

**THE WINTERTON FEDERATION MEDIUM TERM PLAN ART Spring Term YEAR 3 Journey Along The Nile**

	Learning Objective	Activity	Success Criteria
Session 1	<p><b>I can experiment with colours.</b> <i>Watercolour paints</i></p>	<p>Chn are to use a page in their sketchbooks to focus on mixing colours this should include a colour wheel, using watercolour paints. The chn could then show warm/cold colours and annotate the page as they experiment.</p> <p>Chn could choose which colours they would use for a sunset (warm colours) and show an example of this.</p> <p>Experiment using different brushes to create effects.</p>	<p><b>I can predict with accuracy the colours that I mix.</b></p> <p><b>I know where each of the primary and secondary colours sit on the colour wheel.</b></p> <p><b>I can use a range of brushes to create an effect.</b></p>
Session 2	<p><b>I can draw an Egyptian monument.</b> <i>Pencils of different grades</i></p>	<p>Chn to experiment making different shades/textures using different grades of pencil.</p> <p>Chn to practice copying pictures of Egyptian monuments focusing on the shape itself and then the textures/patterns.</p> <p>Chn to choose one monument to draw in more detail. Explain that they should use the whole page to do this.</p>	<p><b>I can use different grades of pencil to show texture and tone.</b></p> <p><b>I can explore work from different cultures.</b></p> <p><b>I can explore work from different periods of time.</b></p>
Session 3	<p><b>I can create a piece of silhouette art.</b> <i>Watercolour paints</i> <i>Black card</i> <i>Sketchbook paper</i></p>	<p>Chn to do a sunset background using watercolours to make a wash, show some examples of these.</p> <p>Chn to then use the monument that they drew last week and draw this onto black card, this can then be cut out and stuck onto the background wash.</p> <p>Chn could then evaluate this; describe what they have made, what they like about it and how they could improve.</p>	<p><b>I can use my sketches to create a final piece of work.</b></p> <p><b>I can predict with accuracy the colours that I mix.</b></p> <p><b>I know where each of the primary and secondary colours sit on the colour wheel.</b></p> <p><b>I can create a background using a wash.</b></p> <p><b>I can use a range of brushes to create an effect.</b></p>
Session 4/5	<p><b>I can make a cartouche out of clay.</b> <i>Clay</i> <i>Paint</i></p>	<p>Look at cartouches and how to make them <a href="https://www.youtube.com/watch?v=jawVnVvCjNs">https://www.youtube.com/watch?v=jawVnVvCjNs</a> <a href="https://www.youtube.com/watch?v=ibp_i7bekQU">https://www.youtube.com/watch?v=ibp_i7bekQU</a> <a href="https://crayolateachers.ca/lesson/egyptian-cartouche-clay-composition-colour/">https://crayolateachers.ca/lesson/egyptian-cartouche-clay-composition-colour/</a></p> <p>Chn to annotate a cartouche describing how they could make one and what their purpose is.</p>	<p><b>I can add onto my work to show texture and shape.</b></p> <p><b>I can use my sketchbook to express feelings about a subject and to describe likes and dislikes.</b></p>

		<p>Chn to draw their own design of a cartouche.  Chn to make their cartouche using clay and then leave to air dry.  The next session these can then be painted.  Chn then to stick pictures in of their cartouches and annotate what they like/don't like, what they could do to improve etc.</p>	<p><b>I can suggest improvements to my work by keeping notes in my sketchbook.</b></p>
<p><b>Session 6</b></p>	<p><b>I can make a Papyrus Scroll</b>  <i>Mixed media – brown paper bags</i>  <i>Baking paper/newspaper glue</i></p>	<p>Show the chn Papyrus scrolls on this video  <a href="https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/zvw3mfr/">https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/zvw3mfr/</a>  Chn to stick a picture of a papyrus scroll in their books, what is it? What is it used for?  Show the chn how papyrus scrolls were made  <a href="https://www.youtube.com/watch?v=sO72jfUCYSg">https://www.youtube.com/watch?v=sO72jfUCYSg</a>  Annotate how they think they could create one. What would they use? Do you think it would work? Why?  Chn to make their papyrus scrolls and leave to air dry ready to draw using ink on next lesson.  Chn could write some instructions on how to make one.</p>	<p><b>I can overlap materials.</b>  <b>I can make notes in my sketchbooks about techniques used by artists.</b>  <b>I can explore work from other cultures.</b>  <b>I can explore work from other periods of time.</b></p>
<p><b>Session 7</b></p>	<p><b>I can draw on a Papyrus Scroll using ink.</b>  <i>Ink</i></p>	<p>Chn to use a page in their sketchbooks to experiment using ink, making different marks and practicing drawing their heiroglyphics. They could draw these in pencil first and then draw them using ink.  Chn then to draw these onto their papyrus scrolls that they made last lesson.  Chn to stick in a picture of their scroll into their sketchbooks and annotate what they like/dislike, what they found difficult and what they could do to improve it.</p>	<p><b>I can suggest improvements to my work by keeping notes in my sketchbook.</b>  <b>I can explore work from other periods of time.</b>  <b>I can explore work from other cultures.</b>  <b>I can use my sketches to create a final piece of work.</b></p>