

Art Y3

Do you see what I see?

I can...

- explore the work of artists who work within the still life genre.
- express my thoughts about other artists' work, and talk about the meanings of objects as artists present them.
- use my sketchbook to make visual notes, record and reflect.
- draw from observation and think about how I can use line, colour, shape, texture, form and composition to make my artwork interesting.
- present and share my artwork, and explain how my sketchbook work helped build my knowledge and skills towards my final piece.

VOCABULARY

Still Life,

Objects, Arrangements, Composition, Viewfinder, Lighting, Background, Foreground,

Light, Dark, Tone, Shadow, Colour, Hue, Tint,



Pattern, Texture, Colour, Mark Making, Appearance, 2D, 3D,

Present, Share Respond,

Similarities, Differences,

Artists: Hilary Pecis, Cezanne



EXPLORING STILL LIFE
PAIN
SURFACE
TEXTURE



Art Y3

Empathy Opinion

I can...

- explore how artists combine media and use them in unusual ways to make art.
- share my response to the work of artists
- use my sketchbook to make visual notes capturing ideas that interest me.
- use my sketchbook to test ideas and explore colour and mark making.
- use paint to create a background on fabric, mixing colours to create different hues, tints and dilutions.
- use thread and stitching to create textural marks over the top of my painted canvas, creating interesting marks which reflect my response to the landscape.

- share my work with others and share my thoughts about the process and outcome. I can listen to their feedback and take it onboard.
- appreciate the work of my classmates enjoying the similarities and differences between our processes and outcomes. I can share my feedback on their work.
- take photographs of my work, thinking about lighting and focus.



VOCABULARY

Mixed Media, Cloth, Fabric, Calico, Acrylic Paint, Thread, Stitches, Needle

Test, Experiment, Try Out, Reflect,

Background, Foreground, Detail, Gesture, Impasto, Dilute, Colour Mixing

Loose, Tight, Tension, Knot, Length, Repeated, Pattern, Rhythm, Dot, Dash

Present, Review, Reflect, Process, Outcome

Artists:

Alice Kettle and Hannah Rae



CLOTH, THREAD AND PAINT
DRAWING
SEWING
SKETCHBOOKS



Art Y3

Perspective Respect

I can...

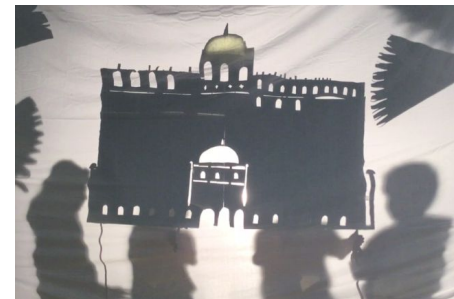
- see how a variety of artists and craftspeople use their interest in cutouts to generate imagery. I can share my response to their work with my classmates.
- I can use my curiosity to think about how I might adapt techniques and processes to suit me.
- use my sketchbook to record, generate ideas, test ideas and reflect.
- make a shadow puppet thinking about how the qualities of the materials I use affect the final outcome.
- manipulate the materials using tools so that the puppets I make have character and expression.

- make my puppets move in simple ways by articulating them.
- work with my peers to create a collaborative experience.
- share my work, as a team, and share and listen to feedback.
- give my feedback to the work of other teams, and appreciate the differences and similarities of their work to ours.
- photograph or film our puppets and performance



VOCABULARY

Paper cutting, Cut Outs, Shadow puppets
Materials paper construct
Shape form joining articulate
Narrative performance
Cultural significance



Artists:

Lotte Reiniger, Matisse, Wayang
Shadow Puppets



SHADOW PUPPETS
MAKING
DRAWING
SKETCHBOOKS



Art Y3

Application

Exploring Pattern

Drawing, Collage, Design

Maths - Symmetry
(Tessellation)



Festival Feasts

Sculpture, Painting, Drawing,
Collage, Sketchbooks

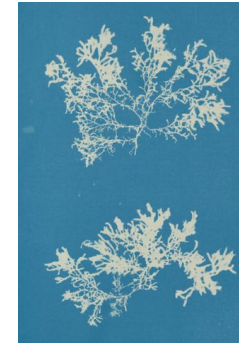
Trade - Geog



Nature Journals

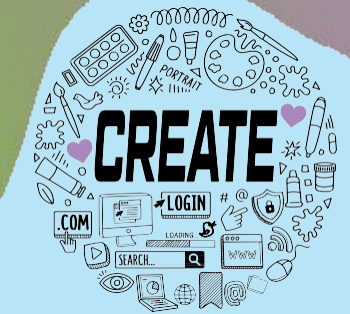
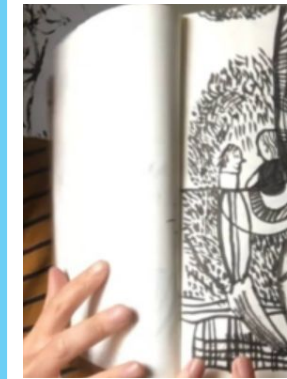
Drawing, Observation,
pencil, fineliner,
watercolour, cyanotypes

Botanical Drawing



Sketchbooks

The Sketchbook Journey



Pablo Picasso

*Learn the rules like a
pro, so you can break
them like an artist.*

