



**Art and design Topic:** Andrea Mantegna

**Year:** 3 **Term:** Autumn 1

## Key Knowledge/Content:

- To identify warm and cool colours.
- To choose complimentary colours.
- To experiment with blending two complimentary colours.
- Question and make observations about starting points, and respond positively to suggestions.
- Adapt and refine ideas
- Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.

## Key vocabulary with definition:

### Prior vocabulary:

- Observe - notice or perceive (something) and register it as being significant.
- Textures - Texture simply means how something feels when it is touched.
- Form – Form is a term that means the style in which a text is written.
- Motifs - A recurring fragment, theme or pattern that appears in a work of art.

### New vocabulary:

- Refine - the improvement of the idea.
- Complimentary colours - pairs of colours that contrast with each other more than any other colour, and when placed side-by-side make each other look brighter.
- Technique - a way of carrying out a particular task.

## Links to:

### Prior learning:

The children focused on one famous artist called Jasper Johns. The children explored what printmaking is and using a range of techniques.

### Future learning:

The children will be learning about a famous artist called Ninette Krugar who specialised in embossing art.

## By the end of this unit

**All children can:** **recognise** warm and cool colours. The children can choose the correct paint brushes to demonstrate thin and thick lines.

**Most children can:** **demonstrate** how to blend complimentary colours and **demonstrate** how to adapt their work.

**Some children can:** **explain** how blending colours improves a piece of art and **explain** their thoughts of other artists work using the correct terminology.

## Background understanding for teachers and parents:

The children focused on one famous artist called Andrea Mantegna who specialises in painting. The children are going to generate their ideas, explore blending colours and to express their thoughts on artists work.

## Curriculum Driver (one):

Communication

### Evidence outcome:

The children will generate ideas and evaluate with their peers discussing their own artwork and others.