



## Subject- Art and Design.



### Threshold Concepts and Milestones

Threshold Concept		Year 3	Content
<p><b>Develop ideas</b> This concept involves understanding how ideas develop through an artistic process.</p>		<p>Create ideas from starting points throughout the curriculum. Collect sketches and resources. Explore ideas. Comment on artworks using visual language.</p>	<p>Building on our Explore Term, our Create Term looks at how representation of landscapes have evolved through time. It focusses on skills used by modern arts.</p> <p><u>Ancient Art</u></p> <ul style="list-style-type: none"> <li>Indigenous Australian art - including aboriginal woodcarvings and cave paintings to represent the landscape within their environment. For example - rock art near Wyndham, Kimberly. To include examples that include mountains and rivers.</li> </ul>  <ul style="list-style-type: none"> <li>Ancient Egyptian art - Marsh hunting scene, Nebamun tomb chapel c 1350 BC. Vibrantly coloured painting on papyrus illustrating reed-covered marshes. Depicts birds, butterflies and fish in the river.</li> </ul> 

Medieval (middle ages) Art

- Chinese landscape paintings
- \* Forest and lake - by Li Sixun -651 CE
- \* Snowy Stream - by Wang Wei -735 CE
- \* Towering mountains - by Jing Hao - 855 CE
- \* Streams and Mountains - by Wang Hui - 1684



- Realism with landscapes
- \* The Valley of Mexico - by José María Velasco - 1877
- \* The Oxbow - by Thomas Cole - 1836
- \* The Sierra Nevada Mountains - Albert Bierstadt - 1868
- \* Pegwell Dyce, Kent - William Dyce - 1858,



- Landscape artist - Vincent Van Gogh
- Starry Night (1889), St Remi (1889), Rhone (1888), Field of Poppies (1890). Fields, mountains, hills, rivers, mountains.



Modern / Contemporary Art

- Geometric art - by Elyse Dodge



- Watercolour art - by David McEown (Antarctica - links to CoJo Ernest Shackleton)



- Collage art - by Meghan Coyle



<p><b>Master techniques</b> This concept involves developing a skill set so that ideas may be communicated.</p>	<p><b>Painting</b></p>	<p>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours. Use watercolour paint to produce washes for backgrounds.</p>	<p>Discussion with the children about the styles and techniques used by one of the artists we have looked at (David McEown). What landscapes he focuses on, the colours he uses, how he builds colour up for light and dark.</p> <p>Children to practice applying these to their own piece of watercolour art depicting Antarctica landscape. Experiment with different brush sizes, amount of water on paintbrush, mixing different watercolours in a palette. To comment on artwork with a fluent grasp of visual language.</p> <p>*** Children could also explore techniques used by Vincent Van Gogh - lines used to build up the picture. ***</p>
	<p><b>Collage</b></p>	<p>Select and arrange materials. Use overlapping, tessellation, mosaic.</p>	<p>Discussion with the children about the styles and techniques used by one of the artists we have looked at (Meghan Coyle). Does she focus on a specific landscape? How does she use layering of paper and materials to create the scenery? Her use of regular shaped strips.</p> <p>Children to experiment tearing a range of papers (newspaper, coloured paper, magazines, tissue paper) to create desired landscape.</p> <p>*** Children to also find things they can collect from their local landscape to create a scene - e.g. twigs, branches, ferns, leaves, flowers, petals, soil, grass etc.</p> 

	<b>Sculpture</b>		
	<b>Drawing</b>	<p>Use different hardnesses of pencils to show line and tone.</p> <p>Simple annotations of sketches</p> <p>Sketch lightly.</p> <p>Begin to use shading to show light and shadow.</p> <p>Begin to use hatching and cross-hatching.</p>	<p><u>CRAFTMANSHIP FOCUS</u> - Children to replicate a famous piece of landscape art from the medieval period - Chinese origin.</p> <p>* View across streams and mountains - by Wang Hui - 1684.</p>  <p>Experiment with different pencils, sketching, drawing lines, shading.</p> <p>First attempt, just get them draw. Following session, introduce taking a part of the image to focus on. Build up skills by looking at lines, thickness of lines, shapes, shading and pencil colours.</p>
	<b>Print</b>		
	<b>Textiles</b>		
	<b>Digital media</b>	<p>Create images, video and sound recordings.</p>	<p>Use the iPads to take images of different local landscapes at different times of the year - autumn, winter, spring, which can be used in the summer term to compare/ contrast and use in art sessions.</p>
<b>Take inspiration from the greats</b>		<p>Replicate some of the techniques used by notable artists, artisans</p>	<p>^^ See above.</p>

This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.		and designers.	
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\*\*\*\* PRINT / TEXTILES CAN BE SPLIT IF NECESSARY