

Autumn 2 OVERVIEW YEAR 3/4 – Art

Term 2 Book – The Lion, the Witch and the Wardrobe

Topic(s) – Simon Beck inspired transient pattern making.	
Assessment:	Evaluation and critique of own art work. Reflection on which skills they found easy/ hard and what they will try to improve going forward. Reflecting on peer's artwork and offering each other constructive feedback based on the art they have produced.
Links to prior learning (sequencing) and canon book	Develop work on pattern making from KS1 in African string printing and KS2 in mark-making studied in The Firework Maker's Daughter. Link to canon book, The Lion, the Witch and the Wardrobe, because snow-scapes are central to the book's setting.
Links to other learning (cross fertilisation)	DT – making sledges to run on snow. Science – changing states (examples including snow to water). English – describing snowy scenery of Narnia. Maths – measuring out and creating geometric patterns and shapes.
Links to future learning	In UKS2 children will build on their knowledge of modern artists and the variety of different media and techniques available to them (e.g. by looking at surrealism and sculpture).
Character/Wider Development ('50 things', cultural capital, skills)	Go outside and use things found in nature to produce a piece of transient art. If it snows, go outside and create our artwork in the same medium as Simon Beck. Contact Simon Beck explaining how he has inspired our work and asking for advice in using his technique. Use photos of our final pieces to make Christmas calendars. <u>Thematic Questions</u> The World Beyond Us Can art help us to understand the world beyond us? Modern Britain Modern British artists create a variety of different works. Do you agree? Healthy Bodies & Healthy Minds How can art benefit our mental health? The World Around Us
<u>Very Important Points (VIPs):</u> <ul style="list-style-type: none"> • Simon Beck is a British artist who creates giant geometric patterns in the snow. • His technique is to walk back and forth over the snow, creating different patterns, lines and shapes. • Beck has created several hundred 'snow drawings', each the work of tens of thousands of steps. • His works are temporary. They only last until they are destroyed by nature or the weather. • Transient art uses materials which can be moved around to create a picture or pattern. • Transient means 'moveable'. • In transient art there is no permanent end product. • A geometric pattern is characterised by repeated lines or shapes. • Composition describes the arrangement or layout of a piece of art. <u>Fat Questions:</u> Art can be created out of anything. Do you agree? Explain your answer. Is a piece of art ever finished? How do you know when to stop? Can a piece of art be temporary?	

Does the environment where you live have an impact on the type of art that you produce?

Culture

How can the artwork of other cultures help us to understand them?

Technology in Action

How can maths be used to create art?

OVERVIEW OF TEACHING SEQUENCE

Key Facts/Learning	Learning Focus or Key Question	Learning Outcomes (NC)	Key Words/ Vocabulary	Greater Depth/SEND	Misconceptions	Activities and Resources
Lesson 1 - Exploration of skills - Technique development - Improve mastery of transient art technique - Using photography to keep a record of own work	To experiment with techniques used by artist Simon Beck.	NC: 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. 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]	Artist Composition Geometric Moveable Non-traditional materials Photography Repeated patterns Simon Beck Skill Snow Technique Temporary Transient	GD: Children self-select the objects they wish to use and use them to develop patterns of their own. SEND: Children given a small set of objects to work with and some pattern examples they can replicate.	Children may think that art is only the production of a final finished piece and avoid exploring different compositions. Children may think that artwork must be permanent and be unwilling to change their ideas. Children may think that artwork is only painting or drawing. They may not know that artists can also use non-traditional materials.	Watch the video link, looking at different examples of transient art, particularly Simon Beck, and identify the key features. (materials, shapes, patterns, technique) https://www.youtube.com/watch?v=u5ykaVnq5gg Share learning journey with children. Discuss Beck's technique of 'transient' art. Watch teacher demonstration/expert videos to understand the correct technique/skill of a transient piece of artwork being created. https://www.youtube.com/watch?v=8EtEcG9IH4 Children begin with a group activity to build confidence, arranging a variety of objects to create a piece of transient art with reference back to key features. Teacher explains how to use photography to document creation process. For independent task, children work on a piece of A3 paper and practise creating different shapes and patterns using the objects provided, documenting their progress using photography. See planning slides on trust shared. Resources Discussion images A3 paper A variety of objects for children to create their pieces from (e.g. twigs, pebbles, feathers, crayons, crayons) Ipads to photograph work

						<p>Deepen the moment</p> <p>Year 3 - Explain why Beck's artwork is described as 'transient'?</p> <p>Year 4 – Justify the objects you would use to create a piece of transient artwork.</p>
<p>Lesson 2</p> <p>- Exploration of skills</p> <p>- Technique development</p> <p>- Develop control</p> <p>- Improve mastery of pattern drawing</p>	<p>To design a repeating pattern to use in my transient artwork.</p>	<p>NC: 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.</p> <p>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]</p>	<p>Artist Composition Design Drawing Geometric Measure Moveable Non-traditional materials Repeated patterns Simon Beck Skill Technique Temporary Transient</p>	<p>GD: Children create their own designs, using the discussion images as inspiration.</p> <p>SEND: Children given options of simple patterns to recreate with a grid to help replicate correct proportions. Use of plastic shapes to draw around to help them create their patterns.</p>	<p>Children may create overly complex designs which would be very difficult to replicate using flour.</p> <p>Children may draw pictures rather than keeping to geometric patterns and lines.</p>	<p>Look at different examples of the geometric patterns and shapes in designs by Simon Beck. Discuss and identify the key features they share.</p> <p>Share learning journey with children.</p> <p>Discuss that the medium we will be using is flour. Look at different marks made in the medium and discuss how they could have been made (e.g.: fork prints, beads, pencil marks, fingerprints, a ruler). Discuss other ideas for how to make prints.</p> <p>Allow opportunity for children to look at the tools and resources available (2D shapes, rulers etc.) along with the geometric patterns. Practise drawing pattern designs first on scrap paper to familiarise themselves with the process before moving onto the sketch pad.</p> <p>Teacher model to show a good example.</p> <p>Reflect on initial designs and use to create final design, labelling how intend to make different prints and shapes in the flour in final piece.</p> <p>See planning slides on trust shared.</p> <p>Resources Pencils Sketch pads Art examples as stimulus</p> <p>Deepen the moment:</p>

						<p><u>Year 3</u> – Explain the mathematical skills we have used today to create our designs.</p> <p><u>Year 4</u> – Explain how you have thought about the composition of your piece in the creation of a final design.</p>
<p>Lesson 3</p> <ul style="list-style-type: none"> - Produce final piece - Use of non-traditional materials - Mastery of skills - Adapt design if necessary - Refinement of ideas - Evaluation of work 	<p>To produce a piece of transient art inspired by Simon Beck.</p>	<p>NC: 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.</p> <p>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]</p>	<p>Artist Composition Evaluation Feedback Final piece Flour Geometric Measure Moveable Repeated patterns Reflect Simon Beck Skill Snow Technique Temporary Transient</p>	<p><u>GD:</u> Allow freedom to move through final piece at their own speed, adapting their designs if necessary given the difficulties of working with the materials. Allow children to photograph their work at different stages, recording the creative process as they go along.</p> <p><u>SEND:</u> Take part in a teacher led demonstration (watch and then copy, step by step) in order to produce a final piece reflective of their own designs.</p>	<p>Children may expect the flour to work just like paint or crayons, and find it more difficult than that to work with. They should be encouraged to ‘erase’ any mistakes and keep trying.</p> <p>Children may be anxious about their piece looking ‘exactly’ like their final design. This may be difficult to achieve, and they should be encouraged to adapt their design if necessary.</p>	<p>Review skills and artist information learnt over previous two lessons using key questions.</p> <p>Share learning journey with children.</p> <p>Watch teacher demonstration of how to use the flour, pouring out just enough in a rectangle shape on the card, lining up the sides with a ruler, and then using objects to imprint different shapes in it. Photographing work at stages of creation.</p> <p>Use own card and flour to replicate techniques, using their final designs from the previous week, and taking pictures of progress. Reflect upon and evaluate final piece by taking part in a shared gallery of work. Opportunity could be given to place designs outside so children can observe how the weather/nature acts on them.</p> <p>See planning slides on trust shared.</p> <p><u>Resources</u> Black sheet of A3 card/paper per child x1 small bag of flour per table Variety of object to make prints (forks, rulers, pencils, cardboard cut to different lengths, beads, loo rolls) Sketch books open to final designs Ipad to photograph work</p> <p><u>Deepen the moment:</u></p>

						<p><u>Year 3</u> – ‘Anything can be used to create art.’ Do you agree? Explain your answer.</p> <p><u>Year 4</u> – ‘Transient art is not real art.’ Do you agree? Explain your answer.</p>
<p>Context (big picture learning): This unit of art will challenge the children to re-think traditional ideas about art as a picture confined to a page. They will explore different understandings of viewing art as both a temporary creation and as a continuous process rather than a finished piece. They will use Simon Beck as inspiration for creating their own geometric pattern, which they will then need to consider carefully how to replicate using non-traditional media.</p>						

Folder name (Trust shared > Primaries > KS2 > Year 3/4 Planning > Cycle B > Autumn 2 - The Lion, the Witch & the Wardrobe > Art)

Key Vocabulary:

Transient - lasting only for a short time
(synonym- **temporary**)

Permanent - lasting or intended to last or remain unchanged for a long time.

Geometric- decorated with regular lines and shapes

Pattern - a repeated decorative design

Continuous - forming a series with no interruptions.

Medium- the substance the artist uses to create a piece of artwork.

Traditional- long-established.

Non-traditional- not following or conforming to tradition: not adhering to past practices or conventions.

Composition- the placement or arrangement of the visual elements in a work of art.

Fat Questions

Art can be created out of anything. Do you agree?

Is a piece of art ever finished? How do you know when to stop?

Can a piece of art be temporary?



Learning intent:

This unit of art is intended to challenge your traditional ideas about art as a picture that belongs on a piece of paper. You will explore different understandings of viewing art as both a temporary creation and as a continuous process rather than a finished 'perfect' piece. You will use Simon Beck as inspiration for creating your own geometric pattern, which you will then replicate using non-traditional media.



VIPs



- Simon Beck is a British artist who creates giant geometric patterns in the snow.
- His technique is to walk back and forth over the snow, creating different patterns, lines and shapes.
- Beck has created several hundred 'snow drawings', each the work of tens of thousands of steps.
- His works are temporary. They only last until they are destroyed by nature or the weather.



- Transient art uses materials which can be moved around to create a picture or pattern.
- Transient means 'moveable'.
- In transient art there is no permanent end product.
- A geometric pattern is characterised by repeated lines or shapes.
- Composition describes the arrangement or layout of a piece of art.