

Spring Term Year 3 Cloth, Thread, Paint		Topic: Paint, Surface, Texture		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: <ul style="list-style-type: none">to create sketch books to record their observations and use them to review and revisit ideasto 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 create evocative land and seascapes using fabric, paint and thread? How can we draw upon our mark making skills when working with thread?						
Previous Learning: KS1 <ul style="list-style-type: none">Explored how to use gestural and experimental mark making in paint. Introduced mark making skills in drawing (which will be transferred into stitches).						
Future Learning (KS2): <ul style="list-style-type: none">Develops mixed media approaches to land and city scapes, building upon use of mark making and colour.						
Lesson Theme	Retrieval	Learning Target:	Activity	Success Criteria	Vocabulary	Key Concepts
Lesson 1: artists	How do artists use thread, cloth, and paint to make artwork?	To explore the work of artists who use thread, cloth, and paint and to respond to their work in my sketchbook.	Pupils will become familiar with the work of artist's Alice Kettle and Hannah Rae. They will respond to their work through	I have explored how artists combine media and use them in unusual ways to make art.	Mixed Media, Cloth, Fabric, Calico, Acrylic Paint, Thread, Stitches, Needle,	That artists can combine art and craft using painting and sewing together to make art.

			peer discussion and will demonstrate their understanding of how they can use sketchbooks to collect, process and consolidate information while they look at artist's work.	<p>I can share my response to their work.</p> <p>I can use my sketchbook to make visual notes, capturing ideas which interest me.</p>		
Lesson 2: Mark Making	How can I develop my mark making vocabulary to use later in my work?	To develop my own mark making vocabulary by looking at how artists use a variety of marks.	Pupils will begin to understand how artists use a variety of marks by deconstructing their work and recording the different marks that they can see. As they see the diversity of mark making, they will begin to make their own creative decisions about when to use marks in a particular context and will gain an understanding of how the marks they choose will affect the final drawing.	I can use my sketchbook to test ideas and explore colour and mark making.	Test, Experiment, Try Out, Reflect,	
Lesson 3 & 4 & 5: Painted and sewn landscapes	How can I combine paint and stitch to create energy and texture?	To use paint and stitch to create energy and texture exploring the theme 'water' / 'land'.	Pupils will begin by creating a variety of marks in stitch on plain canvas, taking inspiration from the marks that they made in the previous week. They will go on paint canvas according to the theme, demonstrating paint mixing skills. They will	<p>I can use paint to create a background on fabric, mixing colours to create different hues, tints and dilutions.</p> <p>I can use thread and stitching to create textural marks over the top of my painted canvas, creating interesting marks</p>	Background, Foreground, Detail, Gesture, Impasto, Dilute, Colour Mixing, Loose, Tight, Tension, Knot, Length, Repeated, Pattern, Rhythm, Dot, Dash,	<p>That when we use two media together such as paint and thread, we can use their unique qualities in different ways to build an image.</p> <p>That the skills we learn in one medium, such as mark making and drawing</p>

			use their sketchbooks as a tool to develop ideas, explore colour and experiment with mark making. Pupils will explore drawing source material as stimuli or will take inspiration from their own local environment.	which reflect my response to the landscape.		can be used in another, such as sewing. That we don't have to use materials in traditional ways – it is up to use to reinvent how we use materials and techniques to make art.
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.	<p>I can share my work with others and share my thoughts about the process and outcome. I can listen to feedback and take it on board.</p> <p>I can appreciate the work of my classmates, enjoying the similarities and differences between our processes and outcomes. I can share my feedback on their work.</p>	Present, Review, Reflect, Process, Outcome,	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?

- Opportunity to paint outside if there is an appropriate local environment.

Cross Curricular Opportunity:

- **Geography:** Adapt your focus to create sewn landscapes/oceans according to topic.
- **History:** Create a sewn scene inspired by a local history event.
- **Science:** Explore habitats, Local environment, materials.
- **Maths:** Pattern, measuring.

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.