

<b>Art and Design – Medium term plan</b>		
<b>Year group: Year 3</b>	<b>Artist: Bridget Riley</b>	<b>Focus: Optical Art</b>
<b>National Curriculum</b> Pupils should be taught: <ul style="list-style-type: none"> <li>• 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:</li> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• 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]</li> <li>• about great artists, architects and designers in history</li> </ul>		
<b>Vocabulary</b> Optical illusion Abstract Contrast Pattern Line Layering Geometric	<b>Endpoint</b> Final piece explore different ways of creating the artwork eg. Painting, pencils, printing.  Create a piece of artwork influenced by and in the style of Briget Riley.	<b>Endpoints</b> <b>About the Artist –</b> Bridget Riley English painter (1931 - Optical Art (a movement influenced by optical illusions) Influenced by Jackson Pollock Used complementary colours Often worked in black and white Name a painting eg. Shadow Play (1990)
<b>Prior knowledge, skills and learning experiences (Y2)</b> Can communicate ideas and meanings very simply. Can they use sketchbooks to record ideas. Can experiment with a range of drawing media to draw from direct observation when sketching.		<b>Endpoints (Y3)</b> <b>Knowledge, skills and learning experiences</b> Can make their own choices. Can begin to work more abstractly. Can collect visual and other information. Can experiment in different ways. Can create artwork following an idea or towards a specific purpose



<p>Can develop how they can use digital media, including the use of mark-making tools, e.g. brush and pen tools.</p> <p>Can comment on similarities and differences in the work of other artists.</p> <p>Can create a piece of work in response to another artists' work</p>	<p>Can use sketch books to collect, record and evaluate ideas</p> <p>Can identify and begin to draw simple objects from observation, and use marks and lines to produce texture.</p> <p>Can compare the work of different artists and describe what they think or feel about own and others' work.</p> <p>Can explore ideas and change what they have done to give a better result.</p> <p>Can adapt and improve work thinking about the purpose of it.</p>
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