

## KS2 Art, craft and design medium term planning - Year 3 Owls Ceramic Project

3 weeks

This unit builds upon previous work in KS1 in imaginative drawing, mark making, modelling with clay, developing a visual language and learning about different types of artwork (Portraits, observational drawing, coil pots etc )

Children will build their practical and theoretical skills in order to create an imaginative response to the text and develop ideas for a clay owl. They will learn what an illustrator is and what they do as a job.

Children will develop their disciplinary knowledge learning how artwork can be illustrated alongside a story. They will have regular opportunities to critically analyse and evaluate their own work, the work of their peers and artists, in order to expand their art vocabulary and build confidence when speaking about their artwork.

Links with Science and Literacy

### **Domains of knowledge**

**Practical knowledge** (developing technical proficiency, learning the methods and techniques that's artists, craft-makers and designers use)

Drawing, mark making, colour mixing, using tools and techniques, modelling, carving, ceramics, using a kiln and glazes, shape, colour, line, texture, pattern

**Theoretical knowledge** (tools, materials and history of art, craft and design – cultural and contextual)

They will develop their knowledge and understanding of illustration. They will consider how artists used their tools and techniques, particularly ceramics.

**Disciplinary knowledge** (how art is judged, valued and evaluated)

They will explore the work of illustrators. Review and evaluate their own and others work.

5 a day approach - flexible grouping, explicit instruction, scaffolding, technology, metacognitive

At the end of this unit of work pupils will know how to;

- Develop imaginative drawing skills in response to an illustration and text.

- Experiment with different drawing tools and materials to achieve variations in line, texture, tone, colour, shape and pattern
- Express ideas with growing confidence.
- Show forms in 3D
- Use their sketchbook to collect and record visual information from different sources.
- Discuss artwork created by an illustrator/learn what an illustrator does as a job.
- Construct and model a simple clay form and apply texture and pattern using a variety of modelling and construction tools and techniques. Plan, design and make models

**Illustration, artist, designer, ceramic, pottery, kiln, fire, biscuit fire, earthen ware, manipulate, slip, construct, natural materials, man-made materials, construction, modelling, clay, glazes, sculpture, technique, process, symmetry, pattern, design, tile, model, construct, natural forms form, volume, shape, line, tone, pattern, colour, texture, dynamic, proportion, design, form, style, contrast, three dimensional, two dimensional, evaluate, analyse, scale, texture, shape, colour, pattern, line, dark, light, tone, design, art materials, techniques, skills, primary colours, secondary colours, blending, smudge, hatching, cross hatching, scumbling, stippling art materials techniques, skills, perspective , light, tone, design, art materials, techniques, skills, scale, annotate.**

Pupils will learn	Vocabulary	Activity	Fundamental principles and teaching techniques to ensure that work is of a high standard from all pupils
1. To use a visual language to describe the work of an illustrator. 2. To create a sketch of owl's eyes in	Illustrator, artist, designer, line, shape, tone, colour, pattern, texture, atmosphere, mood, magical, mysterious, calm, still, wintry, sketch, line, shape, pattern, texture, form, 2D, colour, tone, pastel, blending,	Describe the illustrations by Jane Ray from the book 'The Lost Happy Endings'. Model ways to talk about the pictures using the key words. Discuss, using a visual language how she has created the mood and atmosphere in the artwork.	<ul style="list-style-type: none"> <li>• Clear expectations for listening – repeating and learning the information.</li> </ul>

<p>response to the text.</p> <p>3. Develop skills using clay. Explore tools and techniques</p> <p>4. Construct and model a simple clay form and apply texture and pattern using a variety of modelling and construction tools and techniques.</p>	<p>smudging, colour, primary colours, secondary colours.</p> <p>Bend, curl, twist, squeeze, roll, shape, model, slab, coil, slip, kiln, glaze, model</p> <p>Bend, curl, twist, squeeze, roll, shape, model, slab, coil, slip, kiln, glaze, slab, outline, model, construct</p>	<p>Encourage personal opinions. Pair work, followed by feedback to whole class. Select text referring to the owls in the forest. Begin drawing of owl eyes inspired by the text. Demo how to sketch the shapes and add texture.</p> <p><b>flexible grouping, explicit instruction, scaffolding, technology, metacognitive</b></p> <p>Model different techniques when using clay – demo how to create shapes and patterns. Refer to texture on owl drawings. Encourage exploration of the materials limitations. Encourage experimentation and try out ideas/take risks. Peer evaluation of work with feedback. <b>flexible grouping, explicit instruction, scaffolding, technology, metacognitive</b></p> <p>Refer back to design ideas and experiments in clay. Discuss strengths and areas to improve. Analyse what went well and why? Decide on an owl base shape and roll, cut out the slab base, apply texture and patterns. Refer to vocabulary. <b>flexible grouping, explicit instruction, scaffolding, technology, metacognitive</b></p>	<ul style="list-style-type: none"> <li>• Behaviour from all pupils is exemplary and comments are made on sitting, listening, sharing, tidiness and care.</li> <li>• Bite sized chunks of knowledge making time for repetition, discussion in pairs and rehearsing in pairs.</li> <li>• Emphasis on learning and exploring key vocabulary.</li> <li>• Demonstration and encouragement for high standards of presentation.</li> <li>• Focus on following instructions.</li> </ul>
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<p>5. Talk about their work, understanding that it has been modelled.</p>	<p>Evaluate, describe, modelled constructed</p>	<p>Discuss strengths and areas to improve of final piece and skills learnt. Complete self-evaluation. Feedback. <b>flexible grouping, explicit instruction, metacognitive</b></p>	
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