

**Foundation subject lesson - Art**

**Year Group: 3**

**Theme: Ancient Egypt – How was everyday life depicted through art?**

<b>Learning objectives:</b>		<b>Key resources/stimuli</b>
~ to develop art techniques using pencils and charcoal to create drawings and shading. ~to develop art techniques in the use of paints and watercolours ~to use observational skills to create own versions of artworks.		Rangoli patterns Images of poppies Ancient Egyptian artefacts Hieroglyphics Paint brushes Paints (yellow, orange, white, black, blue) Pastels Magnifying glasses
<b>Key vocabulary</b>		<b>Key knowledge</b>
Size and Proportion Textures Features Sketching Shading Cross-hatching Hatching Contour hatching Random hatching Pattern	Pattern Observe Stippling Hatching	~Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

Lesson 1:  
Rangoli patterns – Linked to Diwali, explore examples of Rangoli patterns. Experiment and create their own, emphasizing on shape and colour pattern. PowerPoint Introduction to generate ideas.

Lesson 2:  
Design an Egyptian mask – explore different patterns using photographs and artefacts as a stimulus. Looking in depth at the use of colour and symmetry.

Lesson 6  
Colour – mixing using paint and water colours. Continuation of an Egyptian scene from the picture stimulus, 'An Outing on the Marshes'.

Lesson 5  
Hieroglyphic alphabet - the use of symbols and shapes to communicate meaning. Create a papyrus bookmark using the shapes and symbols.

Lesson 4:  
Ancient Egyptian neck collar - emphasis on colour and pattern. Look at the importance of neck collars, why they were worn and what they were made out of. Design and create a paper plate version.

Lesson 3:  
Observational drawings of Ancient Egyptian artefacts. Children to choose an artefact and draw it through observation from 3 perspectives, rotating their object in different ways. BBC Bitesize video to show 'how-to' when sketching.

**Year 3**

	<b>Drawing</b>	<b>Printing</b>	<b>Painting</b>	<b>Collage</b>
<b>Expected</b>	<p>Can they show facial expressions in their drawings?</p> <p>Can they use their sketches to produce a final piece of work?</p> <p>Can they write an explanation of their sketch in notes?</p> <p>Can they use different grades of pencil shade, to show different tones and textures?</p>	<p>Can they make a printing block?</p> <p>Can they make a 2 colour print?</p>	<p>Can they predict with accuracy the colours that they mix?</p> <p>Do they know where each of the primary and secondary colours sits on the colour wheel?</p> <p>Can they create a background using a wash?</p> <p>Can they use a range of brushes to create different effects?</p>	<p>Can they cut very accurately?</p> <p>Can they overlap materials?</p> <p>Can they experiment using different colours?</p> <p>Can they use mosaic?</p> <p>Can they use montage?</p>
	<b>Sketchbooks</b>	<b>3D/Textiles</b>	<b>Knowledge</b>	
	<p>Can they use their sketch books to express feelings about a subject and to describe likes and dislikes?</p> <p>Can they make notes in their sketch books about techniques used by artists?</p> <p>Can they suggest improvements to their work by keeping?</p>	<p>Can they add onto their work to create texture and shape?</p> <p>Can they work with life size materials?</p> <p>Can they create pop-ups?</p> <p>Can they use more than one type of stitch?</p> <p>Can they join fabric together to form a quilt using padding?</p> <p>Can they use sewing to add detail to a piece of work?</p> <p>Can they add texture to a piece of work?</p>	<p>Can they compare the work of different artists?</p> <p>Can they explore work from other cultures?</p> <p>Can they explore work from other periods of time?</p> <p>Are they beginning to understand the view-points of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work?</p>	
<b>Exceeding</b>	<p>Do they use their sketch books to adapt and improve their original ideas?</p> <p>Do they keep notes about the purpose of their work in their sketch books?</p> <p>Can they experiment with different styles which artists have used?</p> <p>Do they successfully use shading to create mood and feeling?</p>			