






<p>Year Group: 3</p>	<p>Title: City Life</p>
<p>National Curriculum coverage: 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: to create sketch books to record their observations and use them to review and revisit ideas, to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay], about great artists, architects and designers in history.</p>	<p>Context: In Year 3 the children are more aware of their identity, their home and their city and are developing more their sense of belonging. Therefore, the study of local art and artists and street art from their home and nearby city supports this. The topic celebrates Sheffield as the home of football and capitalises on the children's love of football and how artists and our community celebrates it through their work.</p>
<p>Concepts: Colour / Line / Space / Tone</p>	<p>Pre & Post Learning: Portrait task</p>
<p>Visits and Visitors: City Art Trail, Lowry Museum or Jo Peel visit</p>	<p>St. Mary's Experience: Visit an Art Gallery & Go on a tram</p>
<p>Careers/preparation for adulthood: Fine artist Illustrator Animator Architect</p>	<p>Key People: Pete McKee LS Lowry Jo Peel</p>
<p>Catholic Social Teaching:</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="120 874 394 1145">  <p>Human Dignity - Every person is unique, and so is every artist's perspective. When students explore faces, body language, and emotions in drawings, they are recognizing the worth of individuals.</p> </div> <div data-bbox="922 874 1205 1145">  <p>Option for the Poor - Many artists, like Lowry, highlighted everyday life, including the struggles of ordinary people.</p> </div> </div>	<p>British Values:</p> <ul style="list-style-type: none">  Rule of Law - Understanding that street art can be both legal and illegal  Tolerance - Recognising that city life means different things to different communities  Individual Liberty - Freedom to express ideas safely and respectfully
<p>End points (by the time pupils leave St. Mary's):</p> <ol style="list-style-type: none"> 1. Theoretical Knowledge: Know and appreciate a range of great artists, cultural and historical movements and produce work inspired by them. 2. Theoretical Knowledge: Understand that artists can be inspired by a multitude of different stimuli and use this knowledge to help them inspire their own work. 3. Practical knowledge: Be able to draw carefully from observation, understanding how to use different marks, scale and perspective 4. Practical knowledge: Master artistic techniques (colour, pattern, texture, line, shape, form), including painting, drawing, sculpture, photography, textiles and clay 5. Disciplinary knowledge: Understand that there are different ways of thinking about art (representational, abstract, political or social commentary, decorative, spiritual) and express an opinion about this. 6. Disciplinary knowledge: Be able to show a development of ideas and think critically about their own art (sketch book) 	

Prior Knowledge: Y1

Theoretical Knowledge:

- Look at the work of artists (see above) and find out about their story.
- Say what I like about a piece of artwork and notice and describe some simple features of different kinds of art, craft and design

Practical /Procedural knowledge:

- Explore lines made by different tools and on different scales.
- Understand prints are made by transferring an image from one surface to another. Collect textured objects and make rubbings, and press them into plasticine to create plates/prints (relief printing) exploring how we ink up the plates and transfer the image. Make repeats in patterns and sequences.
- Understand collage is the art of using different things like papers to make images.
- Explore properties of the paint and how you can use it to affect your mark making.
- Mix primary colours together to make secondary colours.

Disciplinary Knowledge:

- Artists can be inspired by the natural world and have been making art based on the natural world for almost as long as humans have existed.

Prior knowledge: Y2

Theoretical Knowledge:

- Understand artists take their inspiration from the world around them and that in art we can experiment and discover things for ourselves.
- Understand how the artists experiences shapes and feeds into their work.

Practical knowledge:

- Use and explore different techniques e.g. embroidery, applique, fabric crayons and experiment with different joining techniques – e.g. thread a needle, cut, glue, trim material, stitch and knot.
- Talk about features of different types of painting and use different paint, brush sizes and shapes; experiment with tools and techniques – e.g. layering, scraping through, sponge brushes
- Name colours, mix and match colours to objects; begin to experiment with black and white to make shades and tints

Disciplinary knowledge:

- Art can be for a specific purpose, such as designing a building or illustrating a story.
- The purpose of art differs in different cultures. (link to puppets)

Future knowledge: Y4

Theoretical Knowledge:

- Compare different artists and the way they have shown water and tried to promote sustainability and love of nature in their work. Contemporary artists; Zaria Foreman and reclaimed art sculptors with Leonardo Da Vinci (Renaissance) and Monet (Impressionism).
- Understand others points of view by looking at work and trying to understand what the artist might have been thinking and feeling linking this to artists taking their inspiration from the world around them and their emotions at that time.

Practical knowledge:

- Sketch showing an increased understanding of line, tone, scale, texture and depth to display movement, reflection and perspective.
- Mix tints and tones of colour with increasing confidence using paints, chalks and charcoals.
- Practice and develop sketch book use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, researching, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting, making links.
- Design and make a sculpture or piece of art to convey a message.

Disciplinary knowledge:

- Artists create compositions based on objects that are meaningful to them.
- Artists include images in their artwork that might have more than one meaning. Explore "There is no Plan B! How can we use art to highlight global issues?"

<p>CRUCIAL KNOWLEDGE: Y3</p> <p>Theoretical Knowledge:</p> <ul style="list-style-type: none"> - Compare different artists of the same style and explore work from different cultures and time periods. Contemporary artists; McKee and street artists and Victorian Naïve art by Lowry. - Understand others points of view by looking at work and trying to understand what the artist might have been thinking and feeling linking this to artists taking their inspiration from the world around them. How does city life inspire artists? <p>Practical knowledge:</p> <ul style="list-style-type: none"> - Draw and paint faces and a whole body, with accurate proportions in different stances, show facial expression and body language in drawings - Create sketch books to record observations and use them to review and revisit ideas. - Understand the different grades of pencil and use them to scribble and shade (cross hatch, dot dash, circle, spiral) to create lines of different types and create texture and tone. - Be able to draw 3d shapes showing light, shadow and perspective developing simple industrial landscapes. - Create a background using a wash and explore links between colours and feelings. <p>Disciplinary knowledge:</p> <ul style="list-style-type: none"> - Artists document the world around them, using whatever tools and materials they can create. 	<p>Vocabulary:</p>	
	<p>Tier 2 (General Academic Vocabulary - These are high-utility words used across multiple subjects)</p> <p>Spiral Tools techniques Tradition Light dark Shadow Expression Grades</p>	<p>Tier 3 (Domain-Specific Vocabulary – These are specialized terms primarily used in art)</p> <p>tone Primary & secondary colour Tint Shades Proportion Dot and dash Cross hatch Vanishing point Naïve art Street Art Pop Art Perspective Landscape Foreground Background</p>