

Art & Design Year 3 - Medium Term Planning – PAINTING and MIXED MEDIA - ADVENT

‘Prehistoric Cave Drawings and Paintings’

National Curriculum Objective

National Curriculum:

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 soft metals & modelling clay]
- about how artists recalled events and successes through art in history from the stone age period

Adapted from Kapow Y3 – Prehistoric Cave Drawings

	Lesson 1 <i>Exploring Prehistoric Art</i>	Lesson 2 <i>Charcoal Animals</i>	Lesson 3 <i>Prehistoric Palette</i>	Lesson 4 <i>Painting on Cave Wall</i>	Lesson 5 <i>Hands on a Cave Wall</i>	Lesson 6
Learning intention	To apply an understanding of prehistoric man-made art.	To understand and use scale to enlarge drawings in a different medium.	To explore how natural products produce pigments to make different colours.	To select and apply a range of painting techniques.	To apply painting skills when creating a collaborative artwork.	
Recall and Retrieval	Pre-Unit Recall: <ul style="list-style-type: none"> • Red, yellow and blue are the primary colours. • Mixing these colours makes secondary colours; for example, red and blue make purple. • The secondary colours are orange, green and purple and know what primary colours are needed to create them. 	Show images from the Presentation: Prehistoric art from Lesson 1: Exploring prehistoric art Ask them to write down or tell a partner as many things as they can remember about what they have learned about prehistoric art so far.	Show ch the image of a piece of charcoal. Recall Ask them to recall the name of this material and what it was used for. Extend the discussion by seeing if any children can recall how it is made. (Willow branches are baked and fired in a kiln.)	Explain the Answer Recall – presentation about materials used to create natural pigments and colours.	3,2,1 – Record in sketchbooks on a pre-made resource. <ul style="list-style-type: none"> • 3 things you have learned this unit. • 2 things you have found interesting. • 1 thing you would still like to know. 	

<p>Key Knowledge</p> <p><i>Sequence of knowledge throughout the lesson</i></p>	<ul style="list-style-type: none"> Art from the past can give us clues about what it was like to live at that time. (Knowledge of Artists) 	<ul style="list-style-type: none"> Know that shapes can be described as either positive or negative and positive shapes are the shapes of actual objects. (Shape) Know that different drawing tools can create different types of lines. (Line) 	<ul style="list-style-type: none"> Know that using light and dark colours next to each other creates contrast. (Colour) Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints. (Colour) 	<ul style="list-style-type: none"> Know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object. (Texture) Artists can make their own tools. (Knowledge of Artists) 	<ul style="list-style-type: none"> Know that negative shapes show the space around and between objects. (Shape) 	
<p>Key Skills</p>	<p>Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate. (Evaluate/Analyse)</p> <p>Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. (Using Sketch books)</p>	<p>Make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures.</p> <p>Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. (Using Sketch books)</p> <p>Making Skill:</p> <ul style="list-style-type: none"> How to create a textured background using charcoal and chalk. How to use simple shapes to scale up a drawing to make it bigger. 	<p>Using mixed media techniques to make different surfaces for painting and drawing.</p> <p>Making Skill:</p> <ul style="list-style-type: none"> How to make natural paints using natural materials. How to use colour mixing to make natural colours. How to make a cave wall surface. 	<p>Confidently use a range of materials and tools, selecting and using these appropriately with more independence</p> <p>Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate. (Evaluate/Analyse)</p> <p>Making Skill:</p> <ul style="list-style-type: none"> How to use natural objects to make tools to paint with. How to paint on a rough surface. How to create different textures using different parts of a brush. 	<p>Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. (Generating Ideas)</p> <p>Making Skill:</p> <ul style="list-style-type: none"> How to make a negative and positive image. 	

Disciplinary Knowledge <i>Evaluate/Analyse</i>	Know that people use art to help explain or teach things. (Disciplinary Knowledge)	Know that artists make art in more than one way. (Disciplinary Knowledge)		Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate. (Evaluate/Analyse - disciplinary)	Know that people use art to tell stories and communicate. (Disciplinary Knowledge)	
Main teaching activity: <i>Summary</i>	<p>Success Criteria:</p> <ul style="list-style-type: none"> <i>I can identify features that prehistoric paintings have in common.</i> <i>I can look for basic shapes within an animal drawing to help get the proportions of my drawing accurate.</i> <i>I can describe why prehistoric people often painted animals.</i> <p>Look, discuss and say what is interesting at pre-historic Art – presentation.</p> <p>Discuss how long ago approx. pre-historic art was made and why animals were drawn.</p> <p>Line drawings of pre-historic animals – presentation and model</p> <p>Use sketchbooks to record.</p> <p>Evaluate:</p>	<p>Success Criteria:</p> <ul style="list-style-type: none"> <i>I can identify key 2D shapes in an image.</i> <i>I can scale up a drawing by sketching the simple shapes first.</i> <i>I can successfully apply and blend charcoal to create form, tone and shape.</i> <p>Preparing textured/rock-coloured backgrounds. Model first.</p> <p>Lightly rubbing crushed charcoal and earth-toned chalk pastels over sugar paper using a paper towel.</p> <p>Spraying with fixative or hairspray to fix.</p> <p>Drawing animals from sketch books on to paper.</p> <p>Fill the area using charcoal, chalk or pastel sticks or by rubbing paper stumps in crushed charcoal powder.</p>	<p>Success Criteria:</p> <ul style="list-style-type: none"> <i>I can identify and collect coloured natural items to paint with.</i> <i>I can describe which natural items make the most successful colours and give reasons.</i> <i>I can create paints using all natural ingredients as prehistoric artists did.</i> <p>Natural colours walk Take the children outside to look at different colours found in nature or collect some items yourself before the lesson.</p> <p>Ask them to find things they could draw or paint with (e.g. green leaves, mud, twigs, grass, petals from flowers and fruit).</p> <p>Ch experiment with the natural objects they found.</p>	<p>Success Criteria:</p> <ul style="list-style-type: none"> <i>I can mix paint to create a range of natural colours.</i> <i>I can experiment with techniques to create different textures.</i> <i>I can add fine detail using smaller brushes.</i> <p>Apply learning from last lesson to create a cave-style painting of an animal using natural-coloured paints on a textured surface.</p> <p>Using the animal from lesson one and cave textured background from lesson 2.</p> <p>Painting on the cave wall</p> <p>Evaluate/Analyse: Exhibition. Lay the children's paintings out on the floor, reminding them to be careful not to step on anyone else's work, then gather around to discuss them as a class.</p>	<p>Success Criteria:</p> <ul style="list-style-type: none"> <i>I can work in a group to create a large piece of artwork.</i> <i>I can create designs using both positive and negative impressions of my hand.</i> <i>I can create natural colours using paint.</i> <p>Explore the meanings:</p> <ul style="list-style-type: none"> Negative – where the artist paints around the hand. Positive – where the hand is dipped in paint and applied to the background. <p>Collaborative piece. Prepare backgrounds. Work in a group to create positive and negative handprints</p>	<p>Success Criteria:</p>

	<p>After animal is drawn in rough form, ask ch to look at each other's work and suggest ways in which it might be improved, such as: Adding more detail. Correcting some shapes. Adding fur, colour or pattern.</p>	<p>Question: Can you name the 2D shapes that make up your animal drawings? How will a drawing change if we 'scale it up'?</p> <p>(All the separate parts of the drawing will get larger by the same amount; the proportions will stay the same.)</p> <p>Evaluate/Analyse: Gather around the drawings as a class to look at them closely asking evaluation questions.</p>	<p>Show the Pupil video: Prehistoric palette.</p> <p>Natural paint Make own paint using natural products.</p> <p>Creating a cave wall</p> <p>Qu: <i>How is modern paint different from prehistoric paint? Where does the colour in paint come from? (Pigment, which means the natural colouring in an object.)</i></p> <p><i>See example work and resources in KAPOW lesson 3.</i></p>	<p>Questions:</p> <ul style="list-style-type: none"> • What did you enjoy or not enjoy about this activity? • How is the work similar to/different from the real cave paintings? • Are the colours accurate? <p>Prepare resource with questions and space to answer – children do this in sketchbooks.</p> <p>Pupils with secure understanding indicated by: <i>experimenting with paint to create different colours and textures to make a piece of art in a prehistoric style; making choices about equipment or paint that enable them to recreate features like bold lines.</i></p>		
Scaffolding	<p>Could draw around simple geometric shapes such as circular or oval building blocks; alternatively, you could print some circles or ovals for them to adapt to create their animal.</p>	<p>May need the basic 2D shapes drawn out at the large scale so they can then add the details.</p>	<p>Help mixing colours and may require extra support finding successful solutions; some children may not enjoy handling the natural materials to make paint so they could work with a partner in the role of 'collector and evaluator' instead.</p>	<p>Support to sketch their animal; should be encouraged to fill in all the gaps on their painting; may need reminding of the colour mixing skills used in Lesson 3: Prehistoric palette.</p>	<p>May need support to accurately paint around their hand and to be reminded not to use too much paint.</p>	
Challenge	<p>Should combine more than one animal into a scene or work with other pupils to develop a more elaborate</p>	<p>Should add features such as spots, fur and earth colours using different techniques and tools.</p>	<p>Challenged to make more advanced colours by manipulating the natural products to suit their own intentions by</p>	<p>Apply the cave painting style to their own composition, creating more elaborate scenes that may</p>	<p>Should experiment with manipulating their handprints to make patterns or complex arrangements.</p>	

	composition with a greater level of control and detail.		applying their knowledge of colour mixing.	feature more than one animal.		
Key vocabulary:	Line drawing, prehistoric, proportion, sketch	<ul style="list-style-type: none"> • charcoal • prehistoric • proportion • scaled up • smudging • texture • tone 	<ul style="list-style-type: none"> • cave drawings • pigment • prehistoric 	<ul style="list-style-type: none"> • composition • cave-style painting 	<ul style="list-style-type: none"> • handprint • negative image • positive image 	Charcoal, composition, negative image, positive image, pigment, prehistoric, proportion, scaled up Sketch, smudging, texture, tone
End of Unit Outcomes:	<ul style="list-style-type: none"> • Explain approximately how many years ago prehistoric art was produced. • Recognise the processes involved in creating prehistoric art and why pre-historic people often painted animals. • Use simple shapes to build initial sketches. • Create a large-scale copy of a small sketch. • Use charcoal to recreate the style of cave artists. • Demonstrate good understanding of colour mixing with natural pigments. • Apply knowledge of colour mixing to make natural colours. • Discuss the differences between prehistoric and modern paint. • Make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures. • Successfully make positive and negative handprints in a range of colours. • 					
Resources	Cai Guo-Qiang cave art working on rock White Tone video Making of White Tone See Knowledge Organizer and Assessment within unit on KAPOW. Example knowledge organiser provided below					

Year 3 - Painting and mixed media

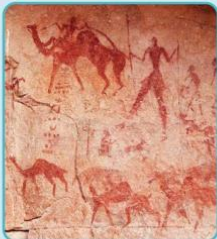


Charcoal	Burnt wood that can be used to draw with
Drawing medium	Different materials used to draw e.g. pencils, charcoal, pastels
Pigment	The colour in a natural object
Prehistoric	A time in the past before humans wrote things down to record history
Proportion	How big a part of something looks compared to the rest of it
Scale up	Enlarge a drawing so the proportions stay the same
Smudging	Blending a soft drawing material on a surface
Stone age	The oldest period in which humans are known to have lived, lasting over 2.5 million years

Prehistoric people painted in dark conditions



People living in the Stone Age drew and painted animals because animals were an important food source



People living in the Stone age made paint and dye using natural objects like berries, burnt wood, plants and animal fats.

The colours used in cave art reflect the pigments that could be found. Green and blue were hard to find and make into paint.

Historians think paint was applied using natural objects like animal hair brushes, or was sprayed on using hollowed out bones.

© Kapow Primary™ 2022

Year 3 - Painting and mixed media



Mix natural paint using a flour and water base with strong pigments like spices mixed in.



Some Stone age art contains bold black outlines, patterns and dots

Scaling up drawings



Look for the big shapes



Positive print



Negative print

© Kapow Primary™ 2022



Lesson 3 – prehistoric palette

Experimenting with spices and found natural materials to make paint and exploring the colours and effects that can be created.

WALT: explore how natural products produce pigments to make different colours



Lesson 4 – painting on a cave wall

Applying painting skills to re-create a prehistorical picture on a textured surface.

WALT: select and apply a range of painting techniques