



Brinsworth Manor Junior School

Planning  
for quality  
art  
outcomes  
Year 3



# Brinsworth Manor Junior School

<b>Year group: 3</b>		<b>term: Spring 1/2</b>	<b>Project title: Revolting Romans</b>
<b>Teaching backwards</b> <b>Outcome</b> Piece of work/artist this is based on Roman frescoes			
Techniques children will need to practice to achieve quality outcomes: Sketchbooks – observational drawing. Hessian and plaster of Paris of roman artefacts.			
<b>Week 1</b>			
Observational drawing	Sketching – observational drawings of roman artefacts.		
<b>Week 2</b>			
Artist or contextual link	Draw the same artefacts using a variety of materials ie wax crayons. Oil pastels. Acrylic paint Investigate frescoes, what did the Romans use to create them , look at other artists that used this technique ie Da Vinci, How might we create our own Roman Fresco?		
<b>Week 3</b>			
Show the children the final piece they are basing their learning on. Break down the success criteria to achieve this. Experimental work	Try different techniques to find what works best on a small sample of plaster.  Discuss their design and do a draft of what they want their final piece to look like in sketchbooks and on cartridge paper for the exhibition.		
<b>Week 4/5</b>			
Publishing – the making of the final piece	Making plaster of Paris canvas on hessian, draw or paint on it while still wet. This will be their final outcome.		
<b>Week 6</b>			
Finishing and evaluating	PVA glue to varnish and evaluate.		
<b>Display</b> Preliminary sketches and design, final piece on Plaster of Paris			



# Brinsworth Manor Junior School

<b>Year group: 3</b>		<b>term: Spring 2/Summer 1</b>	<b>Project title: Uk vs Med</b>
<b>Teaching backwards</b> <b>Outcome</b> Piece of work/artist this is based on Paul Klee landscapes Abstract map art			
Techniques children will need to practice to achieve quality outcomes: Watercolour painting techniques Watercolour resistance methods Colour theory Printmaking with Styrofoam			
<b>Week 1</b> Observation drawing (based on techniques the children will be using)	Practice watercolour techniques. Colour theory chart Trace over maps using pencil. Discuss shapes and lines.  <b>Decide what cities to use for the final piece.</b>		
<b>Week 2</b> Artist or contextual link	Look at work by Paul Klee – landscape work. Practice watercolour resistant techniques – masking tape. Wax crayons etc		
<b>Week 3</b> Show the children the final piece they are basing their learning on. Break down the success criteria to achieve this. Experimental work	Show children examples of abstract maps – how do we get to this. Talk about what they can see in the maps, what makes them different to normal maps?  Begin draft version of their own maps in groups. Decide on colours etc.		
<b>Week 4/5</b> Publishing – the making of the final piece	Start final piece		
<b>Week 6</b> Finishing and evaluating	Finish final piece in groups . Design an individual stamp/ print from an enlarged section of their final piece. Impress design into Styrofoam with biro ready to print using acrylic paint.		
<b>week 7</b>	Print making		
<b>week 8/9</b>	Finish and evaluation		
<b>week 10</b>	Batik design project to run alongside with Miss Strutt.		
<b>Display</b> – how/where will quality work be displayed. Abstract map and print design			

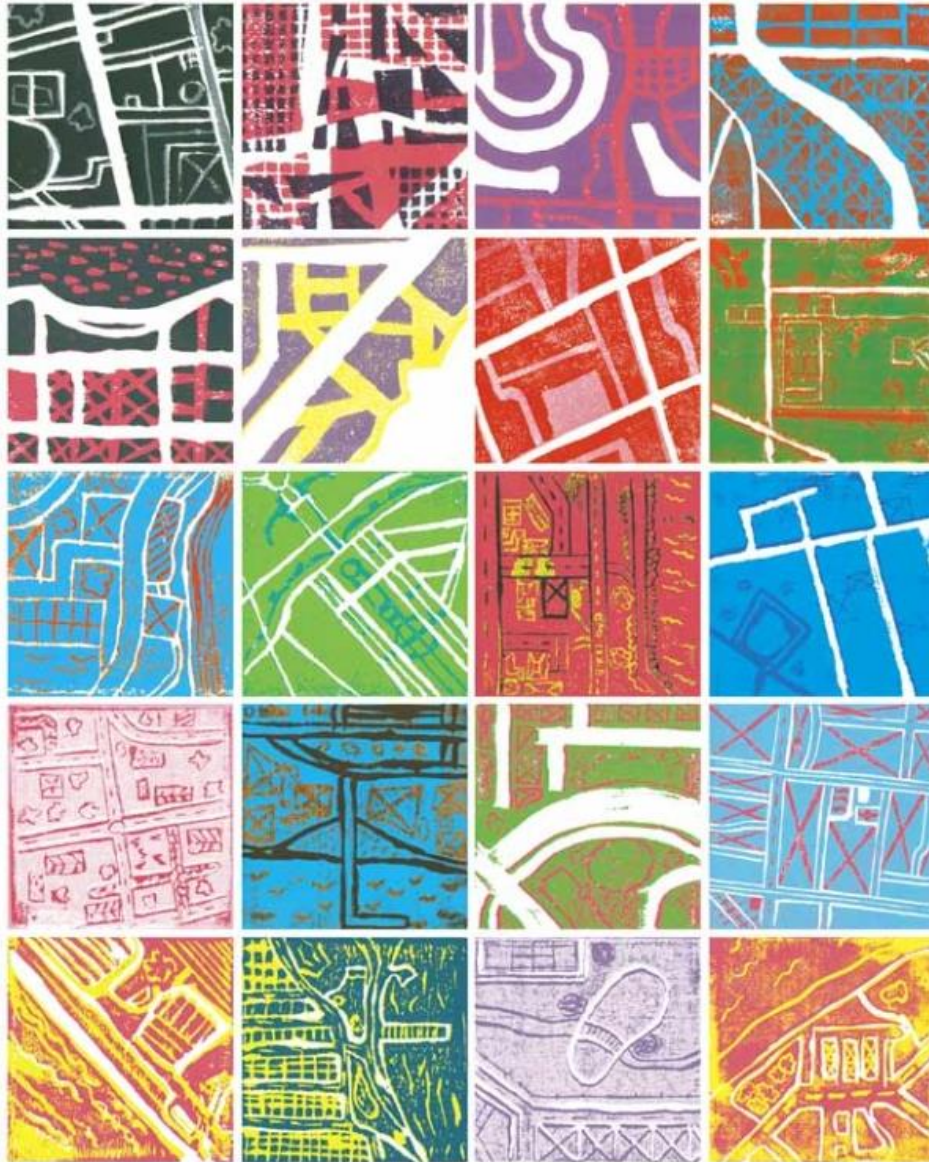


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<b>Year group: 3      term: Summer 2      Project title: Gardener's world</b>	
<b>Teaching backwards Outcome</b>	
Henri Matisse's Garden 	
Techniques children will need to practise to achieve quality outcomes: Drawing organic shapes based on plants and animals Layering, composition of a picture from background to foreground Fine motor skills (cutting)	
<b>Week 1</b> Observation drawing (based on techniques the children will be using)	Look and talk about shapes in gardens (focus on botanical gardens rather than shapes they expect). Talk about layers/perspective in gardens too. Practise cutting out in different shapes. Go outside and take photos of school garden. Collect materials and layer them up (one between two) inside a laminating pouch. Teachers to laminate. <b>Children bring in materials for sensory garden.</b>
<b>Week 2</b> Artist or contextual link	<a href="https://www.deepspacesparkle.com/matisse-garden-book-review-video/">https://www.deepspacesparkle.com/matisse-garden-book-review-video/</a>  Looking at Henry Matisse and how he uses and layers shapes.  Children design their version of Matisse's' garden using pencil and felt tip in their sketch books
<b>Week 3</b>	Finish their garden. Start planning an A3 final version which will involve using felt/other suitable materials. One colour background.  Start cutting out shapes.
<b>Week 4/5</b> Publishing – the making of the final piece	Finishing A3 sensory gardens.  (Create a largescale moveable sensory garden with Lucy in groups alongside individual project using materials brought in by the children and staff)
<b>Week 6</b> Finishing and evaluating	Enterprise. Evaluations.



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