**Year 3 Art Curriculum – Spring Term**

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| **Theme: Egypt- drawing and sculpture** | | | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | | | **Links across the curriculum** |
| 1. Drawing Faces in Pencil 2. 2.Drawing Faces in Charcoal  3. Drawing Masks in Pen  4. Making Ancient Egyptian Masks in Clay  5.Modelling Masks in Papier-Mache  6. Finishing Masks in Papier-Mache | | | **Keyword** | Definition |  |  | | | **Geography** –  **PSHE** –  **History –**  **English** –  **Science – Human body** |
| **outlines** | **An outline in the drawing is the line surrounding a picture highlighting the edges without any shade or texture, giving an idea of the shape or form of the visual a person is viewing.**  The process of creating an outline is called contouring. |  |  | | |
| **Paper mache** | French for “chewed-up paper,” a technique for creating three-dimensional objects, such as sculpture, from pulped or pasted paper and binders such as glue or plaster. |  |  | | |
| **portrait** | Portraits are works of art that record the likenesses of humans or animals that are alive or have been alive. The word *portraiture* is used to describe this category of art.  The purpose of a portrait is to [memorialize](https://www.thoughtco.com/great-buildings-structures-4132948) an image of someone for the future. It can be done with painting, photography, [sculpture](https://www.thoughtco.com/auguste-rodin-biography-4588319), or almost any other medium. |  |  | | |
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| **Prior Learning:**  Year 1 Sculpture | | | | | **Future Learning:**  KS3 | | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | | |
| 1 Drawing Faces in Pencil | | * To improve mastery of art and design techniques, including drawing in the context of pencils | | | | | • I can draw details carefully.  • I can use my sketchbook | | |
| 2. Drawing Faces in Charcoal | | * To improve mastery of art and design techniques, including drawing in the context of charcoal drawings * To learn about great artists, architects and designers in history in the context of David Hockney | | | | | • I can draw details carefully.  • I can tell you about the artist David Hockney. | | |
| 3. Drawing Masks in Pen | | * To improve mastery of art and design techniques, including drawing in the context of pen drawings * To create sketch books to record observations and use them to review and revisit ideas in the context of the drawing activity. | | | | | • I can use my sketchbook.  • I can tell you about the artist Man Ray. | | |
| 4. Making Ancient Egyptian Masks in Clay | | * To improve their mastery of art and design techniques in the context of making maquettes * To create sketch books to record observations and use them to review and revisit ideas in the context of inspiring the drawing activity. | | | | | -I can sculpt clay. | | |
| 5.Modelling Masks in Papier-Mache | | * To improve their mastery of art and design techniques in the context of making 3D models. | | | | | -I can make a 3D model. | | |
| 6. Finishing Masks in Papier-Mache | | * To improve mastery of art and design techniques, in the context of making papermache masks. * To learn about great artists, architects and designers in history in the context of Leger. | | | | | • I can paint an ancient Egyptian mask  • I can tell you about the artist Leger. | | |
| **Themes and links** | | | | | | | | | |
| **Art themes** | **Where these are covered:** | | | | | | | **Links across the Art curriculum** | |
| **Drawing** | * Year 6 Spring Year 3 spring | | | | | | | |  |  | | --- | --- | | **EYFS** |  | | **2** |  | | **3** |  | | **4** |  | | **5** |  | | **6** |  | | |
| **Painting** |  | | | | | | |
| **Sculpture** | * Year 6 Spring Year 3 Spring | | | | | | |
| **Collage** |  | | | | | | |
| **Textiles** |  | | | | | | |  | |
| **Printing** |  | | | | | | |  | |
| **Work of other artists** | * Vivienne Westwood. * Henry Moore * Giacometti. * Julian Opie | | | | | | |  | |