







Hartford Primary School

YEAR GROUP	3	SUBJECT	Art	TERM	Autumn
Artist	Vincent Van Gogh				
National Curriculum Statements	<p>Pupil should be taught:</p> <ul style="list-style-type: none"> 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 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. About great artists, architects and designers in history. 				
Prior Learning (What should they already know)	<ul style="list-style-type: none"> How to use a range of lines (e.g. wavy, zigzag, dashed, curved) to create shapes, patterns, and pictures. That different drawing tools (e.g. pencils, felt tips, crayons) can create different effects. Basic techniques for adding detail using line and colour. How to draw and combine simple shapes to form images. Some awareness of how artists use line, shape, and colour to express ideas (e.g. through studying artists like Diane Bleck and Romero Britto). How to reflect on their own work by saying what they like, what they found tricky, and what they might change. <p>Early skills in observational drawing (e.g. looking carefully and trying to represent what they see).</p>				
Key themes and threads	<ul style="list-style-type: none"> Drawing Explore how to use line, texture, and tone through a range of drawing techniques and materials, inspired by the work of Vincent Van Gogh. 				
RETRIEVAL VOCABULARY	Wavy, pattern, smooth grip, tight, loose,		NEW VOCABULARY	Vertical, horizontal, diagonal, straight, short, long, quick, cross hatch, light, firm, texture, wax	

	Essential Learning for this lesson	Suggested teaching tasks/approaches	New Knowledge – What I'm leaving the lesson with
LESSON 1	To use a variety of pencils and drawing techniques to create texture.	<p> Warm-up: "Pressure Play" Ask children to draw one straight line using light pressure and one using heavy pressure. Repeat this using a different pencil. Discuss how it feels and what it looks like.</p> <p>Split Page into 4 sections. Box 1: Hold the pencil at the top and create small S shapes. Box 2: Hold the pencil near the tip and create small S shapes. Discuss with children what they notice about the grid.</p>	<ul style="list-style-type: none"> I can use different pencils to make light and dark marks. I know how to change the way I hold my pencil to get different effects. I can use drawing techniques like hatching, cross-hatching, and shading to show texture. I can choose the right pencil and pressure to create different textures in my drawing.

		<p>Box 3: Using different pencils create straight lines pressing hard and reducing the pressure as we go.</p> <p>Box 4: Create value scales of varying pressures using different types of pencils and exploring how this changes our drawing.</p> <p>Draw a range of different sized circles and experiment with different techniques using textural drawing, grain drawing, hatching and cross hatching. Children can change pencils for their shading and techniques whenever they would like to.</p> <p>Variety of sketching pencils.</p>	
LESSON 2	To explore the drawing work of Vincent Van Gough.	<p>Look at the works of Van Gough, when was he alive, what did he like to paint?</p> <p>Stick in lots of pictures, how did he paint. Superpower of looking – Vincent Van Gough selfie. What techniques can they see? Explore if they can try and copy some of the lines in the picture. 4D room immersive Van Gough</p> <p>Images of Van Gough's work (sketches). Sketching Pencils. Coloured Pencils. 4D Room.</p>	<ul style="list-style-type: none"> • I know who Vincent Van Gogh was and what kind of art he made. • I can spot the kinds of lines and marks he used in his drawings. • I can use sketching and coloured pencils to try out Van Gogh's drawing techniques. • I can talk about how Van Gogh's art makes me feel and what I notice in his work.
LESSON 3	To explore how line can be used to create impressions and images.	<p>🌀 Warm-up: "1-Minute Portrait"</p> <p>Children pair up and have 60 seconds to draw a quick sketch of their partner's face using only lines — no rubbing out! They can compare and discuss their results.</p> <p>Stick in an example of work with clear distinctive lines and then using a variety of coloured pencils/pens and the skills we have been developing in previous lessons isolate and try to replicate some of the different techniques that appear in the image. Using tracing paper and one of Van Gough's drawn portraits go over his image, draw the outline and then using the lines fill it in with shading and images.</p> <p>Van Gough image example. Coloured pens and pencils. Tracing paper. Variety of sketching pencils. Van Gough portrait sketch.</p>	<ul style="list-style-type: none"> • I know that artists use lines in different ways to create texture, feeling, and detail. • I can use lines to copy the look and style of an image, like a Van Gogh portrait. • I can use different tools, like coloured pencils, pens, and tracing paper, to help me with my drawing. • I can show what I see by using lines to make shapes, patterns, and shading.

LESSON 4	To explore how line and colour choice can impact the tone of a drawing.	 Warm-up: "Mood Marks" Call out an emotion (e.g. calm, angry, excited) and ask children to draw a quick abstract pattern or shape using colour and line to match the mood. Black and White version of Van Gough's Landscape with Houses. Replicate this into a grid of 4 of them. On each image try a different colour e.g. blue/reds and oranges. What do the colours make us think and feel? Van Gough's 'Landscape with Houses' (B&W) Sheet with grid of 4 images. Variety of coloured pens, pencils or pastels.	<ul style="list-style-type: none"> • I know that colour can change how a drawing looks and feels. • I can use different colours to show different moods in the same picture. • I can use line and colour together to create a certain feeling or effect. • I can talk about how colour choices can make a drawing feel warm, cold, calm, or exciting.
LESSON 5	To explore how line can be used to replicate textures using wax crayons and pens.	 Warm-up: "Texture Treasure Hunt (Indoor)" Have pupils use their fingertips to feel 2–3 surfaces near them and describe the texture using words or quick marks (e.g. rough, bumpy, smooth, wavy) on a mini whiteboard. Using wax crayons and different papers go out and create rubbings of different materials and textures found in our school. Stick into sketchbooks. Using felt tip pen/pencils have a go at copying some of the patterns and lines discussing the bits they like and the bits they don't like. They can collage this if it fits with the learning and composition. Wax crayons. Paper (preferable removed sketchbook paper). Felt tip pens and coloured pencils.	<ul style="list-style-type: none"> • I can use wax crayons to make rubbings that show real textures. • I can look closely at lines and patterns in textures I find around me. • I can use pens and pencils to copy or change these textures in my own way. • I can talk about which textures I liked drawing and how I made them look interesting.
LESSON 6	To use line techniques to create a sketch of a bulb.	 Warm-up: "5-Second Object Sketch" Show pupils a simple object (e.g. a leaf, rubber, cup) for 5 seconds, then hide it. Ask them to sketch what they remember. Repeat with a second object and compare. Using a physical bulb split in half (This could be under a visualiser or in front of children or a photo) the children should use the techniques they have learnt to create their own sketch of a bulb. They could do this using different mediums for texture and use a variety of line techniques to create texture and detail.	<ul style="list-style-type: none"> • I can use line techniques to show shape, texture, and detail in my drawing. • I can look closely at a real object and draw what I see. • I can choose the best tools and lines to show different parts of the bulb. • I can combine everything I've learned about drawing to make a detailed sketch.

		<p>Cross section of bulb (real or image).</p> <p>Range of mediums the children have previously used e.g. pastels, sketching pencils, coloured pencils.</p>	
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Helpful resources to reference	<p>Websites/Videos</p> <p>Vincent Van Gogh museum website https://www.vangoghmuseum.nl/en</p> <p>BBC bitesize https://www.bbc.co.uk/teach/class-clips-video/articles/zw677yc</p> <p>You tube https://www.youtube.com/watch?v=FIXfuaPWg_0</p> <p>Super power of looking https://artuk.org/learn/learning-resources/the-superpower-of-looking-vincent-van-gogh-a-selfie-and-a-bandaged-ear</p> <p>Books:</p> <p>"Van Gogh and the Sunflowers" by Laurence Anholt (great for cross-curricular art/lit link)</p> <p>"Katie and the Starry Night" by James Mayhew</p> <p>"The Dot" by Peter H. Reynolds – for encouraging creativity and risk-taking in drawing</p>	
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