Brilliant Light! – Term 3
Southville Primary School

Year 3

Local Anchor Point	Visit/ Visitor	Key Person	Key Outcome
Bedminster Lantern Parade (major) Bristol Festival of Light in homework (minor)	Lantern maker/artist	Ruth Ramsey - artist for lantern parade Van Gough - artist to inspire our lanterns	Painted lantern in the style of Van Gogh referring to local/international landmarks As a year group, create a large lantern to take on the Bedminster Lantern Parade

Diversity, Equity and Inclusion	Linked Learning
Lantern parade - landmarks based on their identities. Cultural and historical knowledge: Research landmarks from different cultures and understand their significance. Learn how light is used symbolically in cultures through objects like lanterns.	-PSHE linked with Art (cultural development/global citizenship)

Driver 1: Art *How can we use light and art to share something special about where we live?*	Driver 2: Science *How does light help us in our everyday life?*

Driver 1 Objectives	Driver 2 Objectives
- 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, pencil, charcoal, paint, clay] - about great artists, architects and designers in history **Theoretical Knowledge** **Key Artist / Movement**: Van Gogh (focusing on *Starry Night*) / Impressionism **Themes / Genre**: Light, Heritage, Landmarks, Lanterns, Bedminster Lantern Parade **Context and Significance**: Van Gogh's use of light and color, particularly in his depiction of landscapes and night scenes, can inspire creative interpretations of local landmarks. The project connects to both historical art movements and local heritage, emphasizing how light can transform ordinary objects into something extraordinary. **Practical Knowledge** **Area of Making**: Sculpture, Painting, Lantern Making **Media**: Watercolour, Poster paint, Cardboard, Fine brushes, Paint palettes **Methods and Techniques**: Sketching, Painting, Colour mixing, Construction (gluing, assembling), Sculpture (create stable 3D lanterns); Fine brushwork, Collaborative building (with artist), Understanding of Light and Shadow	- recognise that they need light in order to see things and that dark is the absence of light - notice that light is reflected from surfaces - recognise that light from the sun can be dangerous and that there are ways to protect their eyes - recognise that shadows are formed when the light from a light source is blocked by an opaque object - find patterns in the way that the size of shadows change

Driver 1 Disciplinary Knowledge and Skills ('Thinking like an Artist')	Driver 2 Disciplinary Knowledge and Skills ('Working Scientifically')
Shape is a flat (2D) area surrounded by an outline or edge: How are shapes used or combined? How does the combination of shapes make things look 3D? **Lines** are used to show movement and mood. Is the use of line static or dynamic? How do they determine motion and direction in a piece? **Colour** is used to convey atmosphere and mood. How has colour been combined and varied to create mood and reaction in the viewer? **Value** is the intensity of colour and depends on the amount of white added. **Form** – artists use form when they create sculptures or the effect of flat objects being 3D. How has the artist made flat parts of an image appear 3D e.g. shading? **Texture** is the look and feel of a surface. How is the feel of a piece related to the materials it is made from? **Space** in artwork makes a flat image look like it has form. How has the empty area around shapes been used?	This is knowing how to carry out practical procedures using different equipment and to collect, use, interpret, understand and evaluate the evidence from scientific processes: **Planning**: Asking questions, fair testing, setting up simple tests **Doing**: Using different equipment safely, making systematic and careful observations **Recording**: Obtaining evidence, classifying and identifying, recording findings in a variety of ways (e.g. drawings, labelled diagrams, keys, bar charts, graphs and tables) **Concluding**: Suggesting answers, reporting, presenting (in oral and written forms) **Evaluating**: Seeking patterns, making predictions for the future
Driver 1 Key Vocabulary	**Driver 2 Key Vocabulary**
Tier 2: art, exhibition, material, shape, design, draw, paint, colour, style, critique, evaluate, improve, feedback, process, structure, construct, technique, brushstroke, cultural **Tier 3:** lantern, parade, frame, 3D, sketch, brushstroke, impression, Starry Night, swirl, post-impression, landmarks	**Tier 2**: light, shadow, direction, block, compare, because, higher, shorter, different, same **Tier 3**: transparent, translucent, opaque, shadow, light source, reflection, beam, reflection, sunlight, UV

Driver 1 Sequence	Driver 2 Sequence
1. **WALT**: understand what a lantern is and explore how to use one. 2. **WALT**: learn about Van Gogh and his art to inspire our lantern backdrops. 3. **WALT**: research and sketch famous landmarks from our heritage. 4. **WALT**: draw our designs on small lanterns. 5. **WALT**: paint lanterns. 6. **WALT**: construct small lanterns. 7. **WALT**: work together to build a large lantern. 8. **WALT**: exhibit our work to an audience. 9. **WALT**: evaluate our lanterns.	1. **WALT**: recognise that we need light in order to see things and that dark is the absence of light. 2. **WALT**: observe how light is reflected from surfaces; record observations in a table. 3. **WALT**: identify opaque, translucent, and transparent materials. 4. **WALT**: understand that the sun can produce harmful rays. 5. **WALT**: recognise how shadows are formed and can change. Part 1. 6. **WALT**: recognise how shadows are formed and can change. Part 2.