



<b>Art</b>	<b>Concepts</b>	<b>Unit</b>
Year 3 Unit 1	<b>Teach: Colour and Line</b> Discuss form and space.	Artist: Andy Warhol/Craig and Karl Style: Pop Art Skills: drawing/painting Artwork: pop art portrait

Prior Learning	New Learning	Future Learning
<p>Mix and manipulate oil paints to make the secondary colours and to discuss how these colours could represent emotions/moods</p> <p>Use line for purpose (draw abstract features of a portrait thinking about the space/proportions) to paint within the lines of the features thinking about colour choice.</p> <p>Explore the questions what is the purpose of art? How is art judged?</p> <p>Look at some critiques and reviews of Any Warhol's work. What language did they use?</p> <p>Know that art is subjective and people like/dislike art but that does not mean the artwork is not created to a high standard in terms of skill/technique.</p> <p>Know that art is not just painting and drawing. Explore other art forms such as film and photography.</p>	<p>Use the primary and secondary colours to explore complimentary colours used in Pop Art.</p> <p>Draw lines with increased skill and confidence and to use line for expression in portraits.</p> <p>Know that Andy Warhol came from a working class immigrant family in Pittsburgh. His father recognised his artistic talent and saved up to send him to art college.</p> <p>Know that Andy Warhol was a leading figure in the Pop Art movement during the 1960's and this style challenged the dominant approaches to art and culture and traditional views on what art should be.</p> <p>Know that Andy Warhol used a variety of mediums to create art including, painting by hand, fashion, film, writing and music. But he is best known for his silkscreen printing technique.</p> <p>Explore the questions what is the purpose of art? How is art judged?</p> <p>Look at some critiques and reviews of Any Warhol's work. What language did they use?</p> <p>Know that art is subjective and people like/dislike art but that does not mean the artwork is not created to a high standard in terms of skill/technique.</p> <p>Know that art is not just painting and drawing. Explore other art forms such as film and photography.</p>	<p>Colour mixing looking at tint, tone and shade by adding white and black to colours. To begin to explore the tertiary colours and how they are made using primary and secondary colours.</p> <p>Draw with increased skill and describe organic and geometric shapes/forms through a range of lines.</p> <p>Know that Andy Warhol's works explore the relationship between artistic expression, advertising and celebrity culture that flourished by the 1960s.</p> <p>Know that Andy Warhol was commissioned by many famous organisations such as Vogue and the New York Times.</p> <p>Know that Andy Warhol used a range of media including painting, silkscreening, photography, film and sculpture.</p> <p>Know that Warhol used a blotted-line technique which meant he could create multiple versions of the same image quickly.</p> <p>Explore the questions, what is art? How is art judged? How does art impact the creator?</p> <p>Critique artwork using the language of art and understanding that their views can be different because art is subjective.</p> <p>Understand that the value of art cannot be measured by money alone.</p> <p>Know that artists build on the work of other artists and go on to create their own personal</p>

Sequence of Learning	Current Vocabulary	New Vocabulary
<p>1. Evaluate/Research: Display a range of Warhol's pop art. Children to analyse and evaluate the work (stem sentences on SP) Who was Warhol? (what concepts feature in his work? Listed below) What is pop art? Chn to create 2 page spread referencing Warhol and pop art (use their own ideas of what's popular Prime?)</p> <p>2. Concept technique: <b>colour</b> Explore the colours used in Pop artists' work (recourse on SharePoint) use watercolours/pencil crayons to complete the colour wheel in order. Use this to then explore complimentary colours.</p> <p>3. Concept technique: <b>Colour</b> Experiment with the colours they have been taught about to bring colour to a repeated portrait (give chn a choice of 4 famous people they are inspired by?) Painting—stay within the lines—chn to decide what they would like to use, oil paint? Pastels? Justify why—brighter colours, I can mix them etc.</p> <p>4. Concept technique: <b>Line</b> Look at the simple line pop art portraits (Karl and Craig) children to take inspiration to practice drawing their own simple portrait outlines. Teacher to model a step by step example.</p> <p>5. Plan/create: To create a Pop Art portrait incorporating the concepts taught taking inspiration (not copying) artists work. Choosing colour for purpose.</p> <p>6. Evaluate: self/peer assess using the language of an artist. (stem sentences on SP)</p>	<p>Colour</p> <p>Primary Colours</p> <p>Secondary Colours</p> <p>Colour Mixing</p> <p>Colour Wheel</p> <p>Line</p> <p>Shape</p> <p>Brushes (thick and thin)</p> <p>Pencil</p> <p>Evaluation</p> <p>Like</p> <p>Dislike</p> <p>Compare</p> <p>Mood/ feeling (in terms of colour)</p> <p>similarities</p> <p>differences</p> <p>inspiration</p> <p>critique</p>	<p>Complimentary colours</p> <p>Pop Art</p> <p>space (one of the concepts)</p> <p>form (one of the concepts)</p> <p>expression (facial)</p>

<b>Other Information</b>	<p>Evaluate— stem sentences available in art folder on SharePoint.</p> <p>Sketchbook— Ideas on SharePoint on how their sketchbooks should look.</p> <p>Terminology— Complimentary colours- Colours that are opposite each other on the colour wheel are complementary colours.</p> <p>Pop Art- a style of modern art that explores elements of modern culture, such as advertisements and everyday objects</p>
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<b>Trip/Visitor</b>
<p>Wolverhampton Art Gallery (biggest collection of Pop Art after London.)</p>