

Year 3 – Summer 2 – 'Hello, Bonjour'

NC ART TAF

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.

Sketch – develop plan for sculpture
I can plan my 3D clay sculpture. TAF 7
I can listen to and apply feedback from others.

Children to use Giacometti style to develop their own sculpture. Choose a family member they would like to create. This could be a pet.

Children to think about the height and size of the person.

Look at shadows of images. What can you see in the shadows? What is missing? What will you need to include in your sculpture? How will you identify the specific characteristics of the person in your sculpture?



Peer Evaluation to support improvement. Children to look at each other sketches and give feedback using supporting sentence starters. Model completing this with one of Giacometti sculptures.
 I like how you have _____ To improve your sketch you could try _____

Introduce new artist. **TAF 6 and 8**
I can understand different types of art and design.

I can compare two famous artists. TAF 3

What types of art is there?
 What might a surrealist sculpture be?
 Who are they? What type of art is this?
 Research artist – ICT link
 How are the linked to France?
 Compare two artists Miro and Giacometti
 Children given different types of information to look at. Pictures, fact file etc.

Giacometti explained that, in his work, he wasn't sculpting the human body, but the shadows it cast.

He spent a lot of time in Paris, working with famous artists. What else could he have sculpted? Think about key physical features in paris.

In the 1940s, Miró began sculpting with clay. He made small models to begin with. He made Surrealist sculptures. His sculptures combined unusual things and his people were quite abstract. How are the artists similar? How are they different?

Use feedback to sketch and improve sculpture

I can describe the work of others commenting on their ideas and the purpose of their work. TAF 8

I can adapt my work according to the views of others and can describe how I can make improvements. TAF 9

Children to observe how an evaluation is completed. What do you need to look for? How will you give positive feedback? How can others act upon your feedback? Children to complete an evaluation form for their peers learning. Complete a walk around so children can look at everyone's sketches.

Using their evaluation forms children to think about how they can further improve their sketch. Is there something you might add or change? Is there something you saw in a peers learning that you could magpie? Is there something in your sketch you are not happy with and want to learn how to improve? Child led learning. Listen to feedback. Model drawing areas of the body children wanted more guidance on.

Children to look at other famous sculptures on display in Paris. Compare and contrast with work of Giacometti. What material might have been used? What do you think these statues represent? Where have they been placed? Why do you think they are on display here?

Diversity, Tradition, Belonging, Tolerance



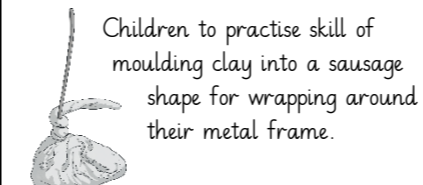
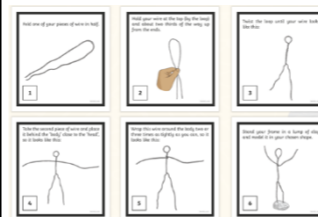
Techniques for using and moulding clay.
 Create clay model

I can ask about starting points and ideas I can use in my work. TAF 1

I can make a Surrealist sculpture from clay. TAF 4 and 5

Children to investigate the clay and develop processes to develop practical skills for moulding.

Work through the steps to creating the wire frame. Children to use their sketches to support with deciding on height and other physical features.



Children to practise skill of moulding clay into a sausage shape for wrapping around their metal frame.

Diversity, Tradition, Belonging, Tolerance

Create a presentation to display and explain their learning.

I can describe the differences and similarities between the works of the artists I have studied. TAF 10

I can make comparisons between my work and the work of artist, craft-makers and designers I have studied. TAF 11

Children to explain the choices they have made and what influenced them. Compare and contrast their sculptures to Miro and Giacometti.

Children to explain the process of developing their sculpture including feedback that influenced their planning and designing. Look at how art work is displayed in art galleries. What information is given to people who view it? What could you include with your sculpture?

Children to think about what they will need to do when presenting. E.g. clear, loud voice.

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Oracy outcome

I can reflect on my learning. TAF 11

I can provide positive feedback on others learning.

Display children's sculptures. Children to research how art work is displayed in art galleries. How can we display our learning? What must we remember? E.g. think about position and direction for everyone to see. Children to present their sculptures and explain the process and reasoning behind their choices. Who influenced your choice and why? Possibility to record or invite parents in to see finished result. Link to real life exhibition.

Children to reflect on each other's presentations using Oracy sentences starters.

Diversity, Tradition, Belonging, Tolerance

NC – History TAF

- Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods, they study.
- They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance
- They should understand how our knowledge of the past is constructed from a range of sources.

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Create a venn diagram to compare and contrast Miro and Giacometti. Children to use the venn diagram to explain their findings.



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