

Learning journey	Art	Mountains - Sketching and Pastels	Year 3 (Summer 2)	
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Building on prior learning	Theme overview	Preparing for future learning	Vocabulary
<p>In key stage 1 children will have:</p> <ul style="list-style-type: none"> • Had the opportunity to use a range of media to create images, including pencil, paint chalk and pastels. • Create designs from observation or imagination <p>Before the start of the unit they will be able to...</p> <ul style="list-style-type: none"> • Hold and manipulate a creative tools such as a pencil or a paintbrush. • Draw or paint basic image lined to nature and the world around them. • Understand how colours can be layered or mixed. • Understand that objects or images can be decorated with smaller details or designs. 	<p>Children will make observations about the nature around them and from the images of mountains.</p> <p>Children will be taught about the use of background and foreground to build perspective.</p> <p>Children will be provided opportunities to record their observations and to create and practise their own designs in their sketch book.</p> <p>Children will learn to work with different media (pastels and paints)</p> <p>Children will learn about the artist Hokusai and the importance of his work to Japanese culture.</p> <p>Children will be provided opportunities to embellish their sculpture with painted designs in the style of the historic period.</p>	<p>Children will be able to reuse and build upon their sketching and painting skills in all future art units.</p> <p>Children will use their understanding of perspective when sketching and painting in future units (Year 5 Rivers).</p> <p>Children will be given the opportunity to develop their skills with a wider range of media across different units.</p>	<p>Pastels: a soft drawing stick composed of finely ground pigment</p> <p>Foreground: the part of a work of art that appears to be in the front, nearest to the viewer, usually in the lower part of the picture.</p> <p>Background: the parts of an artwork that lie in the distance and appear to be behind objects in the foreground.</p> <p>Line: a continuous path of a point as it moves across a surface.</p> <p>Shape: The form or condition in which an object exists or appears.</p> <p>Scale: graduated measure or distance.</p> <p>Proportion: a part considered in relation to the whole.</p> <p>Perspective: representing 3D objects on a 2D surface giving the right impression of height, width, depth, and position in relation to other objects.</p> <p>Blending: smoothly mixing the lines into each other.</p>

NC coverage and HWJS skills development

National curriculum coverage for Art

Pupils should be taught:



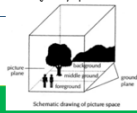

- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

HWJS skills development

- Plan, design and sketch from observation or imagination
- Identify line, colour, shape and space in artists work.
- Investigate the work of a famous artist.
- Discuss opinions about artists work using the language of art.
- Make drawings that include detail and context, using pencil for preparatory sketches
- Understanding perspective with foreground and background.

Knowledge organisers

Year 3 Art - Summer 2: Perspectives - Mountains

PRIOR KNOWLEDGE	KEY SKILLS	KEY VOCABULARY
<ul style="list-style-type: none"> • Different materials can be used to create different styles and textures. • Pencils, pastels and paintbrushes can be held differently to create thick or thin lines. • Sketching and drawing – line, colour and shape combine to create images. • Colour can be used to show light and dark. • Background objects are further away while foreground objects are closer to the observer. 	<ul style="list-style-type: none"> • Plan and draw from observation and imagination. • Develop use of different tools and different media to create artwork. • Use background, foreground and scale to show perspective. • Identify and use line, colour, shape and space. • Investigate the work of a famous artist. • Discuss and justify opinions about artists. 	<p>Scale: graduated measure or distance.</p> <p>Perspective: representing 3D objects on a 2D surface giving the right impression of height, width, depth, and position in relation to other objects.</p> <p>Foreground: the part of a work of art that appears to be in the front, nearest to the viewer, usually in the lower part of the picture.</p> <p>Background: the parts of an artwork that lie in the distance and appear to be behind objects in the foreground.</p> <p>Perspective: representing 3D objects on a 2D surface giving the right impression of height, width, depth, and position in relation to other objects.</p> <p>Blending: smoothly mixing the lines into each other.</p>
<p style="text-align: center;">ARTIST INFORMATION - Hokusai</p> <ul style="list-style-type: none"> > Katsushika Hokusai, known simply as Hokusai > Born in Tokyo, Japan in 1760 and died 1849 > Known for his Ukiyo-e painting and woodblock printing > Famous for his series of 36 woodblock paintings of Mount Fuji, created between 1826 and 1833 > Used Mount Fuji as the background for many of his works due to the mountain's cultural significance. > His most famous piece of work - The Great Wave off Kanagawa - influenced many European artists, including Van Gogh  	 <p style="text-align: center;">GOOD TO KNOW...</p> <ul style="list-style-type: none"> • Artists build up their images - often starting with the background and moving to the foreground. • Colour can be useful to show the different spaces and layers of an image. • Larger areas of colour are completed before the finer detail is added to stop colours blending. • Soft pastels can be crumbly but are great for blending and layering colour. • Pastels should be built up carefully and lighter colours should be used to blend smoothly • Using scrap paper under your wrist can help prevent smudging and transfer of colour 	

Additional resources that could be used to support teaching of space, foreground and background:

<https://www.slideshare.net/ksumatarted/defining-identifying-foreground-middle-ground-background>

(can't show the children but good for a quick recap)

<https://www.youtube.com/watch?v=cVJz61XDz0U> (long but may be useful from 3.10 to 6.58)

<https://www.kitchentableclassroom.com/foreground-middle-ground-background>

Additional resources that could be used to support teaching of pastels:

https://www.youtube.com/watch?v=Qs_dpP5lIlg

<https://www.youtube.com/watch?v=88ugSvNkMZU> (good demonstration of colour mixing from 1.25)

<https://www.skillshare.com/blog/how-to-use-pastels-a-pastel-art-tutorial-for-beginners/>

Additional resources that could be used to support teaching of Hokusai and his works:

<https://www.katsushikahokusai.org/biography.html>

<https://www.theartstory.org/artist/hokusai-katsushika/> (some images unsuitable for children)

<u>Connections / deepening understanding</u>	<u>RADE</u>	<u>Assessment</u> Details of the objectives that they will have covered within this unit of work	
<p>Geography – Topic on Mountains Wellbeing – focus on trying out, creativity and resilience</p>	<p>Promoting cultural development: Developing an understanding of how different cultures celebrate the natural world UNCRC Article 13 – Right to opinions and sharing of thoughts Article 31 – Right to be involved in creativity activities</p>	<p>By the end of the unit the children will be able to ... Recognise examples of Japanese art and appreciate their cultural significance. Use their sketchbook to plan their design from observation and imagination. Develop their control of tools such as pencils, pastels and paintbrushes. Use a growing range of media to create their art work. Understand background and foreground as separate parts of an image that work together to show perspective.</p>	
<p><u>Key skill(s)/ knowledge to be assessed by the end of the unit</u></p>	<p><u>Lower attaining</u></p>	<p><u>Middle attaining</u></p>	<p><u>Higher attaining</u></p>
<p><u>Key Skills</u> Develop their control of tools such as pencils, pastels and paintbrushes.</p>	<p>Children can: Use a correct grip on the tool and be able to move the tool across the page to create a recognisable image. Added detail and lines may not be clear or proportionate.</p>	<p>Children can: Use a correct grip on the tool and be able to move the tool across the page to create a clear and recognisable image. Tools can be manipulated to add detail that is smaller and clearer.</p>	<p>Children can: Tools are correctly held and moved across the page with agility to create a clear and recognisable image. Tools can be manipulated to add detail that is smaller and clearer, with an understanding that the size of the tool and the position it is held or applied to the paper creates finer marks.</p>
<p><u>Key Knowledge</u> Understand background and foreground as separate parts of an image that work together to show perspective.</p>	<p>Children understand: An image is made up of a background and a foreground. Children can identify the background and the foreground of a given image.</p>	<p>Children understand: An image is made up of a background and a foreground. Children can identify the background and the foreground of a given image. Some thought will be given to background and foreground when composing their own final image.</p>	<p>Children understand: An image is made up of a background and a foreground. Children can identify the background and the foreground of a given image and start to explain perspective. Care will be given to creating a background and foreground when composing their own final image.</p>

NB: The assessments are completed for two reasons – to enable the class teacher and in turn the subject leader to evaluate the pitch of the learning within the unit in order to consider any necessary updates and for the class teacher to report to parents on the attainment of pupils in the end of year reports