

# Medium Term Plan – Art and Design – Year 3 – Bodies



Teachers must use in conjunction with Art and Design Progression document (Prior Knowledge and Skills).

Lesson	National Curriculum links	Objective	Substantive knowledge	Disciplinary knowledge	Specific Vocabulary	Activities and resources
1/6	To improve mastery of art and design techniques, including drawing in the context of felt tip drawings. To learn about great artists, architects and designers in history in the context of Julian Opie.	To look for shapes in the models to help make my drawing. To choose appropriate colours for my drawing.	Know about the artist Julian Opie. Show shapes and colours.	Have an understanding of how shape and colour impact a drawing	Shape, outline, colour.	Look at the work of Julian Opie. Draw around body shapes in chalk on the playground. Produce own JO style drawing
2/6	To improve mastery of art and design techniques, including drawing in the context of charcoal. To learn about great artists, architects and designers in history in the context of Henry Moore.	To draw a body in charcoal.	Know about the artist Henry Moore. Use charcoal to show the dark areas of a body shape	Be able to shade using charcoal.	Line, pattern, tone, smudge, blend, mark, hard, soft, light, heavy, jagged, smooth	Draw body shapes using charcoal. Use white chalk as well as charcoal to create greys to show the form of the bodies.
3/6	To improve mastery of art and design techniques, including drawing in the context of pen drawings.. To create sketch books to record observations and use them to review and revisit ideas in the context of the drawing activity.	To draw a person in pen	How to use a sketchbook. Draw the details of a person carefully. Draw facial features and clothing details. Look back at drawings and discuss ideas.	Produce a drawing that shows I have looked many times at the subject.	Shape, outline	Choose a volunteer for everyone to draw. The children need to go slowly as they draw, stopping and looking carefully for more detail in each area that they can see. Encourage large drawings that almost fill the paper.
4/6	To improve mastery of art and design techniques, in the context of making maquettes. To create sketch books to record observations and use them to review and revisit ideas in the context of inspiring the drawing activity.	To make a maquette	Draw a person for the maquette. Look back at drawings and discuss ideas. Use a drawing from sketchbook.	How to make a model which stands up.	Terracotta, army, China, maquette, outline.	work individually to draw a 'body' to be made into a maquette. Use sketchbooks to inspire drawing. The children draw the

						body onto card. An adult cuts round the outline of the drawing, and a cardboard flap is added to make a stand.
5/6	To improve mastery of art and design techniques, including sculpture in the context of using clay. To learn about great artists, architects and designers in history in the context of Giacometti.	To make a 3D model.	Know about the artist Giacometti. Wrap a wire frame in clay to create a body shape.	Know how to use wire to form a structure	Shape, form, structure.	Make Giacometti inspired bodies, remembering that the shapes should resemble the body shadows. Take a small piece of clay and roll it into a small sausage-like shape. Wrap the clay around the wire frame, smoothing it on the frame as you apply it and using water to help to smooth the clay.
6/6	To improve mastery of art and design techniques in the context of making paper clothes To learn about great artists, architects and designers in history in the context of Vivienne Westwood.	To make clothes out of paper.	Know about the designer Vivienne Westwood. Cut and assemble paper to make clothes. Join paper together with sellotape to make clothes. Work in a group to make a top or dress out of paper.	Be able to join materials and cut accurately	Shape, form, pleat, fold, belt, buckle, brim, cuff, sleeve, lapel, collar, sleeve, waistband, hem, gusset, seam, strap, buttonhole, headband, fashion, designer.	Work in a group to enter the 'Vivienne Westwood: Junior Talent Award' competition. The only materials they can use are paper, scissors and sellotape. They must have a complete item (top or dress) for their model, inspired by the British designer, to wear by the end of the lesson