



Art Unit Planner Year: 3 Title: Lowry – Sketching 3D diorama

Unit Overview	Children to learn about Lowry and how he relates to the local area. Children will explore his work and look at techniques and materials used. There will be a focus on perspective and creating background, middle ground and foreground. Children will practise using watercolours and mixing to create lighter shades. Children will practise sketching skills, looking at size and using different tools. Children will create a final piece of a 3D diorama, by combining background, middle ground and foreground aspects. Children will then evaluate their finished piece.	
Prior Learning/ Links	EY: drawing skills, background, landscapes, use of water colour with Charles R Knight background Y1: Local Area, sketching flowers, paint mixing and learning about tone. Y2: Background and Foreground. Landscapes, use of watercolour. Sketching rockets and boats. Perspective – Titanic Art Burst Past and Present in History and Geography	
Unit Title: Victorian Tameside	Substantive Knowledge	Disciplinary Knowledge
Key Questions: Who is L.S Lowry and what techniques did he use? How did you complete your final piece? What techniques were used?	<ul style="list-style-type: none"> • L.S Lowry was an artist from Manchester in the 1800's. • To know some of his famous paintings can be recognised by their 'matchstick' figures. • Children know you can mix paints to make colour (and give examples) beyond those that are secondary by experimenting: making brown, grey, and different shades. • Children can talk about lines in sketching and can name different grades of sketching pencils. • Children know what a background, middle ground and foreground is within a painting and can identify these in Lowry's work. • Children can talk, using art vocabulary, about how an artist builds mood and feeling using colour, technique and subject. 	Art History: <ul style="list-style-type: none"> • Name of Artist/DOB+D • Era/ time period of Art (use specific names e.g. renaissance) • Medium • Materials they used • Methods they used • Inspiration • Developing Ideas: <ul style="list-style-type: none"> • Plan out future work in a sketch book – experimenting with ideas and different media. • To use the sketchbook to develop and try out ideas. • Collect materials and examples of work for use in their own work. • Annotate ideas and create notes to indicate intentions. Drawing: <ul style="list-style-type: none"> • Use different grades of pencil and explain the effect of this. • Draw for a sustained period of time. Painting: <ul style="list-style-type: none"> • Use a range of brushes to create different textures including colour, washes, thickened paint. • mix colour, shade and tones with increasing confidence. • Create a background using a wash.



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		<p>3-D:</p> <ul style="list-style-type: none"> Learn to understand perspective, and objects having a 3rd dimension. <p>Texture, pattern, colour, line and tone:</p> <ul style="list-style-type: none"> Create texture and pattern with a wide range of media. Create texture and pattern with drawing tools. Show awareness of different viewpoints of objects. Experiment with different grades of pencil. <p>Responding to Art:</p> <ul style="list-style-type: none"> Explore the work of a range of artists and craftspeople. Describe similarities and differences between their work and practices. Respond to art from different cultures and other periods of time.
<p>Vocabulary</p>	<p>Trips/ Visits/Useful Websites/ Resources</p>	<p>Key Misconceptions:</p>
<p>Substantive: Diorama 3D Lowry Watercolour wash Industrial revolution</p> <p>Disciplinary: background foreground middleground mix colour line sketch</p>		<p>Proportions of sketches. How big should they draw. Mixing colour then white to get lighter shades.</p>