>What is modernist artwork?</td><td>What was unique about Amaral’s artwork?</td><td>What colours did Amaral use to represent the landscapes?</td><td>What shapes did Amaral use to paint trees?</td><td>Can I create my own painting inspired by modernist art, of a landscape in Brazil?</td><td>Can I evaluate my work?</td></tr>
<tr><td>Mastery Key</td><td colspan="5">➢ Can create own modernist style painting of Brazilian rural landscape</td></tr>
<tr><td>Gateway Key</td><td colspan="5">❖ Can create a landscape painting with trees</td></tr>
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