



Summer Term Year 3 Working with Shape and Colour	Topic: Print, Colour, Collage	Cultural Capital: Watch art videos online to increase access to places you are unable to visit. Visit local galleries, museums, crafts groups, artists.
---	--------------------------------------	--

National Curriculum Objectives (KS2):

Pupils 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.

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

Enquiry Question: How can we make our own creative response to an original artwork, using line, shape and colour?

Previous Learning:

Reception:

- Introduced early visual literacy skills to help pupils respond to imagery, articulating their thoughts and beginning to make a creative response. Explored simple printmaking including monoprint. Introduced idea that media can be layered and used together.

Future Learning (KS2):

- Further development of making a creative response to an original resource, including where the original resource is aural as well as visual. Developing decision making skills including the ability to choose the appropriate material and method to answer personal needs. Confidence building in dexterity, intention, technical and creative skills.

Lesson Theme	Retrieval	Learning Target:	Activity	Success Criteria	Vocabulary	Key Concepts
Lesson 1: Explore artwork	How can I respond to historical artwork?	To explore historical artwork through looking, talking and drawing.	Pupils will visually explore chosen artwork in class using the 'Show Me What You See' technique. During the exercise	I can explore an artwork through looking, talking and drawing. I can use the 'Show Me What You See' method to help me	"Show Me What You See", Response, Sketch, Note, Line, Shape, Capture, Share,	That we can be inspired by key artworks and make out own work in creative response.

			pupils will consider shape, colour, and composition. They will make choices about the materials that they use, having opportunities to use pastel, crayon, and pens.	look closely, working in my sketchbook making drawings and notes using pencils and pens.		
Lesson 2: Cutting shapes	How can I use collage to explore the elements of a work of art?	To use collage to explore the elements of a work of art.	<p>Pupils will explore the idea of 'painting with scissors' taking inspiration from artist Romare Bearden. They will respond to the work through class discussion.</p> <p>Pupils will take inspiration from original artwork and sketchbook work from the previous lesson. They will use sugar paper or old paintings to cut out shapes made in response to the original artwork.</p>	I can cut shapes directly into paper, using scissors inspired by the artwork.	Cut, Direct, Try, Explore, Test,	<p>That we can use shapes and colour to simplify elements of the world.</p> <p>That shapes have both a positive and negative element.</p>
Lesson 3: Collaging	How can I use collage to explore colour, shape, and composition?	To continue to develop my collaging skills thinking about colour, shapes, and composition.	Pupils will explore composition using the collage, working on A3 or larger paper. Pupils will use positive and negative shapes to create their work. They will practise their cutting skills.	I can collage with my cut elements, choosing colour, shape, and composition to make my own creative response to the artwork.	Colour, Shape, Elements, Composition, Arrange,	<p>That we can arrange shapes to create exciting compositions.</p> <p>That we can build up imagery by layering shapes.</p>
Lesson 4 & 5: Adding detail	How can I work into my collages to	To work into my collages to create	Pupils will add further definition or clarity to	I can add to my collage using line, colour and shape made	Negative, Positive, Shape.	That we can use collage to inspire

	<p>create definition and dimension?</p>	<p>definition and dimension.</p>	<p>the collaged composition, using a different medium to make the artwork feel more dimensional. Pupils will revisit original artwork and look closely at the qualities of the line the artists used.</p> <p>(delete as appropriate)</p> <p>Option 1: They will experiment with layering line using carbon paper, making choices about where the lines sit.</p> <p>Option 2: Pupils will become familiar with the terms 'masks' and 'stencils' and will understand the difference between them. They will use oil pastels to experiment with colour and mark making, working with the masks and stencils.</p> <p>Option 3: Pupils will use masks and stencils to create</p>	<p>by stencils.</p> <p>I can explore negative and positive shapes.</p>		<p>prints.</p> <p>That we can build up imagery by layering shapes.</p>
--	---	----------------------------------	---	--	--	--

			screen prints using a screen print hack.			
Lesson 6: Share, reflect, discuss	How can I reflect on my work?	To display the work made through the half term and reflect on the outcomes.	Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.	I can take photographs of my work. I can share my work with my class, I can reflect and share what I like, and what I would like to try again. I can look at the work of my classmates and give useful feedback through class or small group discussion.	Photograph, Composition, Lighting, Focus, Present, Share, Reflect, Respond, Feedback,	That when we reflect on our own work and the work of others, we think about what we are good at and what we might do differently next time.

Learning Outside of the Classroom?

- Visit a local museum or gallery to study the original artwork at first hand.

Cross Curricular Opportunity:

- **History:** Choose a painting as inspiration which typifies a particular historical period, for example, a painting from Ancient Egyptian.
- **Maths:** 2D/3D shapes, pattern.
- **PSHE:** Peer discussion.

Impact/Assessment

- Monitored by sketchbook work, one to one or small group conversation, whole class discussion, final outcome.
- Identify any personal challenges preventing meeting "I Can" statements
- Identify any weaknesses common to many in class which might help identify areas you need to focus on again as a teacher.
- Identify areas of particular strength which might benefit from being developed.
- No grades to be applied, no learning objectives in the sketchbooks, no teacher marking in sketchbooks.